

# Culturally Relevant Teaching for All:

## Secondary Students' Perceptions of Culturally Relevant Teaching

Christy M. Byrd, Assistant Professor, Dept. of Psychology, University of California, Santa Cruz  
Dorinda J. Carter Andrews, Associate Professor, Dept. of Teacher Education, Michigan State University

AERA 2015, Chicago, IL  
April 19, 2015

# The Role of Cultural Relevance in Schooling

- \* **For many decades, scholars have argued the importance of enacting critical multicultural education and culturally responsive teaching strategies in schools (Au, 1981; Banks, 2008; Bartolome, 1994; Gay, 2000; Heath, 1983; Ladson-Billings, 1994, 1995; Sleeter, 2001; Villegas, 1988)**
- \* **Much of what we know about CRT focuses on meeting the academic needs of black and brown youth in urban contexts (Epstein et al, 2011; Esposito et al, 2012; Howard, 2001; Howard & Terry, 2011; Laughter & Adams, 2012; Martell, 2013)**

# The Role of Cultural Relevance in Schooling

- \* **Well-meaning educators assume CRT means acknowledging ethnic holidays, including popular culture into the curriculum, or adopting colloquial speech. Its utility has been reduced to simplistic notions of multiculturalism (Irvine, 2009; Sleeter, 2012)**
- \* **Very little research on CRT illuminates connections between the implementation of the pedagogy and academic gains that students make as a result of having teachers who enact such practices (see Camangian, 2010; Howard & Terry, 2011; Rickford, 2001)**
- \* **Few studies have explored the effects of CRT on White students (McCroskey, 1996; Tevin, 2001; Wentzel, 1997)**
- \* **Youth are seldom asked about their perceptions of culture and culturally relevant practices in the classroom (see Anderson & Cowart, 2012; Garza, 2009; Howard, 2001; Lewthwaite & McMillan, 2010; Savage et al, 2011)**

# Research Questions

1. How are students' perceptions of culturally relevant teaching associated with interest in school, school problems, and sense of community?
2. Does race moderate the relationship between students' perceptions of culturally relevant teaching and outcomes?

# Culturally Relevant and Responsive Teaching

## **Gloria Ladson-Billings (1995) – Culturally Relevant Teaching**

\* Rests on three criteria or propositions for students.  
They:

1. Must experience academic success in the classroom;
2. Must develop and/or maintain cultural competence;  
and,
3. Must develop a critical consciousness through which they challenging existing societal norms

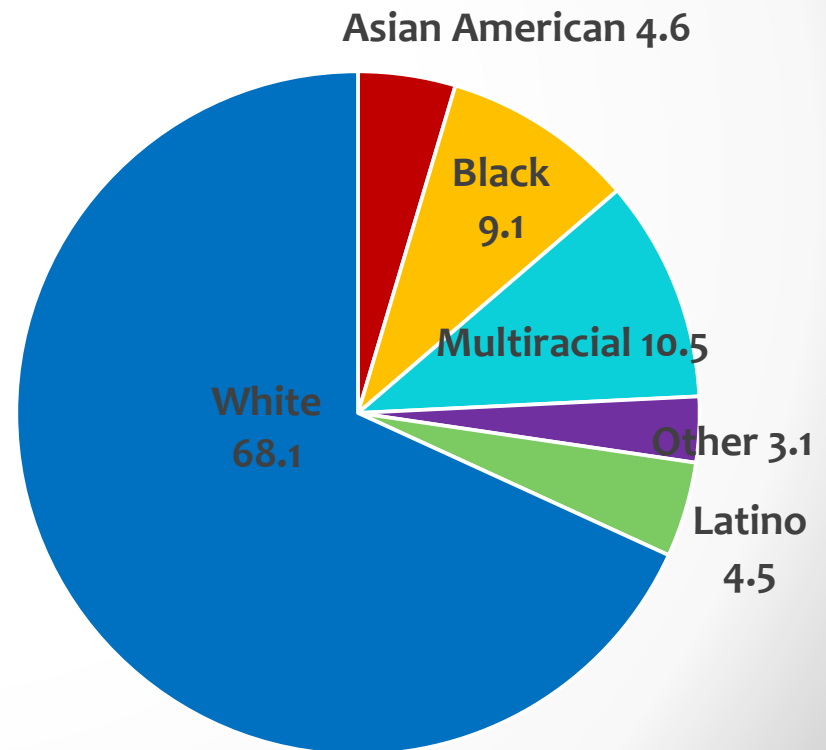
# Culturally Relevant and Responsive Teaching

