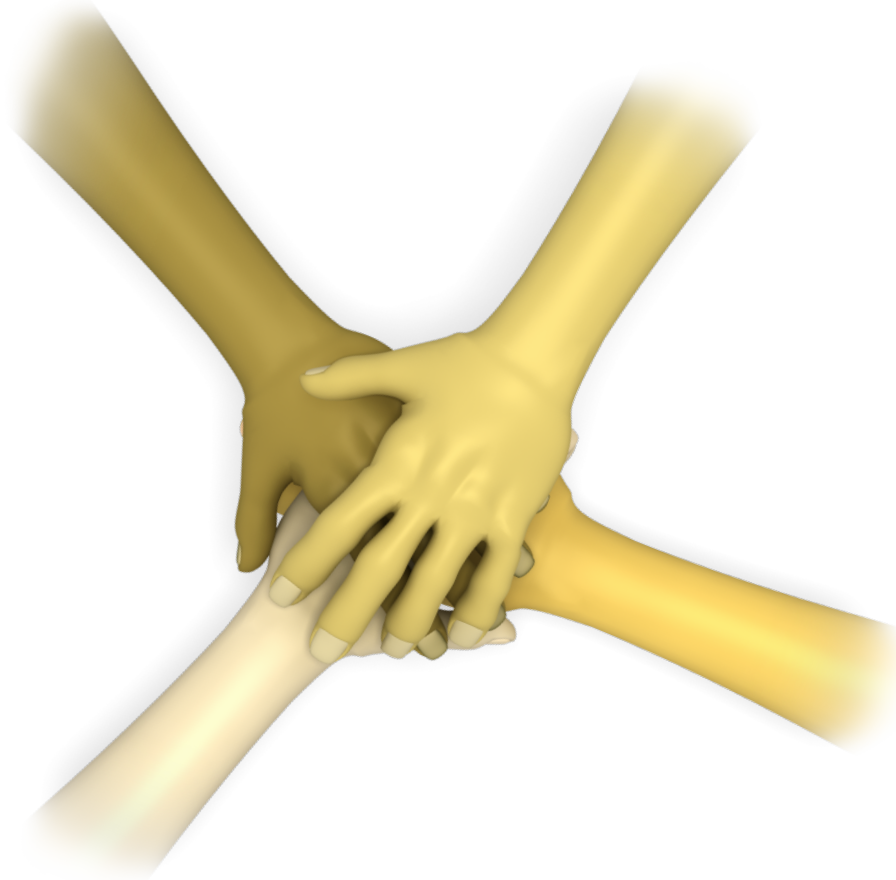


Teacher Efficacy and Culturally Responsive Teaching Techniques

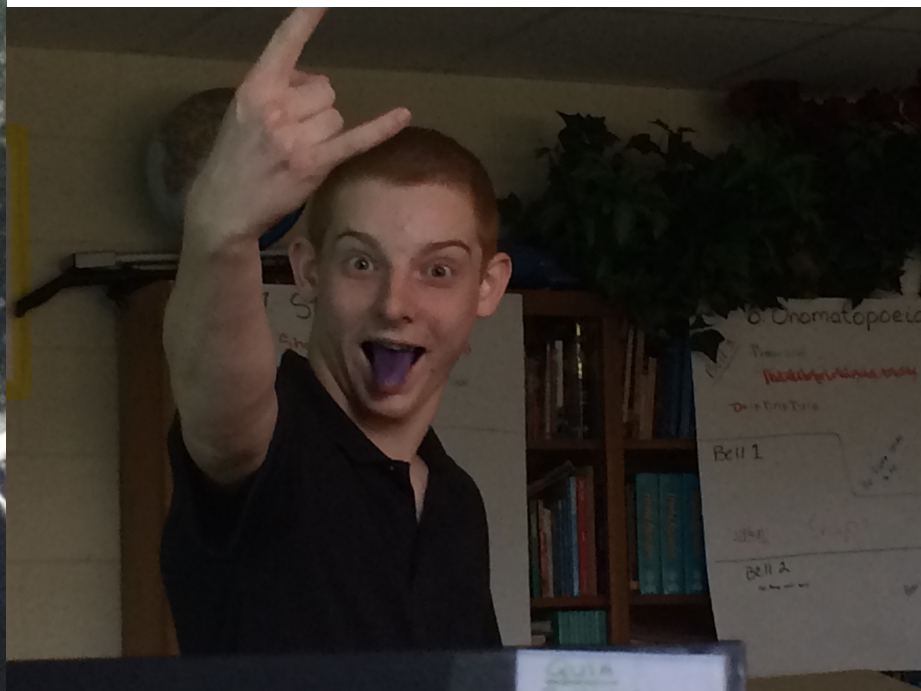


Dr. Roberta Callaway

“SHAWN”
20 Years



“RYAN”
2 Years



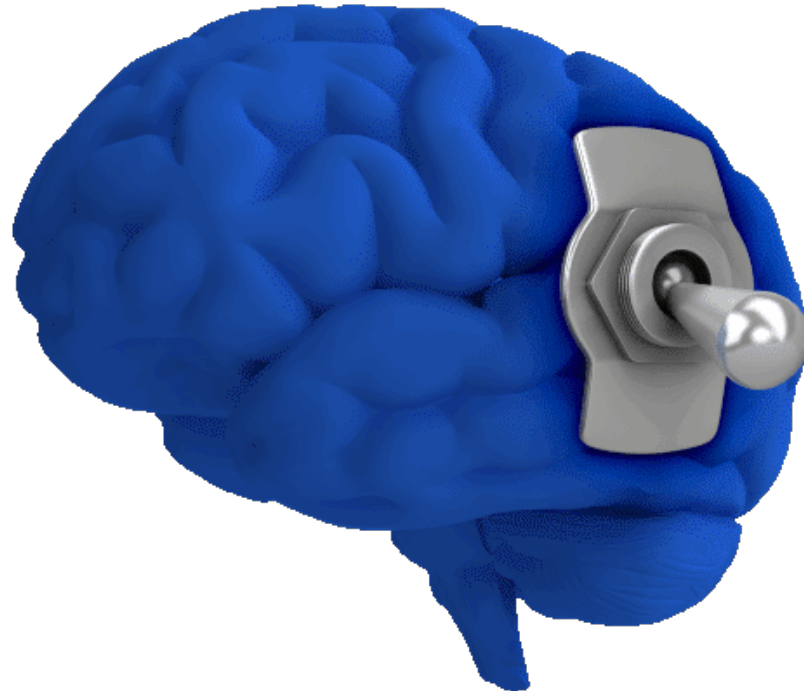
What ***WILL NOT*** happen...

