

Lynn University

SPIRAL

Student Theses, Dissertations, Portfolios and
Projects

Theses and Dissertations Collections

7-2020

What Makes a Culturally Responsive and Competent Teacher: Perspectives of Millennials & Gen Z's

Charlene Beckford
Lynn University

Follow this and additional works at: <https://spiral.lynn.edu/etds>

Recommended Citation

Beckford, Charlene, "What Makes a Culturally Responsive and Competent Teacher: Perspectives of Millennials & Gen Z's" (2020). *Student Theses, Dissertations, Portfolios and Projects*. 357.
<https://spiral.lynn.edu/etds/357>

This Dissertation is brought to you for free and open access by the Theses and Dissertations Collections at SPIRAL. It has been accepted for inclusion in Student Theses, Dissertations, Portfolios and Projects by an authorized administrator of SPIRAL. For more information, please contact liadarola@lynn.edu.

What Makes a Culturally Responsive and Competent Teacher: Perspectives of
Millennials & Gen Z's

Charlene Beckford

Lynn University

CULTURALLY COMPETENT TEACHERS

Abstract

What Makes a Culturally Responsive and Competent Teacher: Perspectives of Millennials & Gen Z's

The purpose of this study was to outline the characteristics of culturally responsive and competent teachers as perceived by millennials and Gen z's. The literature asserts that effective culturally competent practices will improve student- teacher relationships in a cross-cultural setting which should have a direct effect on the decrease in office discipline referrals, increase academic gains and subsequent post- secondary success. Culturally relevant teaching practices can also positively affect student engagement (Howard, 2001). Therefore, there is an increased demand for culturally competent teachers (Marks, 2011). Some characteristics of culturally competent teachers and culturally relevant teaching practices found in the literature are; having a caring attitude, caring about their well- being outside of the classroom, valuing diversity within the classroom, making learning fun, having high expectations for the student and strong classroom management skills. This study solicited the perspectives of millennials and Gen z's (adults aged 18-40), to find out their perception of culturally responsive and competent teachers. The study found that the participant's perception of culturally competent teachers supported the characteristics of culturally competent teachers found within the literature. Additionally, the overwhelming majority of participants also perceived these teachers to use culturally relevant teaching practices.

CULTURALLY COMPETENT TEACHERS

Acknowledgments

I would first like to express great appreciation for my dissertation chair, Dr. Jennifer Lesh. It has been a long, arduous process, yet you remained patient with me and always had words of encouragement. I would also like to offer my special thanks to Dr. Susie King. In these past few years you have served as mentor, supervisor, professor and dissertation committee member. Thank you for being a positive role model in all of these areas. Dr. Jaqua' Lewis, the advice given on this dissertation journey helped me to refine my ideas and I am grateful that you were on my committee. To all of the professors in the Department of Education at Lynn University, thank you for nurturing my growth as an educational leader. I will never forget Cohort 11, the most loving and authentic colleagues a Doctoral student could ask for. The journey was filled with many ups and downs, but we persevered to the end. Lastly, I am grateful to all of the participants of my survey. Thank you for taking the time to be a part of my research.

CULTURALLY COMPETENT TEACHERS

Dedication

To God, the source of my strength. Thank You for directing my paths and upholding me every step of the way. I dedicate this to my daughter, Canvas. Every day you motivate me to be the best mother and leader that I can be. I hope that I make you proud and leave a strong legacy for you. To my darling Andrew, thank you for being by my side. Your encouragement helped to keep me focused and your selflessness gave me the extra push that I needed to complete this part of the journey. To my mum, Pamela and Nanny, Zelda, both of you embody what it means to be a strong woman of faith. Your countless prayers, encouragement, strategic words of wisdom and even babysitting not only kept me grounded but served as a constant reminder that ‘I can do all things through Christ who strengthens me’ (Philippians 4:13). Lastly, to my dad, siblings, grandparents, aunts, uncles, cousins, godparents and my closest friends that have supported me along my journey, I cannot thank you enough. Making the move from the UK to the US was not easy, yet your love, prayers and deep friendship never waned. I love you all.

Table of Contents

Abstract.....	2
Acknowledgments	3
Dedication.....	4
Table of Contents	5
List of Tables	8
The Problem	9
Introduction	9
Rationale.....	10
Statement of the Problem	10
Theoretical Framework.....	12
Purpose	14
Research Question	14
Significance of the Study.....	14
Definition of Terms	15
Summary.....	15
Literature Review	17
Introduction	17
Cultural Competence Theory in Education	17
Data Make up of Teacher Race and Student Race	18

CULTURALLY COMPETENT TEACHERS

Disparities in educational outcomes	19
Discipline disparities	19
Special education disproportionality	20
Effective Strategies to Promote Engagement of Black & Latino Male Students	21
Implicit Bias	22
Characteristics of culturally responsive teaching	22
Methods and strategies to increase cultural responsiveness	26
Characteristics of culturally competent educators	27
Student perceptions of teacher cultural competence	29
Summary	30
Methodology	32
Introduction	32
Philosophical perspective and research bias – worldview lens	32
Proposed design and rationale	32
Research Design	33
Population Sample	33
Instrumentation	33
Analyses	35
Procedures	35
Ethical Considerations	36

CULTURALLY COMPETENT TEACHERS

Results	37
Introduction	37
Summary of results by survey questions	39
New Themes	49
Summary.....	51
Conclusion	52
Introduction	52
Overview	52
Major Findings	53
Research Question.....	54
Limitations.....	54
Discussion.....	55
Recommendations	56
Implications for practice.....	57
Summary.....	58
References	60
Appendix A. Participant Flyer.....	69
Appendix B. Informed Consent.....	70
Appendix C. Survey	72

CULTURALLY COMPETENT TEACHERS

List of Tables

Table 1 2016 Proportions of student groups to teachers and administrators for School District..... 18

Table 2 Gifted students and students in advanced programs, 2016..... 21

Table 3 Participants Race..... 37

Table 4 Gender of Participants..... 38

Table 5 Highest Level of Education Completed..... 38

Table 6 Gender of Teacher..... 39

Table 7 Grade Level of Teacher..... 39

Table 8 Participant Race and Gender of the Teacher..... 40

Table 9 Participant Gender and Teacher Gender..... 40

Table 10 Summary of results for questions 4-15..... 47

Table 11 Thematic Codes..... 51

CULTURALLY COMPETENT TEACHERS

What Makes a Culturally Responsive and Competent Teacher: Perspectives of Millennials & Gen Z's

The Problem

Introduction

Cultural competence is considered to be attitudes, behaviors and policies that work together in situations where there are cross cultural relationships (Howard 2010, p.112). Urban school districts in Southeastern United States are examples of urban, cross cultural settings. A large urban district located in South East Florida, has 33% White students, 31% Hispanic and 28% Black students. This is a very unique and balanced blend of students. Data from this large urban school district in 2014 also show that 80% of teachers are female and 71% are White (Educational Equity Audit, August 2016). This is similar to the 2015-16 National average where approximately 77% of public school teachers are female and 80% are White (National Center for Education Statistics, 2018). Based on the data provided by the NCES, Black and Latino males are not being taught by teachers that are the same gender or culture (hence, cross- cultural teaching). This in itself is not the issue, for there are some White female teachers that are able to work well with Black and Latino students and in turn, the students are motivated to perform well behaviorally and academically (Teel, 2008). However, one cannot ignore the statistics that repeatedly show that Black and Latino boys graduate at a significantly lower rate than their White counterparts. They also receive more discipline referrals (Kunjufu, 2011). The issue then is not what is being taught, but how it is received by students that are considered to be culturally diverse (Black, Latino, Asian, and Native American). Students attending the same school and taking the same classes can have a completely different educational experience. Some students may feel that certain teachers do not like them and therefore be less willing to work to the

CULTURALLY COMPETENT TEACHERS

classroom standards. Yet, these same students will work well with other teachers (Teel, 2008). Culturally relevant teaching practices may differ from traditional teaching practices; however, they can be learnt (Powell, Cantrell & Rightmeyer, 2013).

Rationale

It could be said that a student's academic and behavioral success is tied to how the student feels about the teacher and their perception of how the teacher feels about them. Howard (2001) found this to be true in his study on the interpretation of Black Elementary students and the cultural relevance of their teachers within an urban context. The *"student's responses indicated that culturally relevant teaching practices had a positive effect on student effort and engagement..."* (p.131). The research found that students preferred the following:

1. Teachers who displayed a caring attitude and bond
2. Teachers who established community and family type classroom environments
3. Teachers who made learning a fun process

It would seem then that students require a basic need- bonding or relationship. Once this need is met, whether it be by a male, female, Black, White or Latino teacher, the student is more willing to conform to the classroom climate. The classroom practices that are being used must therefore be assessed and challenged when necessary.