## Geneva Gay (2010, p. 29) – Culturally Responsive Teaching

1. Acknowledges the legitimacy of cultural heritages of various ethnic groups as valid content to be integrated into the formal curriculum
2. Bridges students' home and school experiences in meaningful ways and provides meaningful connection between academic abstractions and lived sociocultural realities
3. Uses an array of instructional strategies that connect to different learning styles in the classroom
4. Teaches students to know and praise their own and others' cultural heritages
5. Incorporates multicultural information and resources in all subject areas and skills routinely taught in schools

# Research Design

- \* Two suburban school districts in central Michigan (n=3,019 students)
- \* 50.1% female; 49.9% male
- \* Grades 6-12
- \* Students
  - \* 68.1% White; 9.1% Black
  - \* 8.5% in special education
- \* Teachers
  - \* District 1: 96% White
  - \* District 2: 97% White



# Culturally Relevant Teaching Defined

1. Teachers use material that relates to my life experiences
  2. Most of my teachers understand what my home life is like
  3. My teachers take time to get to know me on a personal level
  4. Teachers have high expectations of me
  5. Teachers believe I can meet their expectations
  6. Teachers believe all children can learn
- \* 1 (strongly disagree) to 5 (strongly agree)
  - \* Alpha = .79
  - \* Mean 3.50 (SD = 0.72)



# Outcomes

## Interest in School ( $r = .46$ )

1. I enjoy learning.
2. I look forward to coming to school every day.

## School Problems ( $\alpha = .70$ )

1. I often need extra help with schoolwork.
2. How much of the material that you read for school do you understand very well?
3. What percentage of the time do you completely understand the teacher's lesson?

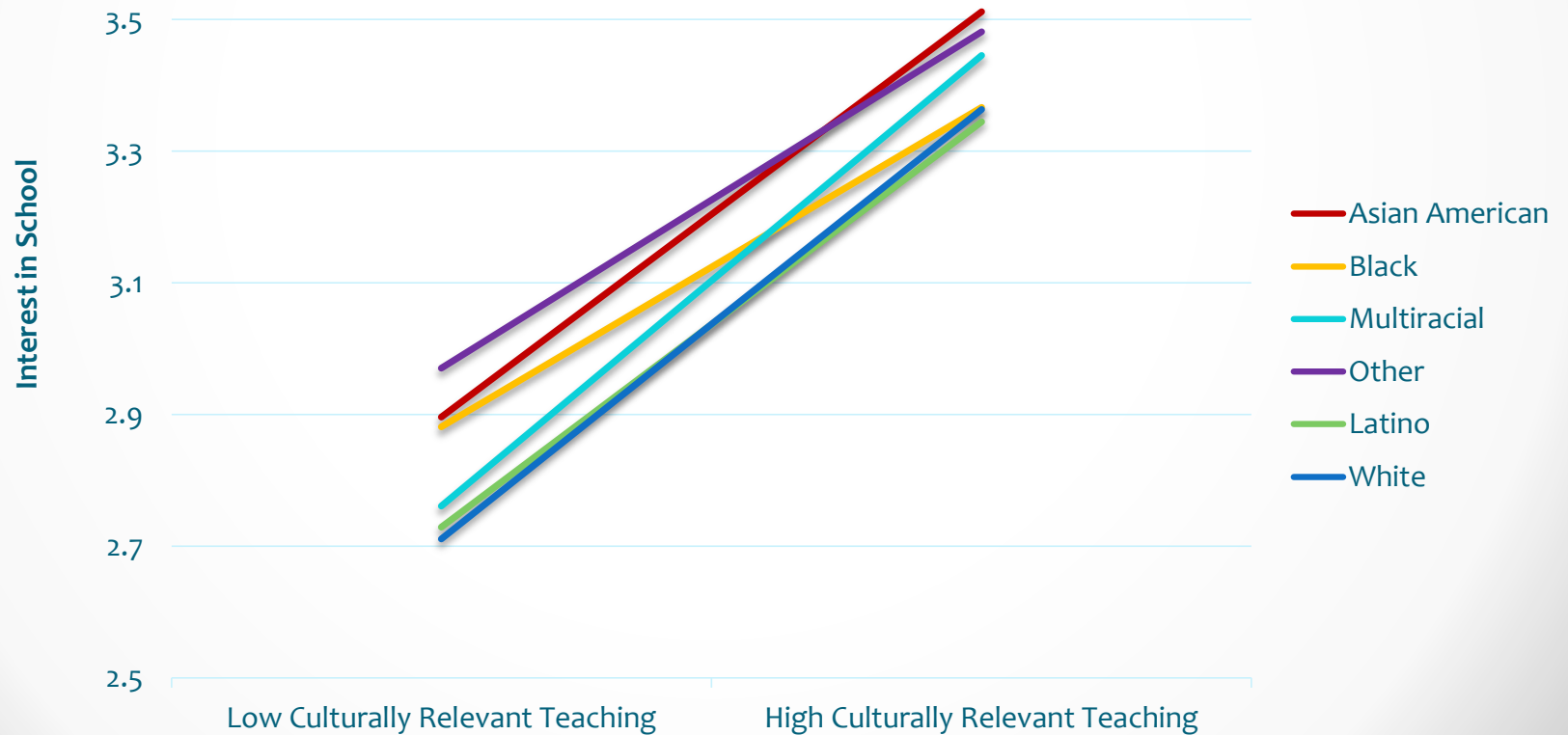
## Sense of Community ( $\alpha = .75$ )