- 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=61ILSroXh6U>**

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>

~~Dependent~~

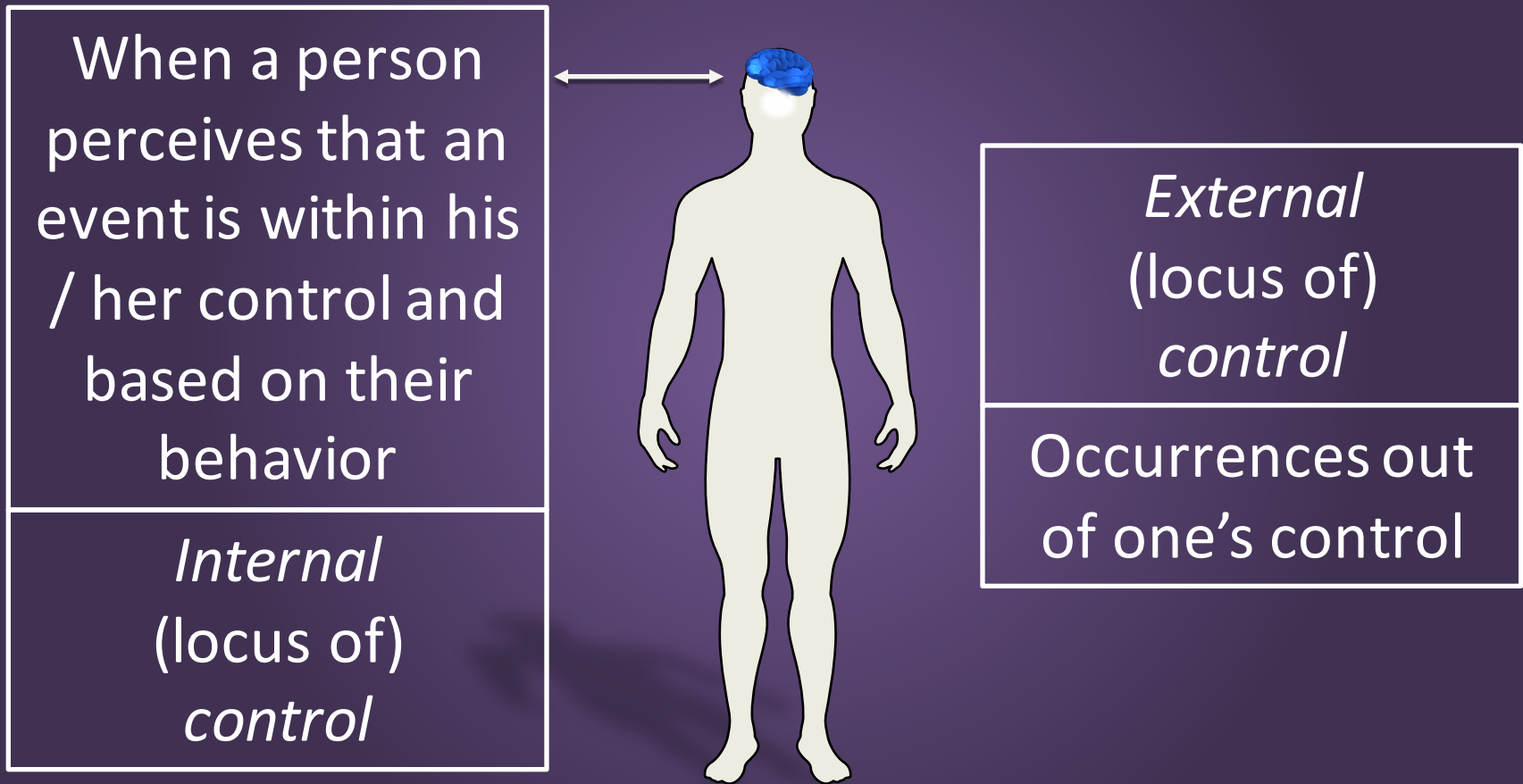
Independent





(Gay, 2010, p. 127; Ladson-Billings, 1995; Villegas & Lucas, 2002)

Rotter (1966)



RAND Corporation (1976, 1977)

(Armor, 1976; Berman et al., 1977)

“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”

(Armor, 1976, p. 23; Berman, et al., 1977, p. 137)



(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”

(Armor, 1976, p. 23; Berman, et al., 1977, p. 137).



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

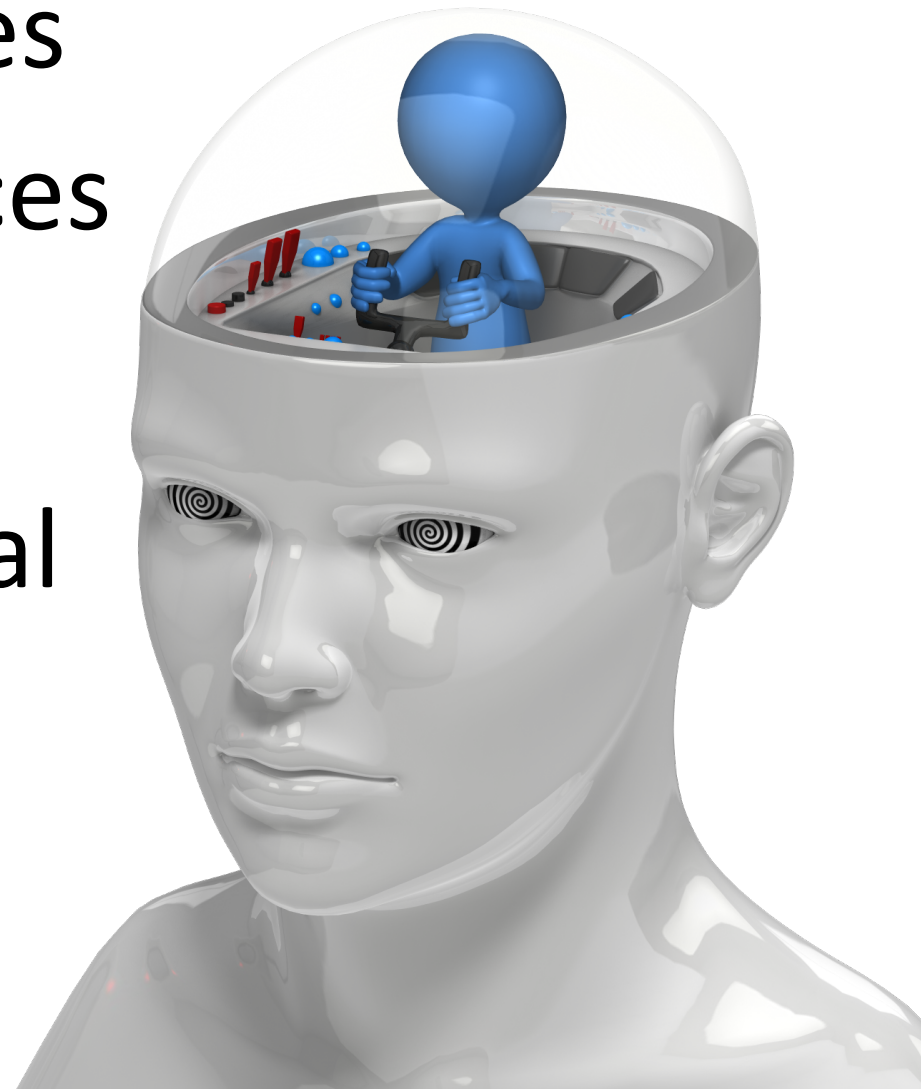
Bandura (1977)