Statement of the Problem

In all schools in which there are young Black males, there will more than likely be higher rates of dropouts, disciplinary infractions, and grade retentions in comparison to their White peers (Skiba, 2002). Howard (2001) says that success can be cultivated by looking at ways in which personal relationships help when educating Black males.

CULTURALLY COMPETENT TEACHERS

Browne (2012), says some of the reasons historically underserved students achieve lower than most other racial groups is partly due to the low socioeconomic status of student's families, lack of adequate parental support and involvement, English language development levels of students, whether or not teachers are highly qualified, and inadequate education funding from all levels of government.

As the previous data has shown, the majority of teachers are White females (NCES, 2018). Nationally, Black students only make up 15% of the student population, compared to White students at 49% and Latino students at 26% (NCES, 2016, p.10). This high disproportion can present itself as problematic. Howard (2013), asserts that due to the lack of interaction with the Black community, White teachers are likely to be unaware of the socio-cultural norms, practices and tools that Black males use to navigate their world and are therefore unable to develop personal relationships with their Black male students. This would make them unprepared to work with Black males.

Graybill (1997) says that African American male students are subject to cultural disconformity. This is when the student's language, behavior, and learning style are Afrocentric but the teachers, administration and school climate are Eurocentric. The question then becomes, how can we help non- ethnic teachers support students from different backgrounds, or, become culturally competent? There are attitudes and techniques that many Black teachers possess, such as socio- cultural awareness and contextual interpersonal skills (Sachs, 2004). However, these attitudes and skills need not be unique to only Black teachers. Ware (2006) argues that when teachers show an interest in student's personal lives, joke using dialect, and other informal attempts at connecting with Black students, this supports academic achievement. Showing an interest in the personal lives and connecting with students does not need to be culturally specific.

CULTURALLY COMPETENT TEACHERS

Therefore, teachers from all backgrounds can build the skills necessary in order to effectively work with students from different backgrounds.

Theoretical Framework

Cultural Competence or also known as Transcultural Health Care Theory (Warren, 1999), has its roots in the healthcare field. Seeleman et. al. (2009) created a framework for cultural competence for doctors working with patients. However, these can be applied to teachers working with students:

- *Knowledge* of the various diseases that affect certain communities etc. (how does curriculum content and cultural history affect the students)
- *Knowledge* of how treatments affect certain ethnic groups (knowledge of teaching styles that are best suited to non- white students)
- *Awareness* of how culture shapes behavior and thinking
- *Awareness* of the social contexts that certain groups live within
- *Awareness* of one's own stereotypes and prejudices
- *Ability* to effectively communicate (in a way that patients can understand)
- *Ability* to adapt to new situations flexibly and creatively

As the healthcare field have recognized the need for a cultural competency framework in order to best serve the needs of their patients, educators must also apply a similar framework when working with students from different cultures to best serve the needs of students (National Education Association). Duncan- Andrade (2008) discuss five pillars of racial and cultural competence for teachers of culturally diverse students:

1. *Critically conscious purpose*- teachers should ask themselves, “*why do I teach?*” and “*who do I teach?*”

CULTURALLY COMPETENT TEACHERS

2. *Duty*- teachers have a commitment to the community and students that they serve
3. *Preparation*- teachers should have solid classroom management skills, lesson planning and assessment
4. *Socratic sensibility*- the teacher's ability to find a balance between their confidence as a teacher and the ability to engage in self critique
5. *Trust*- the building of authentic relationships between students and teachers

According to Duncan- Andrade, these practices should be adopted by all teachers.

Therefore, the teacher of culturally diverse students should take the time to reflect on these pillars and allow them to guide and reshape their intrinsic beliefs and practices. It is likely that the type of teacher that would engage in self- reflection/ critique of practices is the type of teacher that is already exercising cultural competence as they would have assessed their own barriers to cultural competence and worked to overcome these biases (Teel, 2008).

The National Center for Cultural Competence (2008), developed a cultural competence framework that outlines five ways in which teachers can ensure that their own cultural identity does not prevent them from adequately communicating with all of their students:

1. Valuing Diversity
2. Conducting on-going self- assessment
3. Ability to manage the dynamics of difference
4. Willingness to acquire and institutionalize cultural knowledge
5. Ability to adapt to diversity and the cultural contexts of the community where they

serve

As the second point suggests, ongoing self- reflection is a key component to educators monitoring their own practices.

CULTURALLY COMPETENT TEACHERS

The studies mentioned outline the benefits of teacher self- reflection and how this improves student- teacher relationships in a culturally diverse setting (Duncan- Andrade, 2008; Teel, 2008; National Center for Cultural Competence, 2008). Hollie (2018) states that educators should always ask themselves “*where am I in my journey to [cultural] responsiveness?*” (p.10). This implies that self- reflection should be ongoing.

Purpose

The purpose of this study was to outline the characteristics of culturally responsive and competent teachers as perceived by millennials and Gen z’s.

Research Question

1. What are the characteristics of culturally responsive and competent teachers as perceived by my millennials and Gen Z’s?

Significance of the Study

Instructional teaching practices are often disconnected from the lives and cultural experiences of many students from diverse backgrounds (Villegas & Lucas, 2007). This disconnect can cause students to be misdiagnosed as underachievers (Campano, 2007). Effective culturally competent practices will improve student- teacher relationships in a cross cultural setting which should have a direct effect on the decrease in office discipline referrals, increase academic gains and subsequent post- secondary success. It may also reduce the number of students referred for special education and increase the amount identified as Gifted or placed in advanced courses. Millennials, born between 1977- 1994 and Generation Z's born between 1995- 2012, would have been one of the first generations directly impacted by the implementation of the cultural competency framework. Therefore, by understanding their

CULTURALLY COMPETENT TEACHERS

perceptions of how their teachers implemented this framework, researchers can make future recommendations for changes in current practices and implementation.

Definition of Terms

Culture- "the set of practices and beliefs that is shared with members of a particular group and that distinguishes one group from others" (Lindsey, Nuri- Robins & Terrell., 2009, p. 13).

Cultural competence- a set of behaviors, policies and attitudes that when used by a person or persons, allow the person or organization to become effective in a cross cultural setting.

Cultural diversity- 2004 Sullivan Commission or Irizarry & Antrop-Gonzalez, 2008)

Culturally responsive teaching- "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 [students]" (Gay, 2010, p.29).

Cultural proficiency- this is an advanced form of cultural competence. To be culturally Proficient is to build upon cultural competence practice by developing new approaches based on culture in order to bring about organizational change (Cross, Bazron, Dennis, Isaacs, 1989).

Historically underserved students- students from diverse backgrounds who have historically been the victims of prejudice and discrimination in education (Browne 2012).

Summary

There is an increased demand for culturally competent teachers (Marks, 2011). The data reflects that student populations are more diverse than the teaching population (Educational Equity Audit for School District, 2016), yet students from diverse backgrounds dropout and receive disciplinary infractions at a higher rate than their white peers (Skiba, 2002). Therefore,

CULTURALLY COMPETENT TEACHERS

teachers must be aware of the cultural differences and their own beliefs, assumptions and biases about students from different cultures (Terrell & Lyndsey, 2018) and how this affects their teaching practices, and in turn, student achievement. Therefore, this study solicited the perspectives of millennials and Gen z's (adults aged 18-40), to find out their perception of culturally responsive and competent teachers.

CULTURALLY COMPETENT TEACHERS

Literature Review

Introduction

There is a nationwide dilemma concerning the overrepresentation and underrepresentation of certain races when it comes to student academic achievement, discipline referrals and gifted placement (Bryan, Day-Vines, Griffin, & Moore-Thomas, 2012). Statistics from The National Center for Education Statistics (NCES) show that in the school year 2013-14, the national average for out of school suspensions received by students in public education was 5.3%. However, Black students received a higher percentage of out of school suspensions (OSS) at 13.7%, compared to 3.4% for white students (NCES, 2019). Black students account for 11.9% of the students receiving OSS, compared to 2.7% White students (Equity Audit, 2016, p.75). The purpose of this literature review is to look at the data of a large urban school district, which will show an overrepresentation of Black and/ or Latino students receiving discipline referrals, being retained, failing the State standardized tests and the underrepresentation of these students in gifted and advanced courses. The chapter will then go on to outline theoretical research that suggests ways that educators can close this gap through culturally relevant teaching practices.

