Understanding How Teacher Race and Culturally Responsive Practices Relate to Student Externalizing Behaviors

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National Demographics

Student Race

- White: 49%
- POC: 51%

Teacher Race

- White: 82%
- POC: 18%

(United States Department of Education, 2016) (Hussar & Bailey, 2019)
Introduction

Culturally Responsive Practices

POC Teachers →More Culturally Responsive

Culturally responsive practices may reduce socially disruptive behaviors

Socially Disruptive Behaviors

POC Students→More disciplinary action for socially disruptive behaviors

Teachers’ perceptions of socially disruptive behaviors

Does teacher race change the relationship between teachers’ culturally responsive practices and students’ socially disruptive behaviors?

(Hue, Kennedy, 2014), (Larson, Pas, Bradshaw, Rosenberg, & Day-Vines, 2018), (Edwards, 2016), (Gay, 2013), (Alter, Walker, & Landers, 2013)
Hypothesis: The association between teachers’ cultural responsivity and students’ socially disruptive behaviors would be stronger for Black teachers than White teachers.
Sample

- N = 262 teachers/classrooms
- 33 different middle schools on the East Coast
- 46% Black, 42% White, 12% Other
- 73% Female
# Measures

<table>
<thead>
<tr>
<th>Construct</th>
<th>Measure</th>
<th>Scale</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culturally Responsive Practices</td>
<td>ASSIST</td>
<td>Never (0) to Almost Continuously (4)</td>
<td><em>Teacher shows some evidence that she/he is aware of students' interests and backgrounds</em></td>
</tr>
<tr>
<td>Socially Disruptive Behaviors</td>
<td>ASSIST</td>
<td>Never Occurred (0 times) to Often Occurred (6+ times)</td>
<td><em>Students physically or verbally harass and/or bully others</em></td>
</tr>
<tr>
<td>Teacher Race</td>
<td>Double Check</td>
<td>Self-Reported</td>
<td>--</td>
</tr>
<tr>
<td>Teacher Survey</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Rusby, Taylor, & Milchak, 2001), (Bradshaw & Rosenberg, 2018), (Pas, Cash, O'Brennan, Debnam, & Bradshaw, 2015), (Larson, Pas, Bradshaw, Rosenberg, & Day-Vines, 2018)
# Results

## Regression Table

<table>
<thead>
<tr>
<th>Socially Disruptive Behaviors</th>
<th>B</th>
<th>SE B</th>
<th>z</th>
<th>p</th>
<th>[95% Conf. Interval]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culturally Responsive Practices (Centered)</td>
<td>-.33</td>
<td>.11</td>
<td>-2.93</td>
<td>0.00*</td>
<td>-.55 to -.11</td>
</tr>
<tr>
<td>Teacher Race_ Black</td>
<td>.02</td>
<td>.14</td>
<td>0.11</td>
<td>0.91</td>
<td>-.27 to .30</td>
</tr>
<tr>
<td>Teacher Race_ Other</td>
<td>-.08</td>
<td>.15</td>
<td>-0.55</td>
<td>0.59</td>
<td>-.38 to .21</td>
</tr>
<tr>
<td>Culturally Responsive Practices X Teacher Race_ Black</td>
<td>-.22</td>
<td>.12</td>
<td>-1.89</td>
<td>0.06</td>
<td>-.46 to .01</td>
</tr>
</tbody>
</table>

Note: n=215. Covariates included teacher gender, teacher age, cohort, and group.

*Generalized linear model (gamma distribution and logit link) with cluster robust standard errors

*p < .05
Discussion and Implications

- The more culturally responsive teachers are the less socially disruptive behaviors are exhibited in classrooms.

- The interaction between teacher race and culturally responsive practices was a marginally significant predictor of students’ socially disruptive behaviors suggesting that the relationship may be stronger among black teachers.

- Culturally responsive teaching may be an important skill to look for when hiring new teachers.
Limitations and Next Steps

- Limited diversity of teachers
- Generalizability of results
- External observers capturing culturally responsiveness

- Collect student data
  - Demographics
  - Student Perceptions
- Longitudinal Study
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References


Thank You!