

Gloria Sermersheim

Faculty Mentor: Dr. Sham'ah Md-Yunus

Eastern Illinois University

Methods

Research Instrument: Survey

- 35 Total Questions
- Utilized Likert scale [Never, Rarely, Sometimes, Often, Always] Yes/No, and numerical entry questions.
- Inquired about teacher CRT practices and student/teacher demographics.

Sample Questions:

- I analyze my curriculum and instructional materials for misrepresentation or lack of representation of culturally diverse groups.
- I model and teach students ways they can actively work to bring about social justice and equal opportunity for everyone within their school and community.
- I develop standard-aligned rigorous learning activities for my students that include content in community, culture, language, and history.

Rationale

There is an achievement gap between minority students and their white peers (NCES, 2013).

Most U.S. schools' curriculum and instruction revolve around the white middle-class culture, which may contradict the experiences and culture that CLD students have out of school (Deplit, 1988; Gay, 2013; Ladson-Billings, 1995; Plata, 2011; Vavrus, 2008).

Several researchers have proposed that teachers are not prepared to teach CLD students or multicultural education (Ebersole et al., 2015; Meadows, 2002; Tran, 2015; Villegas & Lucas, 2002).

Theoretical Framework

a) Transformative Multicultural Education (Banks, 1999)

Teachers possess knowledge and dispositions that are conducive to diverse students' progression in society and academic success.

Paradigm that infuses multicultural education in every aspect of learning and the environment so that they are essentially transformed.

b) Culturally Responsive Teaching (Gay, 2000; 2002; 2010; 2013)

Culture, language, and students' academic, social, and emotional development are all intertwined with learning in the classroom.

"Using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them."

Data Analysis

RQ1: Data was analyzed descriptively with SPSS software using mean and standard deviation.

RQ2: Data was analyzed using the Pearson Correlation Coefficient.

Abstract

This study examines elementary teachers in East Central Illinois implementation of culturally responsive teaching (CRT) practices in their classrooms.

Quantitative study utilizing surveys to 169, K-5th grade teachers.

Results: Teachers implement CRT practices in general in nature like self-perception, and less specific to meeting culturally linguistically diverse students' needs or addressing diversity.

Research Questions

RQ1: Which CRT practices are teachers doing the most and the least of?

RQ2: Is there a correlation between implementation and the student's demographics?

Findings

- Teachers are utilizing CRT practices that are more general in nature such as self-perception, and less specific to meeting culturally linguistically diverse students' needs or addressing diversity.
- Two of the highest scores involved how teachers reflect on their teaching and how they provide a fair amount of attention to the ELLs.
- The two lowest scores were more concrete, pointing to observable practices specific to the ELLs students, such as greeting them and facilitating conversations about unpopular topics.
- There were a few significant correlations between the student demographics and the number of ELLs, including a correlation between the number of Hispanic students and CRT implementation.
- There were no significant correlations between teacher demographics (ethnicity, years of experience, or professional development) and implementation of CRT practices.

Sample

- 169 public school Kindergarten through Fifth Grade teachers.

Teacher Demographics

Ethnicity	White 95 %	Black 2.4%	Hispanic 1.3%	Asian 1.2%
Years of Teaching	0-5 20	6-10 21	11-15 18	16 and above 41
Education	B.A 27%	Some Grad. Work 18 %	MA 55%	
English as Second Language Endorsement	Yes 7%	No 93		

Results

RQ1: Which CRT practices are teachers doing the most and the least of?

Table 1.

Three Lowest and Highest Mean and Standard Deviation of Teachers' Culturally Responsive Teaching Practices

Items	Mean	Standard Deviation
Greet English Language Learners in their native language	2.39	1.469
Explicitly facilitate conversations about unpopular or taboo topics	2.75	1.120
Identify how school expectations & culture are the same or different than students	2.78	1.172
Reflect on my teaching weekly	4.50	.649
Provide a fair amount of attention	4.61	.518
Set and communicate high expectations and goals	4.66	.645

RQ2: Is there a correlation between implementation and student's demographics?

There were a few significant correlations between student demographics and CRT implementation.

- Greet ELLs in their native language ($r = .24^{**}$).
- Evaluate the appropriateness of assessments for CLD students ($r = .24^{**}$).
- Analyze curriculum and instructional materials for misrepresentation or lack of representation of diverse students ($r = .23^{**}$).
- Use supplemental materials to counteract the misrepresentations or lack of representations of diverse students in materials ($r = .23^{**}$).

The student demographic that had the highest number of significant correlations with CRT practices was the number of ELL students a teacher had in their class.

- Weak correlations existed between student demographics of non-Hispanic, White, and CRT practices, ($r = .04^{**}$)
- There was also no correlation between CRT practices and the grade level of the classroom.
- Except for one CRT item, "Explicitly facilitate conversations about unpopular or taboo topics, ($r = .17^{**}$)
- The only student demographics that seem to impact more of teachers' implementation of CRT practices are if students are an ELL, Hispanic, two or more races, or are non-Christian.

Contact Information

Gloria Sermersheim
Eastern Illinois University
Email: gsermersheim@eiu.edu
Phone: (217) 597-4873

References

1. Banks, M. (1999) An introduction to multicultural education (2nd ed.). Needham Heights, MA: Allyn & Bacon.
2. Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review* (58)3, 280-298.
3. Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York, NY: Teachers College Press.
4. Ladson-Billings, G. (1995a). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal* (32)3, 465-491. doi:139.67.69.5
5. National Center for Education Statistics. (2015). *Achievement Gaps*. National Assessment of Educational Progress (NAEP). Retrieved from: <https://nces.ed.gov/nationsreportcard/studies/gaps/>
6. Tran, Y. (2015). Pedagogy and certification: Teacher perceptions and efficacy. *Journal of Education and Learning*, 4(2), 28-42. doi: 10.5539/jel.v4n2p28
7. Vavrus, M. (2008). Culturally responsive teaching. In T. L. Good (Ed.), *21st Century Education: A Reference Handbook* (Vol. 2, p. 49-57). Thousand Oaks, CA: SAGE Publications.