Cultural Competence Theory in Education

Peterman (2004), drafted a definition of cultural competence for Ohio educators that was used for Senate Bill 2, (Educator Standards Board, 2004). They state that a teacher is culturally competent when they are able to see their student's differences as something positive. These teachers are able to create caring learning communities that embrace their student's individual and cultural backgrounds. They then use this knowledge to design instructional practices so that students can link their home experiences to their learning environment. These teachers also challenge stereotypes and intolerance whilst encouraging expression that represents and affirms

CULTURALLY COMPETENT TEACHERS

the student's various cultures and communication styles in order to promote learning and reduce discipline. Teel and Obidah (2008) state that cultural competence in the educational setting needs to be an ongoing process for all teachers and say it is as important as (and also directly affects) classroom management, curriculum, lesson planning and delivery, as well as assessment. Diller and Moule (2005) state that a teacher is deemed culturally competent when they can successfully teach students from cultures that differ to their own.

Data Make up of Teacher Race and Student Race

There is a significantly lower amount of Black faculty members and the White faculty members that do exist tend to have lower expectations for Black students than they do White students (Sleeter, 2008). The large urban school district mentioned in the previous chapter has an almost equal representation of Black, Latino and White students. According to their Educational Equity Audit (2016, p.6), their data compiled in school year 2013-14 shows that 28.6% of students are Black, 31.4% are Latino and 33.5% are White. The table 1 below shows the disparity between faculty race and ethnicity compared to their students.

Table 1

Proportions of student groups to teachers and administrators

Race/ Ethnicity	Students	Teachers	Administration
Black	28.6%	16.7%	24.7%
Latino	31.4%	10.7%	16.3%
White	33.5%	71.0%	71.0%

Adapted from Educational Equity Audit for School District, 2016

CULTURALLY COMPETENT TEACHERS

Disparities in educational outcomes

There is a large disparity amongst students passing the State Standardized test the first time that they take it. In this large urban school district, only 38.2% of Black students pass the reading portion of the exam compared to 51.9% for Latino and 77.2% with the White students. Similar disparities are seen in the math portion of the State test (Educational Equity Audit, 2016). White students are also less likely to be retained than their Black and Latino peers. 37.9% of students retained in school year 2014 were Black. This is higher than the percentage of Black students represented in the district (Educational Equity Audit, 2016).

Discipline disparities

Across the United States, Black and Latino boys receive discipline referrals at a much higher rate than White males (Nishioka, Shigeoka, & Lolich, 2017). In the example of the large urban school district mentioned above and in Chapter I, 53.6% of students suspended or having received an out of school suspension were Black, even though only 28.6% of their students are Black. However, there was not a large disproportion between Latino students receiving discipline referrals. Latino students make up 31.4% of the school district but only 23.4% of students suspended (Educational Equity Audit for School District, August 2016).

Noguera (2003), states that a high proportion of discipline referrals amongst African American males will affect their relationship with peers and teachers. As Black males are disproportionately punished and excluded from school, in order to reduce discipline infractions and ultimately reduce the “school-to-incarceration pipeline”, the relationship between Black and Latino males to their teachers must be restored (Howard, 2015). Howard posits that this is done by examining disciplinary data and identifying teachers that have a high rate of excluding “problem students”, helping teachers to develop and maintain “*authentic, caring relationships*

CULTURALLY COMPETENT TEACHERS

with students” and to implement reflective practices when misconduct takes place. The latter is necessary for teachers to gain strategies and skills in order to appropriately respond to students that they deem to be disruptive. One could argue that sometimes teachers overreact to the minor misbehaviors of students (Allday, 2011). This could also be a factor in the amount of discipline referrals received by Black male students.

Special education disproportionality

Black students make up 17.7% of the students identified as Exceptional Student Education (ESE), followed by Latino students at 16.2%. These statistics are from the identified sample large urban school district in the southeastern United States. Though this percentage is higher than their White peers (14.3%), there is not a large disproportion in this area (Educational Equity Audit, August 2016, p.39). There is also not a large disparity between students placed in an ESE class most or all of the time (31.5% Black, 29.8% Latino, 33.3% White, 3.1% Asian and 3.5% other). As the majority of this large urban school district is made up of 28.6% Black students, 31.4% Latino students and 33.5% White students, the 2013-14 data shows that whilst Black students are slightly more represented in ESE compared to White students, there is some disparity. However, when it comes to students placed in Gifted or advanced classes, there remains a huge disparity. Table 2 below, adapted from 2013-14 data from the Educational Equity Audit shows that White students are twice as likely to be placed in more rigorous courses than Black students. Latino students were also less likely to be placed in these advanced courses compared to their White peers.

CULTURALLY COMPETENT TEACHERS

Table 2*Gifted students and students in advanced programs*

Race Ethnicity	Gifted	Honors	Advanced Placement	Dual Enrollment	International Baccalaureate	AICE	Total
Black	1.6%	9.5%	1.6%	4.5%	2.1%	6.3%	18.7%
Latino	3.1%	10.2%	2.8%	3.4%	2.2%	11.6%	21.0%
White	10.3%	16.0%	2.7%	3.9%	1.7%	18.0%	36.4%

Adapted from Educational Equity Audit for School District, 2016

The data shows that based on the percentage of Black and Latino students within this large urban school district, Black and Latino students are underrepresented in advanced classes. Educators must then find a way to close this gap. The next section will outline research that has suggested ways of helping teachers close the gap in student academic outcomes amongst multi ethnic groups.

Effective Strategies to Promote Engagement of Black & Latino Male Students

Allday's study (2011) shows that the appropriate response to classroom behavior is to have clear classroom rules and expectations. Allday outlines six strategies to promote on task behaviors:

1. Proximity Control
2. Opportunities to Respond
3. Rule Reminder
4. Eye Contact
5. Praising Appropriate Behavior
6. Temporary Escape

These strategies remind teachers not to overreact to minor misbehaviors. This in itself helps teachers to build positive relationships with students rather than becoming reactive to their

CULTURALLY COMPETENT TEACHERS

negative behaviors and subsequently losing rapport. Howard & Navarro (2016) argue that moving forward, training for new teachers will be the crucial factor and therefore one must consider how race theories are presented to trainee teachers. They conclude in this section that there's a need for teacher training programs to address how race and racism influences learning and how implicit racial bias disconnects students from learning.

Implicit Bias

Singleton (2014) says that whilst teachers may claim to have a high expectation for students from various ethnic backgrounds, they are not that surprised when these students perform poorly, thus showing their true expectation. There is a “*strong relationship between personal biases, school norms and barriers to high achievement*” (Browne, 2015). Culturally courageous leadership is a collaboration of all school stakeholders in order to achieve social justice. The goal is to overcome “*personal and institutional bias*” (p5). A culturally courageous leader ought to examine factors that influence their racial identity development and education philosophy. They should also reflect on their attitudes and practices using self-assessments (Browne, 2015). Ramsey (1998) also asserts that teachers must be responsible for identifying their own biases and goes on to say that while it is important for educators to speak their own truth, they must not make assumptions about the cultural experiences of others and should engage in open and honest communication.

Characteristics of culturally responsive teaching

A Culturally Responsive Teacher (CRT) must deliver classroom instruction within a multiethnic framework, that is, recognizing the differences between their own culture and that of their students and using this as a resource in the classroom (Gay, 2010). This encompasses using the cultural knowledge and experiences of the students along with assessing them using their

CULTURALLY COMPETENT TEACHERS

learning and performance styles in order to ensure a more effective learning process. For example, instead of teaching regular math, they would be able to incorporate practical, yet relevant lessons on balancing a checkbook and monthly budgeting, thus drawing on cultural references in order to build knowledge and skills (Ladson- Billings, 1992). Culture and learning should be intertwined, while valuing diversity. This means that classrooms should be a place where students learn to accept and respect cultural differences in communication, traditions and values (Zeichner & Liston, 1996). Tatum (2009), also says that a combination of teacher care, collaborative learning and culturally and socially responsive literature is what's needed (rather than just teaching students to read and write). When a teacher is supportive of their students and have taken the time to build relationships with their students, this has a greater impact than mentoring (Lee, 1999). Teachers should also avoid overgeneralizations and not assume that one method of teaching will work with all students (Allen & Boykin, 1992). Not only should they teach from multiple perspectives to promote cross cultural learning, but also create a learning environment that debunks stereotypes, looks critically at historical events and teach about discrimination and injustice (Merryfield, 2002). Expressions have different meanings in different cultures (Jayne, 2014), according to Landsman & Lewis (2006), this move towards cultural understanding takes time and occurs through the following interactions:

1. engaging in dialogue about race and culture,
2. engaging in behavioral interaction with other cultures
3. engage in changing stereotypes.