1. I feel that I am a valued (HS)/important (MS) member of my school community.
2. I feel safe at school.
3. Students are involved in decision-making about matters that affect them in school.
4. My school tries to include my family in school activities.
5. Administrators (principal, assistant principals, etc.) model respectful behavior at school.
6. I have friends at school I can trust and talk to if I have a problem.

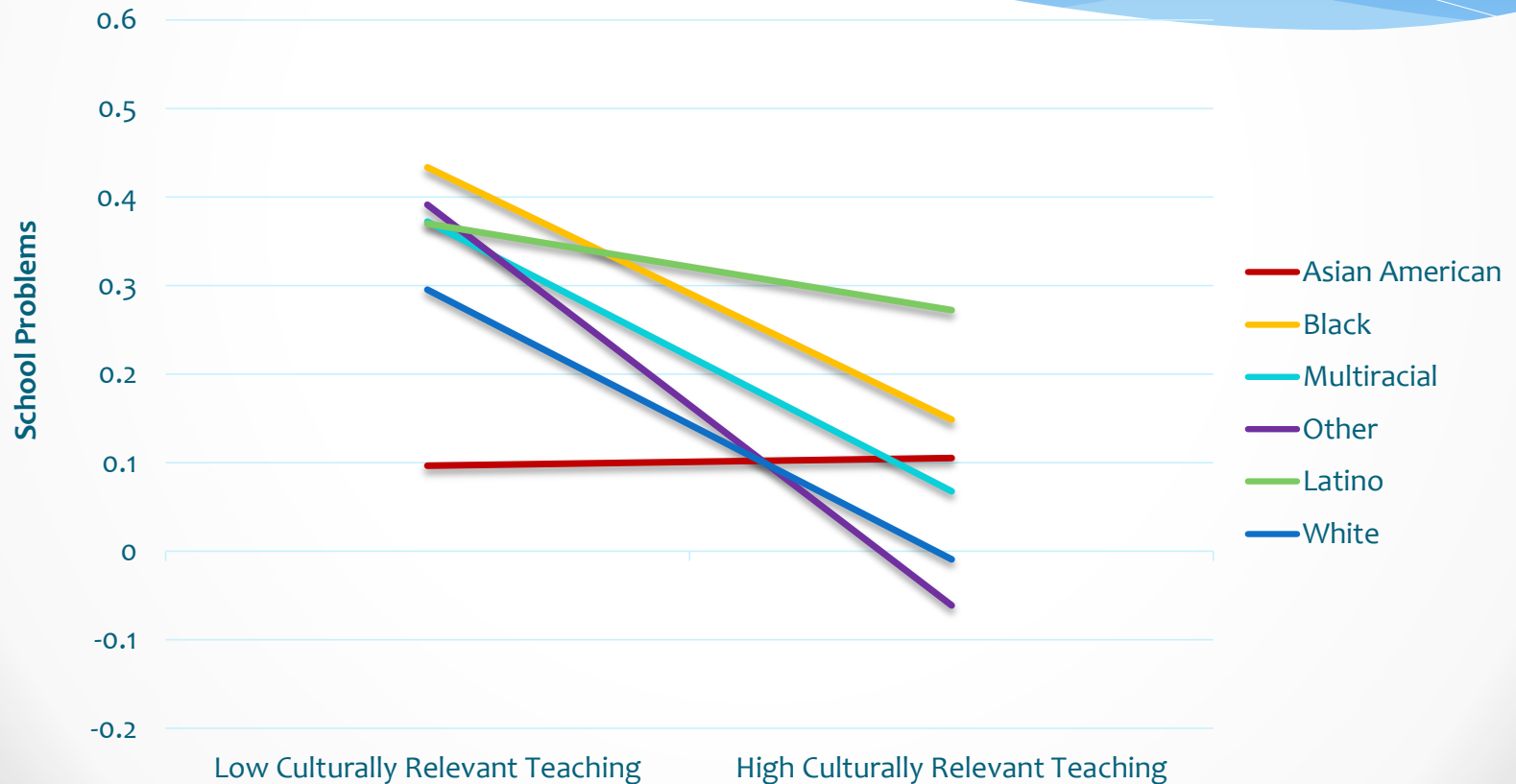
# Analysis

- \* Hierarchical linear regression
- \* Controls
  - \* District
  - \* Grade
  - \* Gender
  - \* SES
  - \* Home language
  - \* Special education status
  - \* Residential status
  - \* Race
- \* Outcomes
  - \* Interest in school
  - \* School problems
  - \* Sense of community
- \* School climate
  - \* Discrimination
  - \* Adult support
  - \* Fair treatment
  - \* Curriculum diversity
  - \* Respect for cultural differences
- \* Culturally relevant teaching
  - \* Interactions with race