Mastery experiences

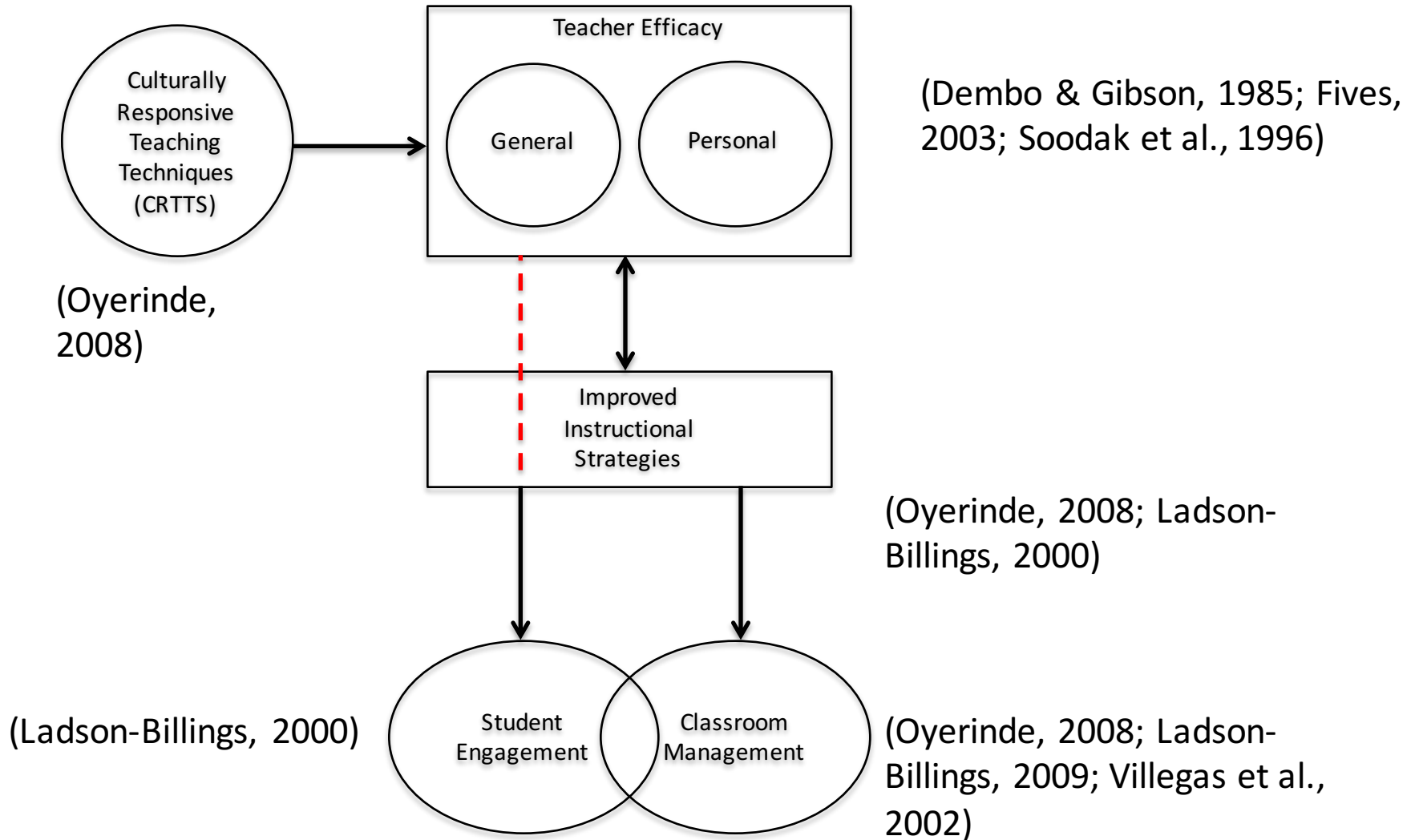
Vicarious experiences

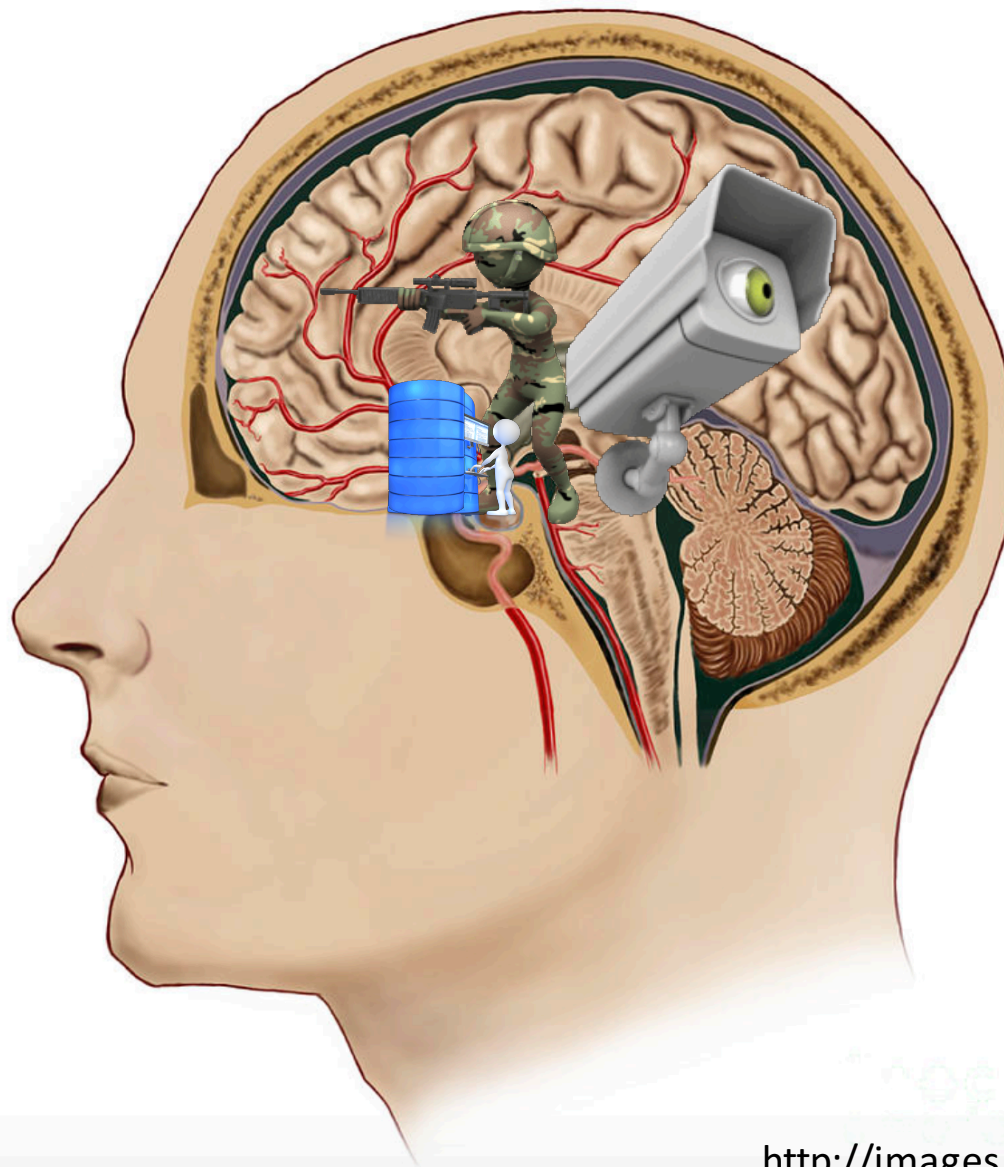
Verbal persuasion

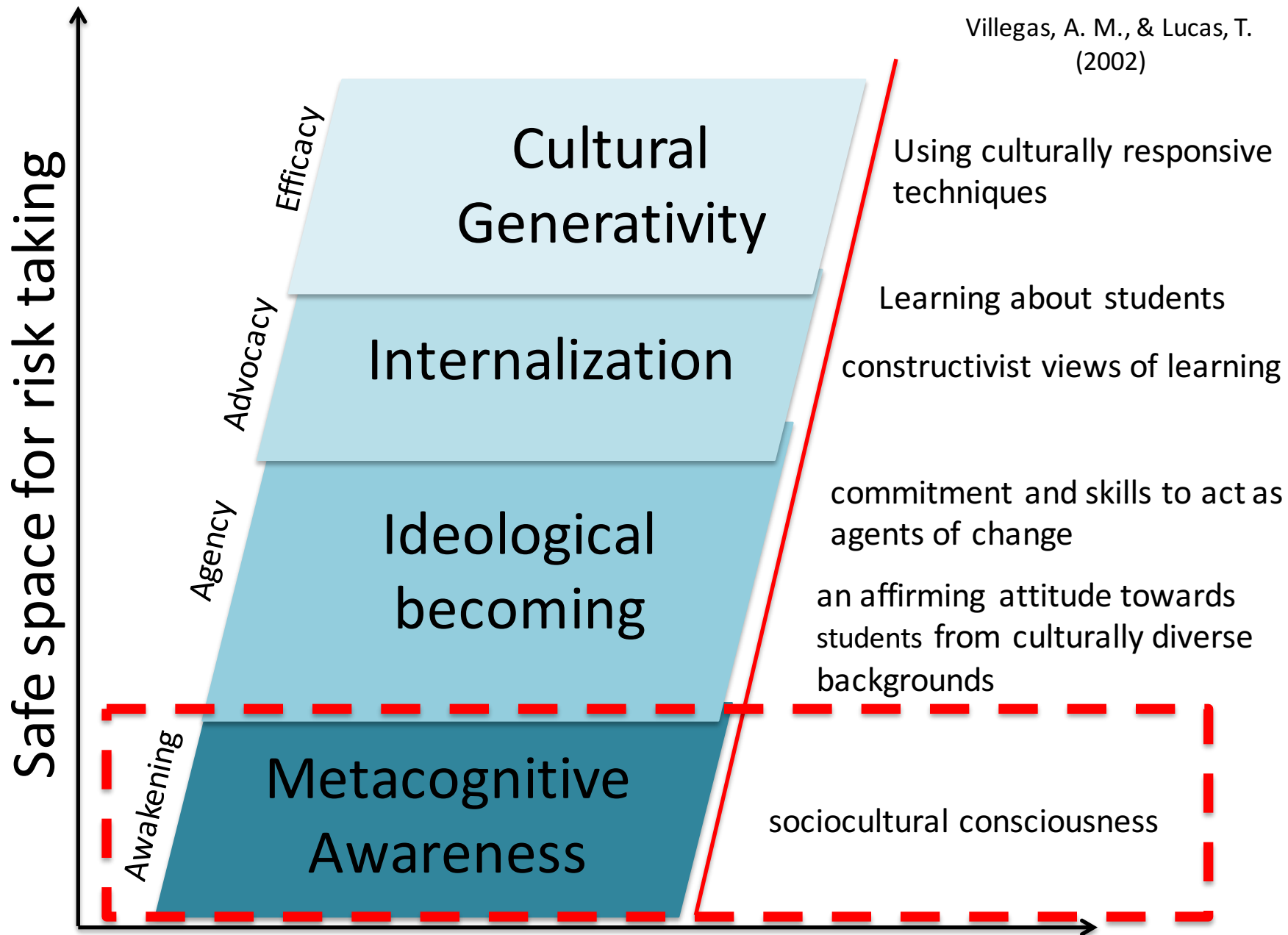
Physiological arousal



Theoretical Framework



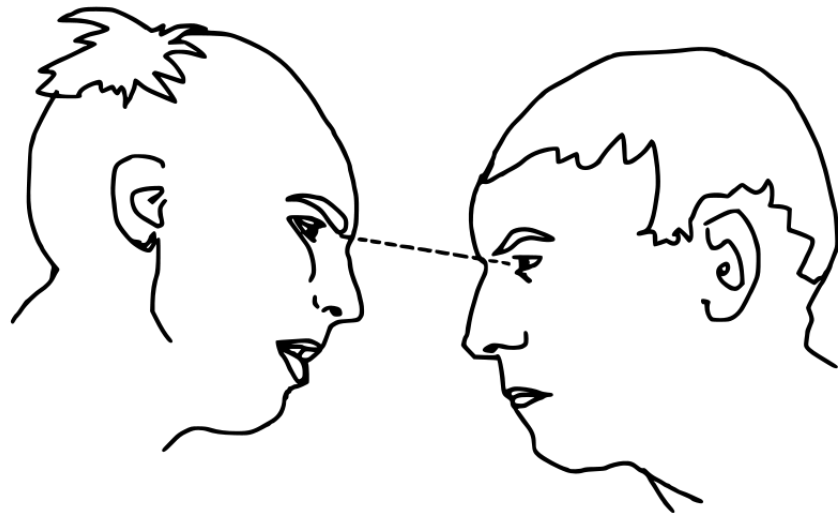




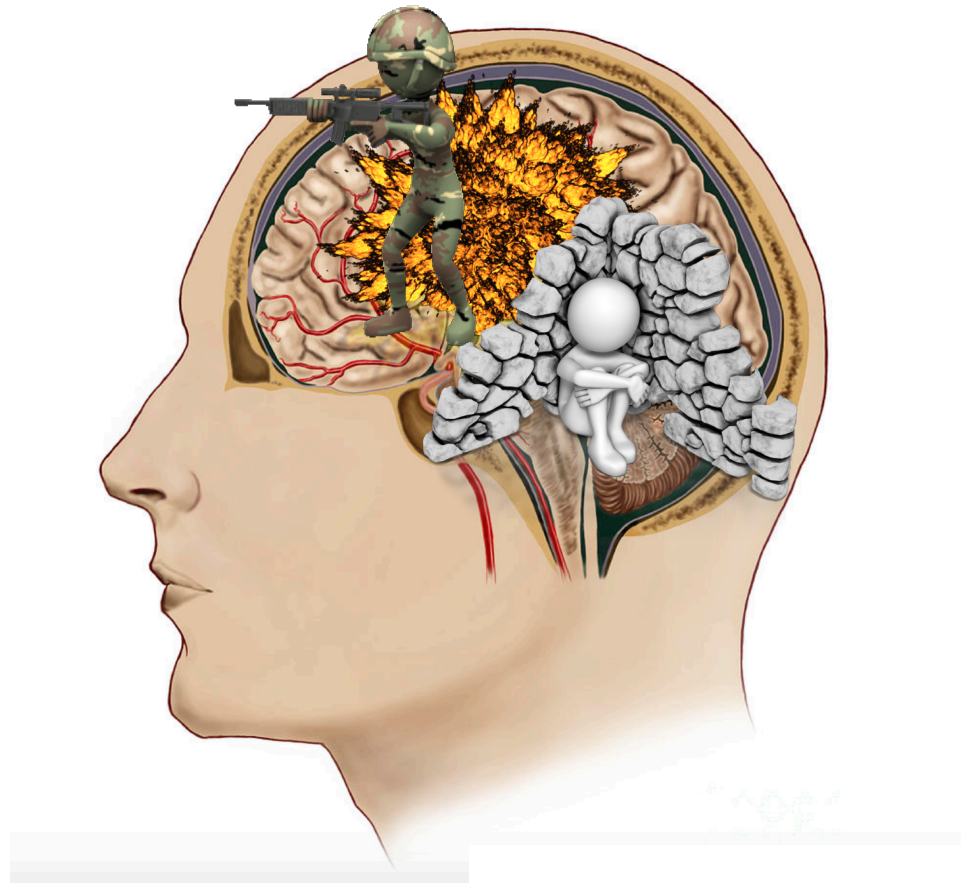
Surface Culture



Shallow Culture



Deep Culture



Understanding culture

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

Source: Hammond, Z. (2015). *Culturally Responsive Teaching & The Brain, Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Foreword by Yvette Jackson