Howard's 2001 study in four urban elementary schools, outlined teaching practices that are seen as "culturally relevant". The three major themes that come out of this study are:

CULTURALLY COMPETENT TEACHERS

1. Holistic instructional strategies (developing the whole student- intellectually as well as socially and emotionally)
2. Culturally consistent communicative competencies (teachers should address the contextual use and appropriateness of Ebonics as the use of standard English could provide social, educational and financial opportunities)
3. Skill- building strategies to promote academic success (“the what, when, how and why of specific rules on academic tasks”, p.194)

These are skills that all teachers can develop. There are foundational concepts of what all students need/ want from their learning environments. Howard also outlined this in a separate 2001 study that assessed the interpretation of African- American Elementary students about the cultural relevance of their teachers within an urban context. The “*students responses indicated that culturally relevant teaching practices had a positive effect on student effort and engagement...*” (p.131). The research found that students preferred:

1. Teachers who displayed a caring attitude and bond
2. Teachers who established community and family type classroom environments
3. Teachers who made learning a fun process

It is important that Black and Latino males know that their teachers are invested in their academic and overall success, provide academic rigor that enhances their skills whilst using culturally responsive teaching methods (Duncan- Andrade, 2010; Fergus & Noguera, 2010). Ladson- Billings (2000) also agrees that when teachers connect with the students, their students engage in school work, learn to read, achieve academic self-efficacy and have self-discipline.

Hale (1986) says that Black students have a more relational and person-oriented learning style than White students. They also tend to be Gestalt learners which means that they embed

CULTURALLY COMPETENT TEACHERS

words in context for meaning and have fluent spoken language with strong colorful expressions. Hale says this style is opposite of schools that favor rules, conformity, control, hierarchical organization, and scheduling. Allen & Boykin (1992) also affirm that Black male learning styles are more expressive, effective, movement oriented, and person centered. Due to the differences in learning and teaching styles, they suggest that White teachers therefore interact less with Black males compared to their interactions with white female students. Kunjufu (2011) suggests that society has assigned a female classroom to male students and that we are expecting boys to learn the same way that girls do. As the majority of teachers are White female, Dr. Kunjufu infers that there is therefore a knowledge gap as these female teachers have never received a course in Black history, culture, or Black male learning styles. The cultural proficiency of white female teachers directly impact the learning experiences of diverse students because these teachers are the majority (Jayne 2014).

As the cultural framework of non- White students tend to be seen as oppositional to the American cultures framework, Ogbu (1992) addresses what teachers can do to help break down the cultural barrier that exists between the teacher and minority student:

1. Observe the student's behavior in the classroom and in the playground
2. Ask them questions about their cultural preferences and practices
3. Talk to parents about cultural practices and preferences
4. Have the students do research on various ethnic groups
5. Study published research on student ethnic groups

Students learn through culturally differentiated instruction when teachers adapt their practices to reflect the specific differences of each student. This will lead to greater educational success (Sleeter & Grant, 2009).

CULTURALLY COMPETENT TEACHERS

Methods and strategies to increase cultural responsiveness

For prospective teachers to become culturally responsive, they must be trained in cultural differences (Tuncel, 2017). In response to the ever diversifying student population, Villegas & Lucas (2007), describe six necessary features of professional development for culturally responsive teaching:

1. Understanding how learners construct knowledge, that is, how students make sense of new ideas and experiences that they come into contact with at school.
2. Knowing about their student's lives without applying generic stereotypes to individual students.
3. Being socioculturally conscious. Villegas & Lucas (2007) define this as the awareness that one's worldview is influenced by their life experience. Therefore, a socioculturally unconscious teacher would rely on their own personal experiences (influenced by race, ethnicity, gender and social class) to make sense of their students lives', which often leads to miscommunication.
4. Have affirming perspectives of their students, despite the way that their students, talk, behave or think.
5. Using appropriate teaching strategies that respect cultural learning differences.
6. Advocating for all students. They give examples such as, questioning the school culture of low expectations for students from certain groups, inadequate and lack of culturally diverse learning materials and curriculum, and the "assignment of the least-experienced teachers to classes in which students need the most help" (Villegas & Lucas, 2007 p.32).

Being a culturally responsive teacher goes beyond implementing culturally responsive teaching and learning activities (Ebersol, Kanahale- Mossman & Kawakami, 2016). In their study of

CULTURALLY COMPETENT TEACHERS

teacher perceptions of culturally responsive teaching, they found that the participants understanding and perceptions of culturally responsive teaching was a combination of, “doing culturally responsive activities, moving towards a culturally responsive perspective and being a culturally responsive teacher”. Therefore, it goes beyond merely implementing a curriculum. Farinde- wu, Glover & Williams (2017), interviewed 7 teachers that were nominated teacher of the year in their school districts to ascertain how they cultivate culturally responsive teaching classroom environments and the strategies that they use in their classrooms to enhance student learning and growth. The study found that the seven award winning teachers implemented cultural responsiveness by:

- (1) implementing RACCE (i.e., they respect, act immediately, communicate, celebrate, and encourage students);
- (2) co-creating a familial-style classroom culture of success;
- (3) establishing student-first learning; and
- (4) implementing multicultural content and views within the classroom

These four themes that emerged are similar to some of the characteristics of culturally competent education strategies.

Characteristics of culturally competent educators

Gay (2000) state that culturally competent educators must have:

- (a) awareness and acceptance of differences,
- (b) cultural interaction,
- (c) the development of knowledge about a student’s culture,

CULTURALLY COMPETENT TEACHERS

- (d) the skills to meet a student's cultural needs, and
- (e) valuing diversity.

Similarly, Cross et. al (1989), assert that the skills needed to develop cultural competence are:

- (1) self-awareness,
- (2) awareness and acceptance of differences,
- (3) managing dynamics of difference,
- (4) knowledge of client's culture, and
- (5) adaptation of skills.

Methods and strategies to increase cultural competence

Another practice that educators can use to help them become culturally competent is to engage in self-reflective practices. Howard (2010) says that if teachers develop a greater understanding of race and culture, the achievement gap between Black, Latino, Asian and Native American compared to White students can be closed. He proposes some self-reflective questions for teachers:

- How frequently do I differentiate instruction?
- Do I allow culturally based differences in language, speech, reading, and writing, to shape my perceptions about students' cognitive ability?
- Do I create a multitude of ways to evaluate students? Or do I solely rely nontraditional and narrow means (paper, pencil and oral responses)
- How often do I allow non-traditional means of assessment? (role plays, poetry, rap)

Bustamante, R. M., Nelson, J. A., & Onwuegbuzie, A. J. (2009), conducted a study on the assessment of the Schoolwide Cultural Competence Observation Checklist (SCCOC) which

CULTURALLY COMPETENT TEACHERS

is a 33 item instrument designed to assess how well schools respond to the needs of their diverse groups. The study was conducted among school leaders in two large states. Four themes emerged from the results; that policy is a paradox, that effective programs are key to culturally competent practice, positive school culture and climate is necessary for schoolwide cultural competence and that there are many barriers to cultural competence. Singleton (2014) suggests engaging in discussions about culture with a willingness to learn (what he calls “Courageous conversations”) in order to close the racial achievement gap that exists between Black and Latino and their White peers.

Cultural competence through relationship building

Uwah, McMahon & Furlow (2008), examined the relationship between perceptions of school belonging, educational aspirations, and academic self- efficacy. The results found that when black males are encouraged to participate and when they feel a sense of belonging, this positively influences not only their school experiences, but their educational outcomes as well. They suggest that School Counselors play a key role in creating a sense of community and belonging for Black males in the school culture and climate. Ladson- Billings (2004) state that teachers must get to know their students culture and life circumstances to be able to communicate well with them.

Student perceptions of teacher cultural competence

Robinson (2012) conducted a Study on teachers cultural competency and their students engagement. The study took place in Hong Kong into international high schools. The participant population consisted of 70 high school teachers and 520 high school students. One of

CULTURALLY COMPETENT TEACHERS

the things the study found was that students' perceptions of their teachers' cultural competency contributed to a positive relationships and student engagement.

Sampson (2008), in their study of Black student preferences of culturally relevant and non-culturally relevant curriculum, found that black students preferred culturally relevant lessons, especially when they are intertwined in the curriculum and across all subjects, rather than presented as a standalone subject which might cause them to feel singled out.