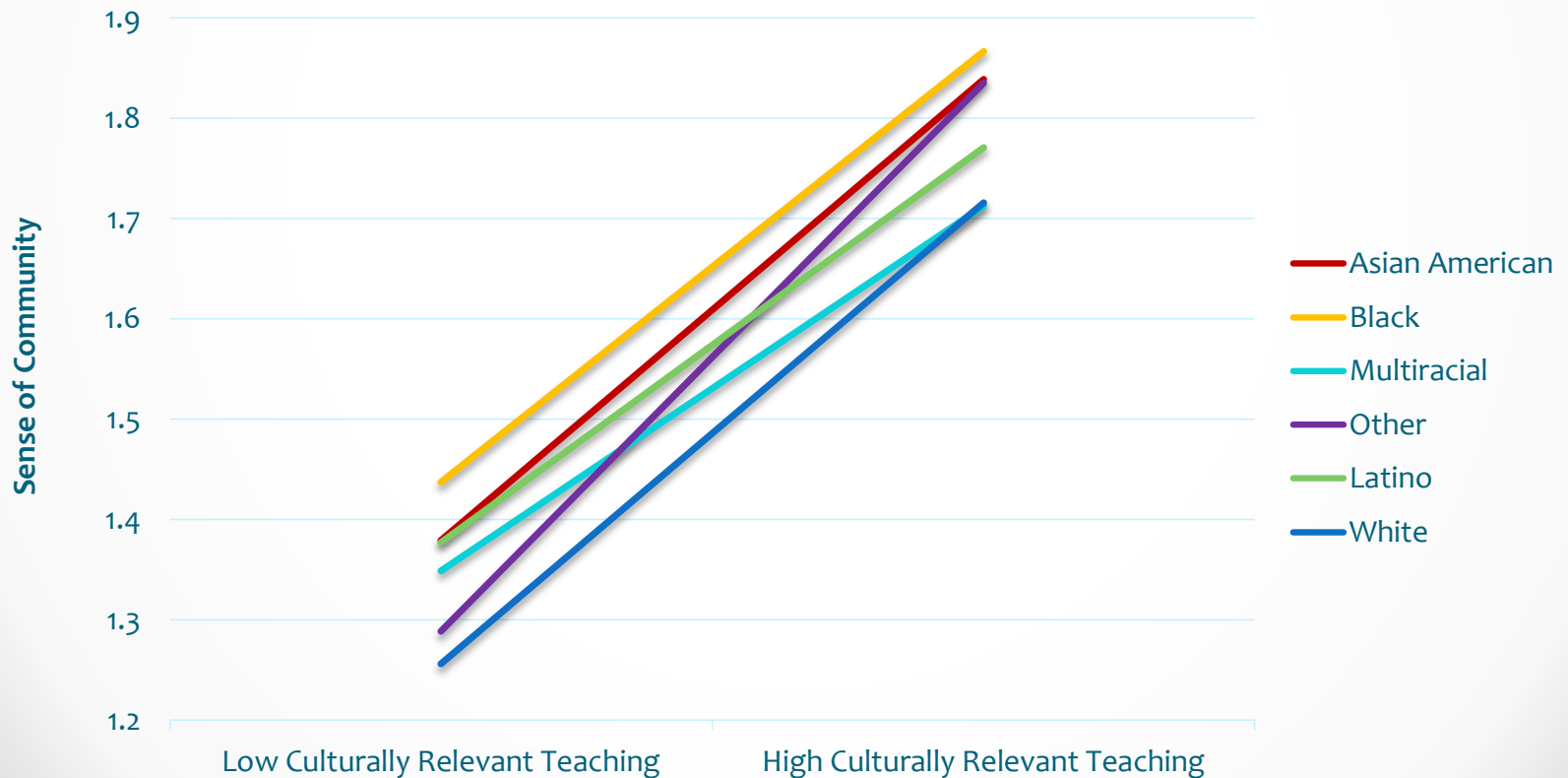
# Findings - Interest



# Findings – School Problems



# Findings – Sense of Community



# Implications

- \* Implications for research
  - \* More diverse student samples
  - \* Varying conceptualizations of CRT
- \* Implications for practice
  - \* Personal relationships and connection to culture for all students is critical

# Extra Slides





# Interest

Variable	Step 1		Step 2		Step 3	
	B	Std. Error	B	Std. Error	B	Std. Error
Intercept	3.037***	.145	1.960***	.188	1.958***	.188
District	-.041	.041	-.047	.036	-.049	.036
Grade	-.041***	.010	.007	.009	.008	.009
Female	.150***	.037	.132***	.032	.133***	.032
Computer access	.075*	.036	-.027	.032	-.027	.032
Number of books	.196***	.019	.126***	.017	.125***	.017
Home language not English	.080	.053	.116*	.046	.115*	.046
Special education	.048	.065	-.087	.057	-.084	.057
Residential status	.062	.053	.030	.046	.033	.046
Black	.037	.068	.096	.059	.087	.060
Multiracial	-.039	.063	.061	.055	.066	.055
Other	.165	.111	.188	.096	.189	.096
Latino	.000	.093	.000	.081	.000	.081
Asian	.218*	.092	.166*	.080	.167*	.080
Discrimination frequency			-.015	.009	-.015	.009
Adult support			.106***	.017	.105***	.017
Fair treatment			.092***	.023	.092***	.023
Curriculum diversity			.051*	.023	.051*	.023
Respect for cultural differences			.081***	.026	.082***	.026
Culturally Relevant Teaching (CRT)			.440***	.034	.456***	.037
Black x CRT					-.117	.076
Multiracial x CRT					.022	.071