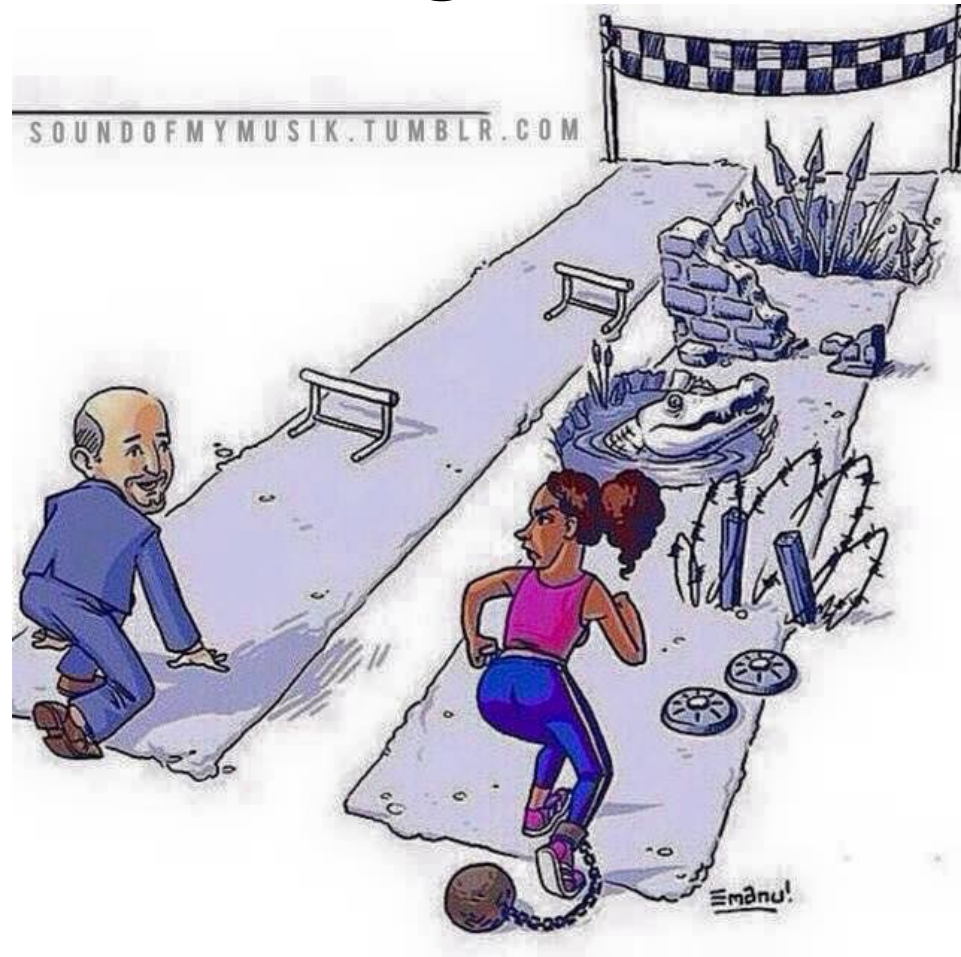
Sociopolitical context

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

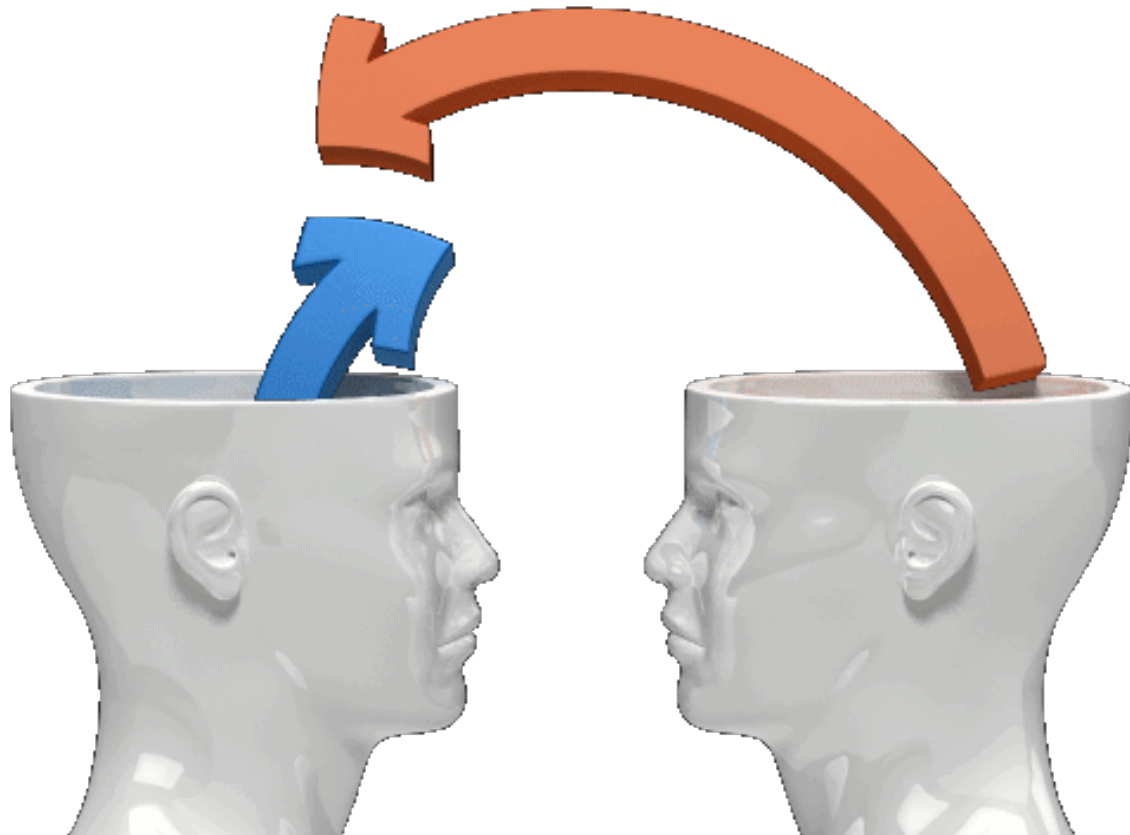
- Learning partnerships



(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



Inspirational Light Bulb custom pos... by PizzaRita

Zazzle



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

Terrorist

Rich

Penny-
Pinching

Pretty

Illegal

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?



**How might these written
stereotypes impact teaching
decision-making when interacting
with students?**



**Do you see any stereotypes of
various groups that you wish to
comment on?**



How do we deconstruct our implicit bias?