Summary

This chapter outlined the data which showed that there is an overrepresentation of Black and/ or Latino students receiving discipline referrals, being retained, failing the State standardized tests and an underrepresentation of these students in gifted and advanced courses. For example, in the large Urban School District mentioned in this chapter, White students were twice as likely to be placed in more rigorous courses than Black students and twice as likely to pass standardized tests for the first time. However, more than half of the students suspended are Black, even though Black students make up less than one third of the school district's population. There is also an underrepresentation of Black and Latino teachers. In the large Urban School District mentioned in this chapter, over 70% of the teachers are White, even though White students only make up about one third of the student population. The theoretical research seems to suggest that despite the difference between teacher race and ethnicity compared to the students that they teach, teachers must implement practices that have a positive effect on these outcomes. Stanley & Lincoln (2005) believe that teachers tend to gravitate towards students that they feel most comfortable with and understand, as well as students that are like them. However, instruction should be accessible to all students, regardless of their ethnicity and this can be achieved through a culturally responsive curriculum (Gay, 2002). The next

CULTURALLY COMPETENT TEACHERS

section of this study will outline the methodology that was used to gather the perceptions of millennials and Gen Z's on culturally competent teachers.

CULTURALLY COMPETENT TEACHERS

Methodology

Introduction

The purpose of this study was to outline the characteristics of culturally responsive and competent teachers as perceived by millennials and Gen Z's. The literature review summarized the characteristics of culturally responsive and competent teachers and how this affected student achievement. This study gained the perceptions of Millennials and Gen Z's on what characteristics define culturally competent teachers.

Philosophical perspective and research bias – worldview lens

The collection of these subjective perceptions means this research was conducted using a social constructivist worldview. A worldview is a “basic set of beliefs that guide action” (Guba, 1990 p.17). The social constructivist worldview study relies on the participant's view of the situation and the questions tend to be broad so that participants can develop their own meaning of the phenomena (Creswell & Creswell, 2017).

Proposed design and rationale

A qualitative case study research design is where an “individual, program or event is studied in depth for a defined period of time” (Leedy & Ormrod, 2016 p.253). Therefore, a case study research approach was used for this study in order to explore the lived experiences of participant interactions with teachers in a cross cultural setting. The survey was sent via social media. The Social Media Research Group (2016), define social media as a web-based platform that gives users the ability to create and share content, as well as interact with others. The benefit of using social media was so that it was publicly accessible and the survey could be shared with specific populations of interest (Social Media Research Group, 2016).

CULTURALLY COMPETENT TEACHERS

Research Design

The study was not an experimental design as there was no dependent or control variables. Non- experimental designs allow the researcher to draw conclusions based on “cause and effect relationships” (Leedy & Ormrod, 2016 p. 368). Instead, a case study research design was used to collect data in the form of a questionnaire. Survey research is a qualitative method where a large number of participants are asked questions and the responses are compiled to make generalizations (Leedy & Ormrod, 2016). Case study survey research design is appropriate for this study as a questionnaire was distributed to adults, specifically Millennials and Gen Z’s aged 18-40, to gather information on their previous experience in K-12 education as it relates to their perception of culturally competent teachers.

Research Question

1. What are the characteristics of culturally responsive and competent teachers as perceived by millennial’s and Gen Z’s?

Population Sample

Convenience sampling was used to identify participants who were aged 18-40. The survey was be sent electronically via social media using Facebook, Instagram and Twitter.

Instrumentation

The survey was created by the researcher, specifically designed for this research paper and consisted of a combination of open and closed ended questions using a Likert scale. The limitations of confidentiality was explained, and the participants had to give consent before beginning the survey.

The survey began by asking participants to recall a teacher that they felt most connected to and to describe what it was that made them feel so connected. They also answered questions

CULTURALLY COMPETENT TEACHERS

regarding the gender of the teacher. The race of the teacher was not included as a survey question as one person cannot determine the race of another. The next section of the survey consisted of questions based on the literature in chapter two and included;

- The teacher displayed a caring attitude (kindness, genuine concerns) (Ware, 2006 & Howard, 2001, Tatum 2009)
- The teacher cared about my well being outside of the classroom (personal life)
- The teacher valued diversity (cultural differences) within the classroom (National Center for Cultural Competence, 2008 & Gay, 2000)
- The teacher linked cultural experiences to the learning environment (National Center for Cultural Competence 2008, Peterman 2004)
- The teacher challenged cultural stereotypes (a set of beliefs upheld by a group) (Peterman 2004, Merryfield 2002, Landsman & Lewis 2006)
- The teacher affirmed my cultural experiences within the classroom (Peterman 2004, Zeichner & Liston, 1996)
- The teacher was trustworthy as there was an authentic relationship between the student and teacher (Duncan- Andrade, 2008)
- The teacher established a community/ family type classroom (Howard 2001, Peterman 2004, Farinde- wu, Glover & Williams 2017)
- The teacher made learning fun (Howard 2001)
- The teacher used language that I was familiar with and or encouraged expression specific to my cultural/ communication style (Peterman 2004)
- The teacher made informal attempts to connect with me (Ware 2006, Lee 2009)
- The teacher showed an interest in my cultural background

CULTURALLY COMPETENT TEACHERS

- The teacher used cultural references to build knowledge and skills (Ladson- Billings 1992, Gay 2010, Ogbu 1992)
- The teacher intertwined cultural knowledge into the curriculum (Sampson 2008)
- The teacher had strong classroom management skills (Duncan- Andrade, 2008)
- The teacher had high expectations for me (Sleeter 2008)
- The teacher applied culturally generic stereotypes to individual students (Villegas & Lucas 2007)
- Did the teacher do anything that was significant to your educational success? If so, what did he/ she do?

The final section asked the demographics of the participant, including age, ethnicity and gender in the form of multiple choice. See Appendix C for the complete survey.

Analyses

The open-ended questions were coded in order to derive themes and for the Likert scale questions, descriptive statistics were conducted to find mean, median, and average. The open-ended questions were analyzed by the researcher using thematic analysis. The researcher reviewed the written responses and highlighted phrases and sentences within the text that were relevant to the survey questions (codes). New themes were also highlighted and coded. This is how the new themes were derived. For the Likert scale questions, the Statistical Package for Social Sciences (SPSS) was used to do descriptive and correlational statistics.

Procedures

The survey was sent electronically via Facebook, Twitter and Instagram. The survey was not sent to any specific lists on social media. The researcher posted the survey and requested that social media contacts also share the survey with their contacts. The survey was sent and

CULTURALLY COMPETENT TEACHERS

then resent after a week. This continued for a few weeks until the participant number reached 52. Survey Monkey was used to collect the data and answers could be given anonymously.

First, the participants accessed the informed consent and had to agree in order to have access to the rest of the survey.

Ethical Considerations

Survey results remain anonymous as the survey tool allowed participants to respond anonymously. There was no benefit to taking the survey. However participants may have enjoyed knowing they were assisting research to help improve culturally competent teachers. The risks were minimal, however, if participants felt uncomfortable, they could exit out of the survey at any time without penalty. Data is being stored within the Survey Monkey document and is password protected. The document is stored on a laptop that is also password protected and the information will be permanently destroyed after three years.

Summary

A case study approach was used to collect survey via social media. The survey was sent electronically, and convenience sampling was used. The questions consisted of open and closed ended questions using a Likert scale. The survey questions addressed the opinions of Millennials and Gen Z's and their perceptions of culturally competent teachers.

CULTURALLY COMPETENT TEACHERS

Results**Introduction**

The purpose of this research was to understand the perspectives of Millennials and Gen Z's on their perceptions of culturally competent teachers. The survey was sent electronically through the social media platforms Facebook, Twitter and Instagram. A total of 52 participants took the survey. Forty-nine completed 100% of the survey. Two of the participants only answered questions one through three, and one participant did not answer the final section on demographics.

Most of the participants identified themselves as Black/ African American (85.7%), followed by 10% that were White and 4% that identified themselves as “other” (see Table 3).

Table 3

Participants Race, N= 49

Race	N	%
Black/ African American	42	85.71%
White	5	10.20%
Latino/a	0	0.00%
Native American	0	0.00%
Asian	0	0.00%
Native Hawaiian/ Asian Pacific	0	0.00%
Other	2	4.08%

49 participants out of the 52 shared their gender. 32.6% were male and 67.3% were female (see Table below).

CULTURALLY COMPETENT TEACHERS

Table 4*Gender of Participants, N= 49*

Gender	N	Responses %
Male	16	32.65%
Female	33	67.35%
Skipped Question	3	

The age of participants varied. Nine participants were Gen Z's (age 18-24) and 43 were millennials (age 25-40).