Other Race x CRT					-.099	.115
Latino x CRT					-.026	.108
Asian x CRT					-.026	.104
F	13.924***		63.227***		50.162***	
R <sup>2</sup>	.060		.296		.297	
ΔR <sup>2</sup>			.237***		.001	

# School Problems

Variable	Step 1		Step 2		Step 3	
	B	Std. Error	B	Std. Error	B	Std. Error
Intercept	.189	.108	.135	.156	.143	.156
District	.077*	.031	.092**	.030	.091**	.030
Grade	.025*	.007	.013	.007	.013	.007
Female	.139***	.027	.149***	.026	.148***	.026
Computer access	-.179***	.027	-.136***	.026	-.141***	.026
Number of books	-.178***	.014	-.155***	.014	-.155***	.014
Home language not English	-.006	.039	-.032	.038	-.031	.038
Special education	.598***	.049	.618***	.047	.615***	.047
Residential status	-.019	.039	-.002	.038	-.003	.038
Black	.171**	.051	.150**	.049	.148**	.049
Multiracial	.122**	.047	.080	.045	.077	.045
Other	.023	.082	.023	.079	.022	.079
Latino	.169*	.069	.178**	.067	.178**	.067
Asian	-.052	.069	-.027	.066	-.042	.066
Discrimination frequency			.046***	.008	.045***	.008
Adult support			-.015	.014	-.014	.014
Fair treatment			-.062**	.019	-.060**	.019
Curriculum diversity			.052**	.019	.051**	.019
Respect for cultural differences			.004	.021	.003	.021
Culturally Relevant Teaching (CRT)			-.198***	.028	-.213***	.031
Black x CRT					.014	.062
Multiracial x CRT					.000	.059
Other Race x CRT					-.103	.095
Latino x CRT					.145	.089
Asian x CRT					.219*	.086
F	41.153***		42.205***		33.915***	
R <sup>2</sup>	.158		.219		.222	
ΔR <sup>2</sup>			.062***		.003	