1. Begin with intention



Roberta Callaway



2. Cultural Identity Recognition

Hammond, Z. (2015)

3. Identify your cultural frames of reference

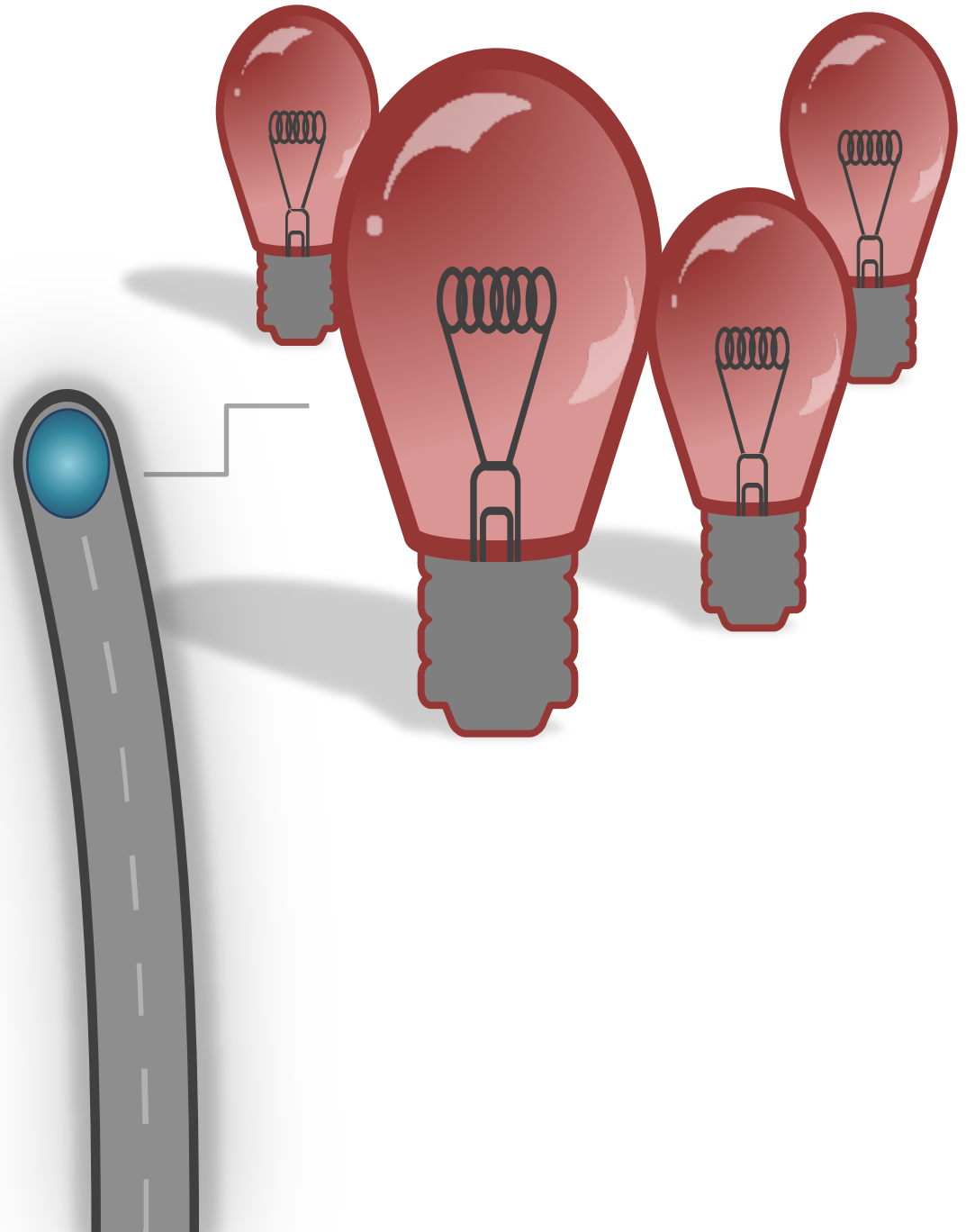


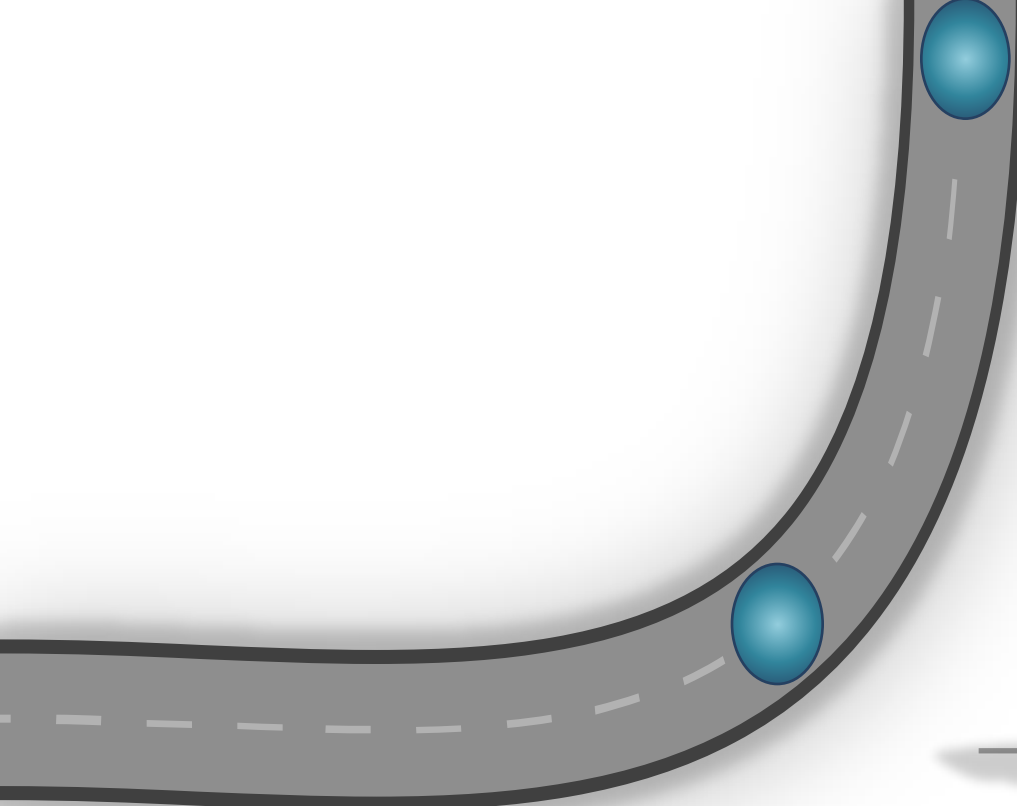
4. Map Your Cultural Reference Points

What are your deep cultural values related to:

- Communication
- “Doing school”
- Self-motivation
- Effort

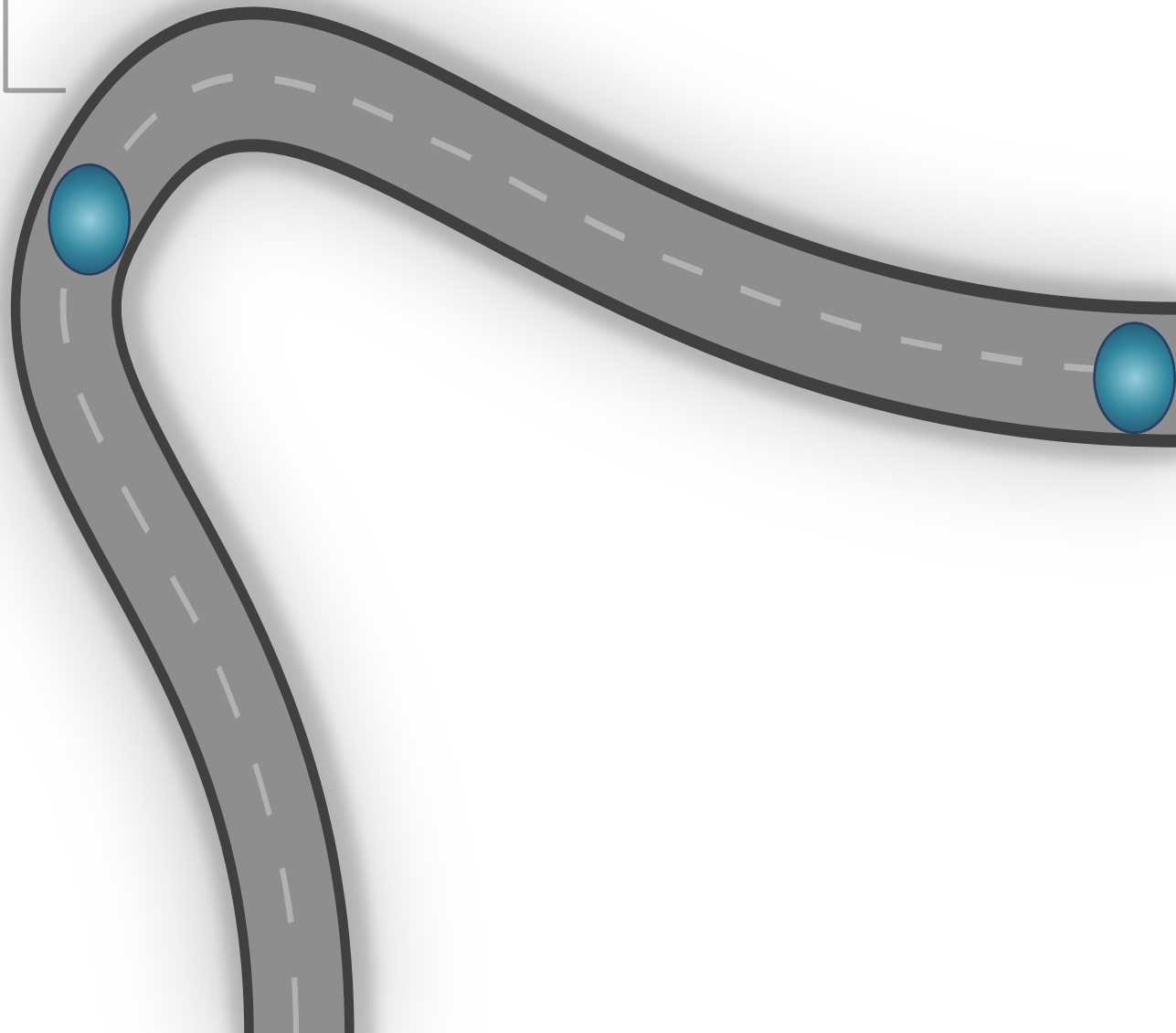
**How did you
come to
believe this?**



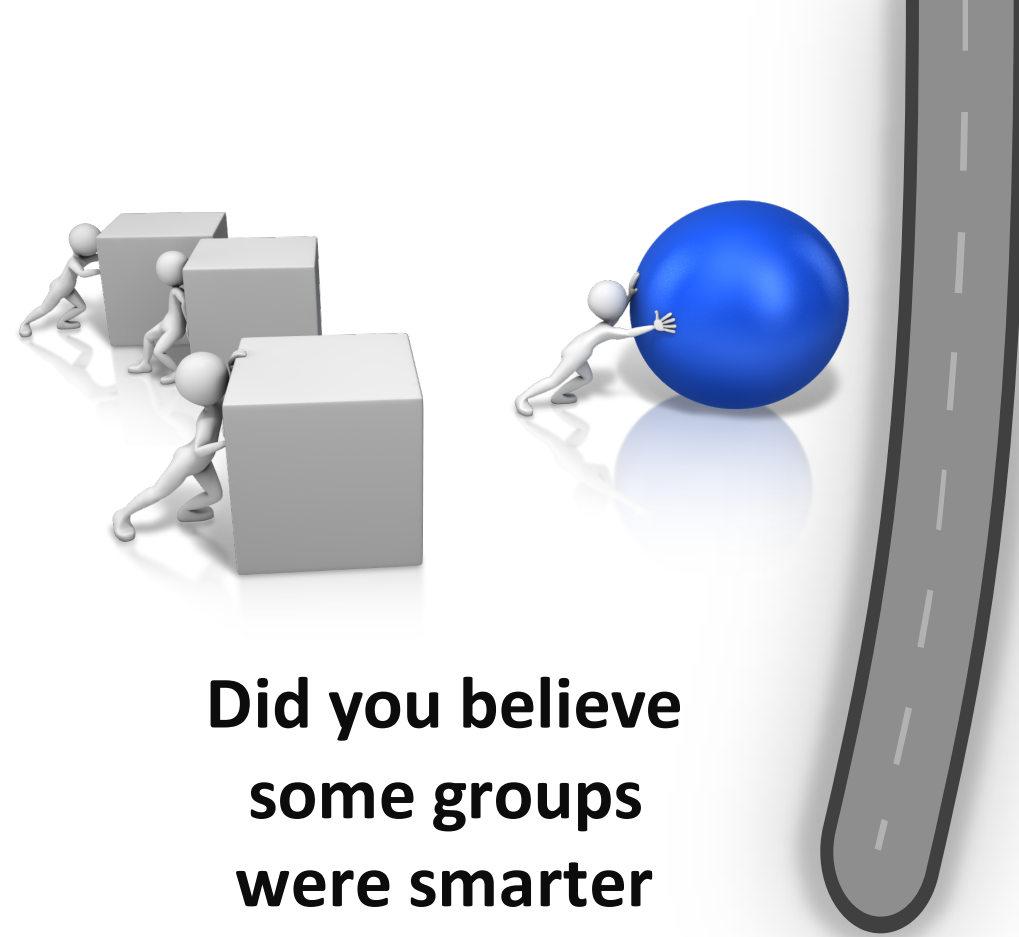


**What messages did you
get about why other
racial or ethnic groups
succeeded or not?**





What did your
culture teach you
about
intelligence?