The educational background of the participants varied. 12.24% of the participants highest level of education was a High school diploma, 14.29% earned an Associate's degree, 32.65% earned a Bachelor's degree, 24.49% earned a Master's degree, 4.08% earned a doctoral degree or higher, 6.12% went to trade school and 6.12% preferred not to say (see table 5).

Table 5*Highest Level of Education Completed, N= 49*

Level of Education	N	Responses %
High School	6	12.24%
Associates Degree	7	14.29%
Bachelor's Degree	16	32.65%
Master's Degree	12	24.49%
Doctoral Degree or higher	2	4.08%
Trade School	3	6.12%
Prefer not to say	3	6.12%

When describing the teacher's gender, the majority of participants said that the teacher they felt most connected to was a female. 74% of the teachers referred to in the survey were female and 26% were male (see table 6). However, more female participants connected with female teachers (72.22%) compared to male participants (58.85%).

CULTURALLY COMPETENT TEACHERS

Table 6*Gender of Teacher, N= 52*

<i>Teacher Gender</i>	<i>N</i>	<i>Responses %</i>
<i>Male</i>	<i>14</i>	<i>25.93%</i>
<i>Female</i>	<i>38</i>	<i>74.07%</i>

More than half of the participants said the teacher they felt most connected to were at the High school level (53.85%), followed by Elementary (23.08%), Middle (19.23%) and 3.85% said “other” (see table 7).

Table 7*Grade Level of Teacher, N= 52*

<i>Grade</i>	<i>N</i>	<i>Responses %</i>
<i>Elementary (K-5)</i>	<i>12</i>	<i>23.08%</i>
<i>Middle (6-8)</i>	<i>10</i>	<i>19.23%</i>
<i>High (9-12)</i>	<i>28</i>	<i>53.85%</i>
<i>Other</i>	<i>2</i>	<i>3.85%</i>

Respondents were initially asked to recall a teacher from their K-12 experience that they felt most connected to and describe what it was that made them feel connected to the teacher. For the next section of the survey, participants were asked to refer to this teacher when answering the questions.

Summary of results by survey questions***Respondent race and teacher gender***

The majority of the Black/ African American participants (78.57%), said the teacher they most connected to was female, compared to White participants where only 20% said they connected most with a female teacher (see table 8).

CULTURALLY COMPETENT TEACHERS

Table 8*Participant Race and Gender of the Teacher, N= 49*

Participant Race	N	Male Teacher	N	Female Teacher	N	Total
Black/ African American	9	21.43%	33	78.57%	42	85.71%
White	4	80.00%	1	20.00%	5	10.20%
Latino/a	0	0.00%	0	0.00%	0	0.00%
Native American	0	0.00%	0	0.00%	0	0.00%
Asian	0	0.00%	0	0.00%	0	0.00%
Native Hawaiian/ Asian Pacific	0	0.00%	0	0.00%	0	0.00%
Other	0	0.00%	2	100.00%	2	4.08%
Total	13	26.53%	36	73.47%	49	100%

Respondent gender and teacher gender

The majority of participants said that the teacher they connected most with was a female (67%). The female participants connected more with a female teacher (78.8%) and males also connected more with a female teacher (62.5%). See table 9.

Table 9*Participant Gender and Teacher Gender*

Participant Gender	N	Male Teacher	N	Female Teacher	N	Total
Male	6	37.50%	10	62.50%	16	32.65%
Female	7	21.21%	26	78.79%	33	67.35%
Total	13	26.53%	36	73.47%	49	100.00%

Respondent race and teacher race

The researcher did not ask participants to recall the race of the teacher as one cannot determine the race of another. However, based on some of the responses, two participants said that they connected with most with a teacher that appeared to be from a culture that differed to theirs. Respondent 10, a Black female spoke of a Spanish teacher that she connected with:

CULTURALLY COMPETENT TEACHERS

“She was very warm, welcoming, and extremely helpful. She went out of her way to be available for tutoring before and after school. She was very real and down to earth. She was hilarious! She gave us food. That's where I developed my love for pan dulce/conchas”.

Respondent 14, Black female stated that she connected with a male teacher because he *“...Reminded me that I was different for a reason and continue to stay on that path”*. She went on to say, when asked if the teacher did anything that was significant to her educational success, that *“[He] encouraged me to look at the subject matter from a different perspective despite not being able to connect with my cultural background”*.

The following section consists of derived themes based on a summary of results from the questions in section 3 (questions 4-15).

Teacher displayed a caring attitude (Q4)

The majority of participants strongly agreed that the teacher was caring (94%). Participant 2 said that the teacher *“was caring”*. The majority of written responses contained this theme. For example, respondent 43 said *“I can't remember his name but at some point, I had a “don't care” attitude and he wasn't affected by it at all. He was very caring despite my ways”*. Respondent 52 said about their teacher, *“she's authentic and caring”*. Another said, *“She was kind and truly cared about me as a student and a person (respondent 6).*

The teacher cared about my well-being outside of the classroom (Q5)

CULTURALLY COMPETENT TEACHERS

Most participants said that the teacher cared about their personal life (90%). However, one participant, disagreed with this statement. Four participants neither agreed nor disagreed.

Some of the written responses also contained this theme:

“... [He] provided resources to help with my academics and career as a musician. He also provided resources to educate me on building credit. He was more than my teacher, he was and still is my big brother that I look up to” (Respondent 33).

“She helped me to get started with my online school when I got pregnant and would check up on me to make sure I was ok and on track” (Respondent 31).

“He just didn’t teach a subject, but he taught life. And basically what the expectations society required of me. He made sure of that we were not just box thinkers but we’re out of the box thinkers. That it’s OK to challenge a theory, concept even rules by definition” (Respondent 5).

“How much they cared about my classmates and me, even outside the classroom walls” (Respondent 48).

“She showed genuine love for the subject she was teaching and concern for her students. She would bring things like bagels, or snacks etc to class, and this was high school” (Respondent 15).

The teacher valued diversity/ cultural differences within the classroom (Q6)

CULTURALLY COMPETENT TEACHERS

Most participants either strongly agreed (72%) or agreed (16%) that the teacher valued cultural diversity within the classroom. 12% neither agreed nor disagreed and 4% disagreed.

The teacher challenged cultural stereotypes (Q7)

Less than half of the participants (46%) strongly agreed that the teacher challenged cultural stereotypes. However, 28% still agreed with this statement, totaling to a combination of 74% that strongly agreed or disagreed. 22% neither agreed nor disagreed with the statement. Two participants (4%), one of which was a White female, disagreed.

The teacher established a community/ family type classroom (Q8)

More than half of participants (60%) strongly agreed that the teacher established a community or family type classroom fireman. 34% agreed with the statement, only one participant (2%) neither agreed and or disagreed and two participants (4%) disagreed with the statement. Some participants, in their written responses, said the teacher was like a parental figure:

“She was more like a mother figure in my eyes. I did not want to disappoint her”

(Respondent 1).

“We have similar personalities and he reminded me of my father” (Respondent 45).

“3rd grade teacher... She was like my school mom, she really made me feel special”

(Respondent 44)

CULTURALLY COMPETENT TEACHERS

“...she was understanding and would always let us know that she was there for us. She would get on to us when we did something wrong, she was that mother figure away from mom” (Respondent 21).

“She treated me like a daughter and always went out of her way to make sure that I got a good grade even if it meant staying behind after class” (Respondent 31).

The teacher made learning fun (Q9)

All but one of the participants either strongly agreed (74%) or agreed (24%) that the teacher made learning fun. The participant that disagreed was a white female. Respondent 18, when describing the teacher said that she *“made learning fun”*. Other written responses included:

“She cared and made learning fun and some Spanish still sticks with me ‘til this day”
(Respondent 22).

“...She made learning seem exciting but still didn't put up with nonsense” (respondent 36)

The teacher used language that I was familiar with and/ or encouraged expression specific to my cultural/ communication style (Q10)

Only half of the participants (50%) strongly agreed that the teacher used language they were familiar with and/ or encouraged culturally specific communication styles. 28% agreed,

CULTURALLY COMPETENT TEACHERS

therefore, overall, most participants either agreed or strongly agreed with the statement (78%).

12% neither agreed more disagreed and 10% disagreed.

The teacher made informal attempts to connect with me (Q11)

The majority of participants either strongly agreed 50% or agreed to 36% that the teacher made informal attempts to connect with them. 10% neither agreed nor disagreed. One participant disagreed (2%) and one strongly agreed (2%). One respondent shared that the teacher “*took the time to get to know me and my family. We talked about life...*” (Respondent 29).