# Sense of Community

Variable	Step 1		Step 2		Step 3	
	B	Std. Error	B	Std. Error	B	Std. Error
Intercept	3.483***	.099	1.489***	.096	1.486***	.096
District	.104***	.028	.124***	.018	.124***	.018
Grade	-.039***	.007	.022***	.005	.022***	.005
Female	.081**	.025	.056**	.016	.054**	.016
Computer access	.109***	.025	.003	.016	.004	.016
Number of books	.035**	.013	-.025**	.009	-.024**	.009
Home language not English	-.050	.036	-.018	.023	-.021	.023
Special education	.152**	.045	.021	.029	.024	.029
Residential status	.087*	.036	.038	.023	.037	.023
Black	.079	.047	.165***	.030	.166***	.030
Multiracial	-.086*	.043	.050	.028	.045	.028
Other	.022	.076	.074	.049	.076	.049
Latino	.078	.064	.087*	.041	.088*	.041
Asian	.170**	.063	.123**	.041	.123**	.041
Discrimination frequency			-.020***	.005	-.020***	.005
Adult support			.020*	.009	.020*	.009
Fair treatment			.143***	.012	.143***	.012
Curriculum diversity			.095***	.012	.095***	.012
Respect for cultural differences			.226***	.013	.226***	.013
Culturally Relevant Teaching (CRT)			.312***	.017	.321***	.019
Black x CRT					-.021	.038
Multiracial x CRT					-.067	.036
Other Race x CRT					.061	.058
Latino x CRT					-.046	.055
Asian x CRT					.000	.053
F	10.352***		231.020***		183.160***	
R <sup>2</sup>	.045		.606		.607	
ΔR <sup>2</sup>			.561***		.001	

# Means by Group (all sig.)

	Mean	Std. Deviation
Culturally Relevant Teaching – use with African climate scales		
/Black	3.41	0.75
White	3.53	0.69
Multiracial	3.41	0.75
Other	3.5	0.81
Hispanic/Latino	3.48	0.72
Asian/American		
/Pacific Islander/Alaskan Native	3.57	0.74
Total	3.51	0.71
Fair Treatment		
/Black	3.54	0.93
White	3.63	0.88
Multiracial	3.45	0.96
Other	3.45	1.08
Hispanic/Latino	3.59	0.85
Asian/American		
/Pacific Islander/Alaskan Native	3.72	0.83
Total	3.6	0.9
Diversity in Curriculum		
/Black	3.42	0.9
White	3.56	0.85
Multiracial	3.47	0.92
Other	3.42	1.02
Hispanic/Latino	3.54	0.92
Asian/American		
/Pacific Islander/Alaskan Native	3.59	0.91
Total	3.53	0.88

Sense of Community			
/Black	3.67	0.73	
White	3.69	0.66	
Multiracial	3.55	0.71	
Other	3.64	0.86	
Hispanic/Latino	3.7	0.66	
Asian/American			
/Pacific Islander/Alaskan Native	3.8	0.66	
Total	3.68	0.68	
Interest in School			
/Black	3.25	1.03	
White	3.29	1	
Multiracial	3.24	1.08	
Other	3.46	0.87	
Hispanic/Latino	3.26	0.98	
Asian/American			
/Pacific Islander/Alaskan Native	3.56	0.94	
Total	3.31	1	
School Problems			
/Black	0.22	0.81	
White	-0.06	0.78	
Multiracial	0.1	0.82	
Other	0.03	0.8	
Hispanic/Latino	0.23	0.8	
Asian/American			
/Pacific Islander/Alaskan Native	-0.12	0.7	
Total	-0.01	0.79	
Students' respect for cultural differences			
/Black	3.78	0.89	
White	4.03	0.79	
Multiracial	3.76	0.96	
Other	3.98	0.88	
Hispanic/Latino	3.91	0.87	
Asian/American			
/Pacific Islander/Alaskan Native	4.02	0.79	
Total	3.97	0.83	