**Did you believe
some groups
were smarter
than others?**

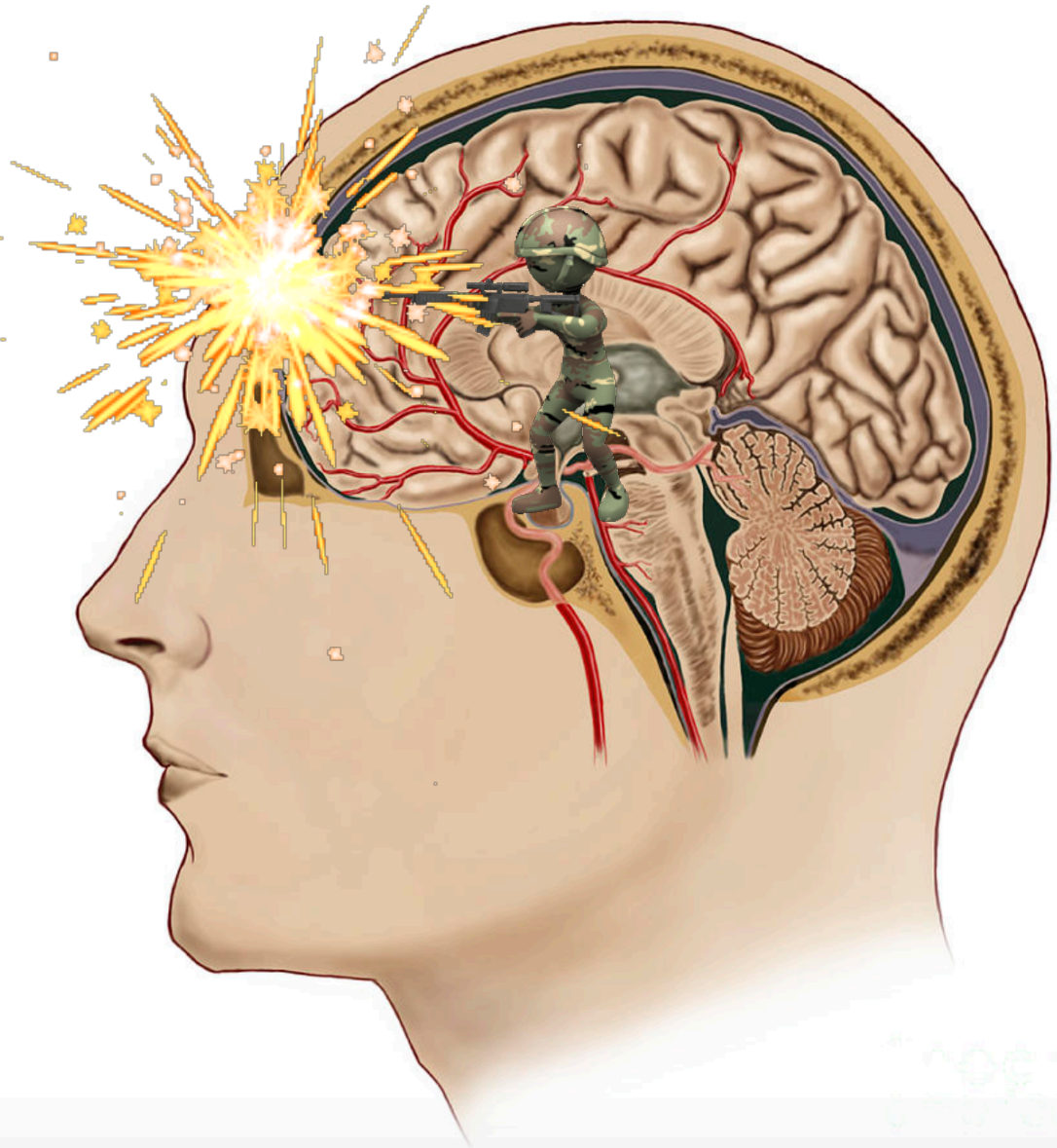
5. Widen your cultural perspective



Hammond, Z. (2015). *Culturally Responsive Teaching & The Brain, Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Foreword by Yvette Jackson

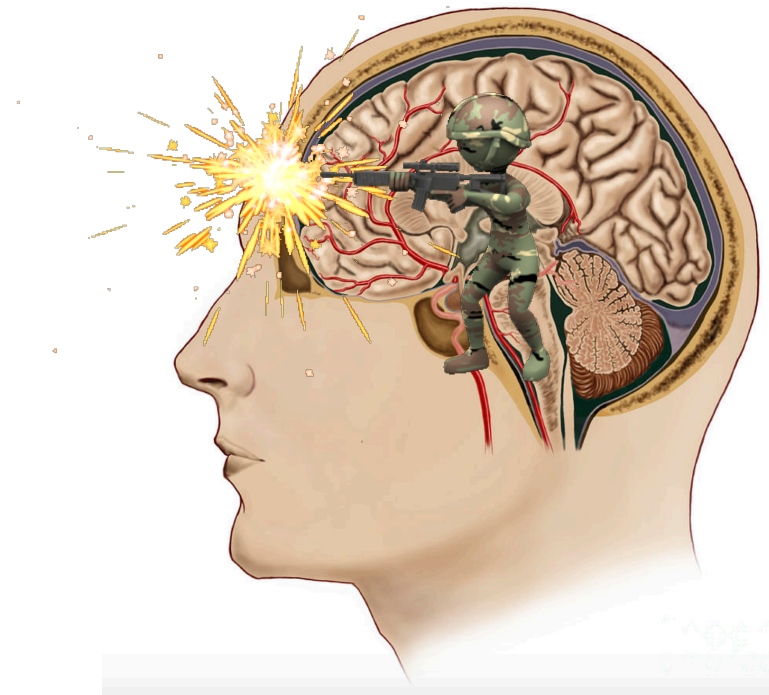
6. Identify your triggers

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

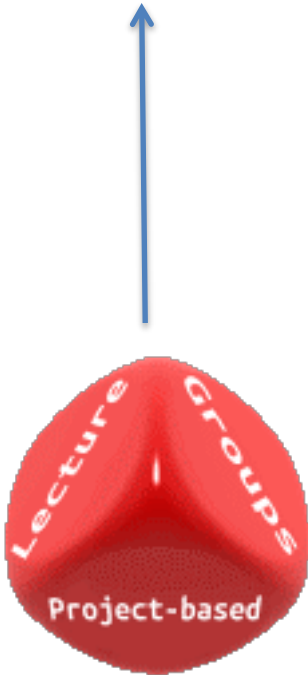


S.O.D.A





**Student
Engagement**

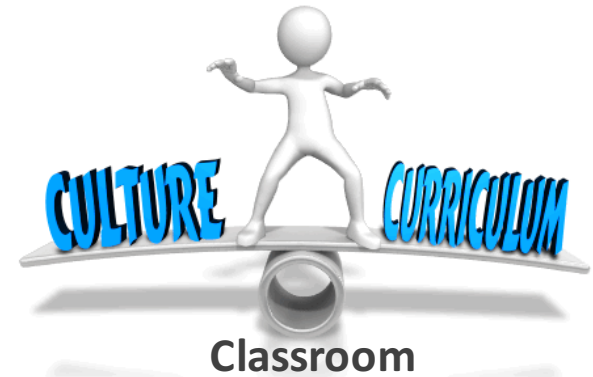


**Instructional
Strategies**




Efficacy

**Personal
General
Cultural**



**Classroom
Management**

There are two types of people in this world:
<https://www.youtube.com/watch?v=XZGuiAlHrss>



**There are two ways of spreading light:
to be the candle or the mirror
that reflects it.**

Edith Wharton

SOURCES

- Hammond, Z. (2015). *Culturally Responsive Teaching & The Brain, Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Foreword by Yvette Jackson
- Degannes, C. N., Woodson-Coke, K., Henderson, T. B., & Sanders-Phillips, K. (2007, April). Development of a cultural competence small group reflection exercise to increase the awareness of unconscious assumptions and stereotypes amongst healthcare providers. In *JOURNAL OF GENERAL INTERNAL MEDICINE* (Vol. 22, pp. 176-176). 233 SPRING STREET, NEW YORK, NY 10013 USA: SPRINGER.

YouTube:

- **G Yamazawa - "The Bridge" Published on Dec 5, 2015**
from <https://www.youtube.com/watch?v=61lLSroXh6U>
- **Samuel King and Word On The Curb Published on Oct 23, 2014**
from <https://www.youtube.com/watch?v=TNfH41-LI4w>
- **Systemic Racism – Published on Apr 22, 2015**
from https://www.youtube.com/watch?time_continue=4&v=GPVXdjJckCA
- **Implicit Bias - Published on Jan 8, 2015**
from <https://www.youtube.com/watch?v=Ar0iBLrjiCs>
- **Race Forward Chapter 1: High School – Published on May 12, 2014**
from https://www.youtube.com/watch?v=ezZn_N43Jdw
- **Two types of people in this world Published on Mar 19, 2013**
from <https://www.youtube.com/watch?v=XZGuiAlHrss>