The teacher showed an interest in my cultural background (Q12)

Less than half of the participants (46%) strongly agreed and 32% agreed that the teacher shows an interest in the cultural background. 12% neither agree nor disagree and 8% disagreed. One participant, a white female, said that she strongly disagreed.

The teacher intertwined cultural knowledge into the curriculum (Q13)

Half of the participants strongly agreed (50%) that the teacher intertwined cultural knowledge and experiences into the curriculum. 20% agreed, 14% neither agreed nor disagreed and 16% disagreed. One respondent, when describing what made them feel connected to the teacher, stated that their English teacher was the first teacher to inform, them that “*Tupac was also a poet and not just a rapper*” (Respondent 8). Therefore, intertwining the student’s culturally knowledge of rap into the English curriculum.

The teacher had strong classroom management skills (Q14)

The majority of participants said that the teacher had strong classroom management skills. 78% sure we agreed, 18% agreed, and only 4% neither agreed no disagreed. Examples of written responses discussing the teacher’s classroom management skills included:

CULTURALLY COMPETENT TEACHERS

“...She made learning seem exciting but still didn't put up with nonsense” (Respondent 36).

“Teacher was warm, nurturing and funny but clear on the rules. They made the time for me and always put effort in with us as a class” (Respondent 23).

“...she was serious when it comes to education and students that try to distract others” (Respondent 1).

The teacher had high expectations for me (Q15)

The majority of participants strongly agreed 80% and agreed 18% that the teacher had high expectations for them. Only one participant neither agreed nor disagreed. Examples of written responses that highlight this theme include:

“[The teacher] made sure I didn't slack off and made sure I graduated” (Respondent 49).

“...She made me feel like I could succeed as a black woman” (Respondent 17).

“...Mr. H. reminded me that I was different for a reason and continue to stay on that path” (Respondent 14).

“...She was an African-American teacher dedicated to the success of all her students but especially her minority students. She didn't let them fall behind at all” (Respondent 11).

CULTURALLY COMPETENT TEACHERS

A summary of responses from questions 4-15 can be found in Table 10 below.

Table 10

Summary of results for questions 4-15, N= 50

Question	Strongly Agree	Agree	Neither or Disagree	Disagree	Strongly Disagree
Q.4 The teacher displayed a caring attitude	94%	6%	0%	0%	0%
Q.5 The teacher cared about my well-being outside of the classroom	72%	18%	0%	0%	0%
Q.6 The teacher valued diversity (cultural differences) within the classroom	72%	16%	12%	0%	0%
Q.7 The teacher challenged cultural stereotypes (a set of beliefs upheld by a group)	46%	28%	22%	4%	0%
Q.8 The teacher established a community/family type classroom	60%	34%	2%	4%	0%
Q.9 The teacher made learning fun	74%	24%	0%	2%	0%
Q.10 The teacher used	50%	28%	12%	10%	0%

CULTURALLY COMPETENT TEACHERS

language that I was familiar with and or encouraged expression specific to my cultural/ communication style						
Q.11 The teacher made informal attempts to connect with me	50%	36%	10%	2%	2%	
Q.12 The teacher showed an interest in my cultural background	46%	32%	12%	8%	2%	
Q.13 The teacher intertwined cultural knowledge and experiences into the curriculum	50%	20%	14%	16%	0%	
Q.14 The teacher had strong classroom management skills	78%	18%	4%	0%	0%	
Q.15 The teacher had high expectations for me	80%	18%	2%	0%	0%	

CULTURALLY COMPETENT TEACHERS

New Themes

New themes emerged during the thematic analysis from the written responses to questions 1 and 16. The written responses were reviewed. Phrases and sentences with similar patterns were highlighted within the text. Therefore, new themes emerged and were coded (see table 11, p.51). Question 1 asked respondents to describe what made them feel most connected to their teacher and question 16 asked them to state what the teacher did that was significant to their educational success. The new themes were trust, passion, lack of judgement, culture as a form of expression, and encouragement to achieve.

Trust

Respondent 51 said, *“My English teacher in 9th grade made me feel safe”* and Respondent 37 stated *“The level of care provided showed me my education was important for me and important to this person [the teacher]. This enabled me to trust her”*.

Passion (critically conscious purpose)

Respondent 46, when asked to recall a teacher they felt most connected to, emphatically stated, *“My psychology teacher in 11th grade. LOVEDDD her subject. She taught with passion and she made you want to love it to! She was also a great story teller”*. Respondent 1 answered the same question with, *“The teacher was motivated. Every day she teaches with love”*. Respondent 17 said about their English teacher, *“...She was caring and had a passion for teaching. Knew how to relate to her students”*.

Lack of judgement

Respondent 49 introduced a theme about lack of judgement that leads to a welcoming classroom environment. *“Madame L. She was my high school French teacher for my entire 4 years. She just made me feel comfortable and she was never one to judge made everyone feel*

CULTURALLY COMPETENT TEACHERS

welcomed and as one”. Another respondent stated, *“She really aims to see her students strive for greatness no matter their first impression, she sees beyond that”*.

Culture as form of expression

A few respondents introduced the theme of cultural expression by describing ways that the teacher connected with them through cultural interests that did not relate to the classroom subject area. For example, Respondent 30 recalled playing music with their History teacher, *“Mr. A. 11th grade AP US History teacher. We played music together every day”*. Respondent 28 stated, *“My biology teacher (also my swim coach). Since he knew me in the classroom and out he was able to develop a rapport with me as a person. Thus, he was able to help me learn by using analogies that went along with swimming and other interests of mine”*. Another respondent said of their 9th grade teacher, *“She was into the arts and also encouraged me to embrace my connection to the arts also. I also loved her vibrant personality”* (Respondent 26).

Encouragement to achieve

When asked what made them feel connected to the teacher and if they did anything that was significant to their educational success stated, *“The fact that she actually cared about me passing, and always showed me I can do better”* (Respondent 41). This showed that the teachers encouraged them to the point where they were inspired to achieve more academically. Respondent 33 said the teacher, *“saw the potential in me that I did not see. Today I view him as one of the most influential person’s in my life”* and Respondent 38 stated that the teacher had *“belief in me that I had more potential than I thought”*.

CULTURALLY COMPETENT TEACHERS

Table 11*Thematic Codes*

Codes	Theme
<ul style="list-style-type: none"> ● Made me feel safe ● Enabled me to trust her 	Trust
<ul style="list-style-type: none"> ● She taught with passion ● Every day she teaches with love ● Had a passion for teaching 	Passion
<ul style="list-style-type: none"> ● She was never one to judge ● She sees beyond that 	Lack of judgement
<ul style="list-style-type: none"> ● We played music together everyday ● Using analogies that went along with swimming and other interests of mine ● She was into the arts and also encouraged me to embrace my connection to the arts 	Cultural expression
<ul style="list-style-type: none"> ● Always showed me I can do better ● Saw the potential in me that I did not see ● Belief that I had more potential 	Encouragement to achieve

Summary

Overall, the participant's perception of culturally competent teachers was that they displayed all of the characteristics outlined within the questions. Specifically when it came to the teacher having a caring attitude, caring about their well-being outside of the classroom, valuing diversity within the classroom, making learning fun, having high expectations for the student and strong classroom management skills. New themes also emerged, trust, passion, lack of judgement, culture as a form of expression, and encouragement to achieve.

CULTURALLY COMPETENT TEACHERS

Conclusion

Introduction

Behavior and communication amongst students from different cultures will vary (Nord, 2014), therefore, it is important to understand the characteristics of culturally responsive and competent teachers (Ukpokodu, 2010). The purpose of this study was to outline the characteristics of culturally responsive and competent teachers as perceived by millennials and Gen z's. The data presented in the literature reflects that students from diverse backgrounds dropout and receive disciplinary infractions at a higher rate than their White peers (Skiba, 2002). They also underachieve academically compared to their White peers. Student populations are more diverse than the teaching population (Educational Equity Audit for School District, 2016). Therefore, teachers must be aware of the cultural differences and their own beliefs, assumptions and biases about students from different cultures (Terrell & Lyndsey, 2018) and how this affects their teaching practices, and in turn, student achievement.

Overview

This study solicited the perspectives of millennials and Gen z's (adults aged 18-40), to find out their perceptions of culturally responsive and competent teachers. 52 people participated in the electronic survey. 49 of the respondents completed the survey in its entirety. The survey began by asking participants to recall a teacher that they felt most connected to and to describe what it was that made them feel so connected. The next section of the survey consisted of questions based on the literature in chapter two (see table 9, p. 40 for questions and results). This was followed by another open ended question asking the participant if the teacher did anything that was significant to their educational success. The final section was about the demographics of the participant.

CULTURALLY COMPETENT TEACHERS

Major Findings

Most of the participants identified themselves as Black/ African American (see table 3, p.37). The age of participants varied. Nine participants were Gen Z's (age 18-24) and 43 were millennials (age 25-40). The participants' perception of culturally competent teachers was that they displayed all of the characteristics outlined within the themes of the questions. Specifically, when it came to the teacher having a caring attitude and caring about their well- being outside of the classroom as well as their future well- being. Themes based on the literature also included, valuing diversity within the classroom National Center for Cultural Competence, 2008 & Gay, 2008), making learning fun (Howard, 2001), having high expectations for the student (Sleeter, 2008) and strong classroom management skills (Duncan- Andrade, 2008). There was also a theme surrounding the teacher establishing a community/ family type classroom environment (Howard 2001, Peterman 2004, Farinde- wu, Glover & Williams 2017). This environment, according to the literature, is co-created by students and teachers. However, in this study, it seems that it's the student's perception of a community/ family relationship and not therefore explicit. New themes also emerged from the open ended questions. The new themes were trust (which went beyond physical safety), passion, lack of judgement, culture as a form of expression, and encouragement to achieve.

Sixty seven percent of the participants were female (see Table 4, p. 38). The majority of the Black/ African American participants (78%), said the teacher they most connected to was female. This could be due there being more female teachers in public education overall. There were only five White participants and 80% said they connected more with a male teacher (see table 8, p40). Even though this high percentage could be due to there being more White male

CULTURALLY COMPETENT TEACHERS

teachers compared to Black male teachers, this is only a small sample and a conclusion can not be made based on four respondents.

Respondent 10, a Black female spoke of a Spanish teacher with whom she connected. Even though she was a different race, she shared her culture which exposed the student to a new culture. The areas where participants did not strongly agree or agree as the majority, surrounded themes such as, the teacher using language that they were familiar with and/ or encouraged expression specific to their cultural/ communication style, the teacher showing an interest in their cultural background//////// and intertwining cultural knowledge into the curriculum. This may suggest that these characteristics are not as important to students from diverse backgrounds as long as other characteristics are displayed.

Research Question

1. What are the characteristics of culturally responsive and competent teachers as perceived by millennials and Gen Z's?

Limitations

One of the limitations of this research is that there was no interviewer to probe and clarify answers. The participants were conveniently selected from social media groups. However, the number of participants may have been limited due to possible participants being inundated with junk mail. Another limitation is that social media users are not representative of the general population. Additionally, the participants may have answered questions the way they feel the researcher wanted them to, rather than give their honest answers. Another limitation is the lack of participants from outside of the Black community. Specifically, there were no Latino, Asian or Native American respondents and only 10% of the respondents were White. This could be due to the limited network of the researcher. The survey could have been sent to culturally

CULTURALLY COMPETENT TEACHERS

specific social media groups in order to yield more responses from participants from different backgrounds. One final limitation was the lack of responses from the Gen Z population. The researcher could have used different platforms, for example, Snapchat, in order to connect with more of the Gen Z population through social media.

Discussion

This study supported the idea that students require a basic need for bonding or relationship with their teachers. Howard (2001) found that students preferred teachers who displayed a caring attitude and bond, established a community and family type classroom environment and teachers who made learning a fun process. The participants of this survey also described the teacher that they most connected with as having some of the same characteristics. Therefore, it is important for teachers to learn and implement culturally relevant teaching practices to help their students from different backgrounds (Powell, Cantrell & Rightmeyer, 2013). This study also highlighted the importance of teachers making informal attempts to connect with their students. Ware (2006) argues that when teachers show an interest in the personal lives of their students, joke using dialect, and use other informal attempts at connecting with Black students, this supports academic achievement. The results of this study offered the same results as Howard, 2001 and Ware, 2006. The teachers that the participants connected with the most displayed various culturally competent characteristics, used culturally relevant teaching practices, made informal attempts to connect with their students and showed an interest in their personal lives. Showing an interest in the personal lives and connecting with students does not need to be culturally specific. Therefore, teachers from all backgrounds can build the skills necessary to effectively work with students from different backgrounds (Howard, 2001).

CULTURALLY COMPETENT TEACHERS

Effective culturally competent teaching practices will not only improve student- teacher relationships in a cross cultural setting but this should have a direct effect on the decrease in office discipline referrals, increase academic gains and subsequent post- secondary success. However, moving towards a cultural understanding takes time but can be achieved by engaging in dialogue about race and culture, interacting with other cultures and actively defusing stereotypes (Lewis, 2006).

Other skills needed to develop cultural competence is outlined in the seminal work of Cross et. al (1989). These skills include awareness and acceptance of differences, managing the dynamics of these differences, knowledge of the client's culture, and adapting skills as necessary. This highlights the importance of self-awareness which lends itself to self-reflection. Some of the studies mentioned in chapter two outlined the benefits of teacher self- reflection and how this improves student- teacher relationships in a culturally diverse setting (Duncan- Andrade, 2008; Teel, 2008; National Center for Cultural Competence, 2008).

Recommendations

Recommendations for future research could include further analyzing the correlation between the student and teacher gender, age and race. Though participants cannot speculate on the race of their former teacher, the question could be asked, "would you describe the teacher as the same race as you"? This could allow researchers to understand the perceptions of cultural competence when applied by teachers from different backgrounds.

The National Center for Cultural Competence (2008), developed a cultural competence framework that outlined ways in which teachers can ensure that their own cultural identity does not prevent them from adequately communicating with all of their students. One way they can

CULTURALLY COMPETENT TEACHERS

do this is by conducting on-going self-reflections. Ongoing self- reflection is a key component to educators monitoring their own practices (Hollie, 2018). Therefore, there are benefits to teacher self- reflection and this can improve student- teacher relationships in a culturally diverse setting (Duncan- Andrade, 2008; Teel, 2008; National Center for Cultural Competence, 2008).

Howard (2010) proposes some self- reflective questions for teachers:

- How frequently do I differentiate instruction?
- Do I allow culturally based differences in language, speech, reading, and writing, to shape my perceptions about students' cognitive ability?
- Do I create a multitude of ways to evaluate students? Or do I solely rely nontraditional and narrow means (paper, pencil and oral responses)
- How often do I allow non- traditional means of assessment? (role plays, poetry, rap)

Howard asserts that if teachers develop a greater understanding of race and culture, the achievement gap between Black, Latino, Asian and Native American compared to White students can be closed.

The results of this study may be used to develop a self- reflection tool for teachers which will enable them to assess their classroom practices and encourage them to work at becoming more culturally competent in the areas where they may not be.

Implications for practice

As previously stated in the recommendations section, self- reflection is one of the cultural competence frameworks outlined by The National Center for Cultural Competence (2008).

Ongoing self- reflection is a key component to educators monitoring their own practices and this is something that school districts could encourage.

CULTURALLY COMPETENT TEACHERS

Cultural competency professional development should also be necessary for teacher recertification. Villegas & Lucas in their 2007 research describe six necessary features of professional development for culturally responsive teaching.

It is also important to ensure that student teachers are made aware of any implicit biases that they may have so they can navigate these mindsets. Howard & Navarro (2016) also argue that there's a need for teacher training programs to specifically address how race and racism influences learning and how implicit racial bias disconnects students from learning which ultimately affect student achievement. When hiring new teachers, it would also be important to hire teaching staff that are representative of the student population as best as possible. If a school is in a predominantly White community, hiring teachers from ethnically diverse populations can also be beneficial in breaking down implicit bias amongst teachers and students.

Finally, teachers should engage in “courageous conversations” a term coined by Singleton (2014). Engaging in discussions about culture with a willingness to learn will help to close the racial achievement gap that exists between Black and Latino students and their White peers.

Summary

The purpose of this study was to outline the characteristics of culturally responsive and competent teachers as perceived by millennials and Gen z's. It is said that cultural competence is the attitudes, behaviors and policies that work together in situations where there are cross cultural relationships (Howard 2010, p.112). Culturally responsive teaching is when educators use the cultural knowledge, previous experiences, frames of reference, and performance styles of their ethnically diverse students in order to make learning encounters more relevant and effective (Gay, 2010, p.29).

CULTURALLY COMPETENT TEACHERS

Higher rates of school dropouts, disciplinary infractions, and grade retentions can be seen amongst Black males in comparison to their White peers (Skiba, 2002). Black males, along with Latino males also graduate at a significantly lower rate than their White counterparts (Kunjufu, 2011). Additionally, based on the data provided by the National Center for Education Statistics (NCES, 2018), Black, and Latino males are not being taught by teachers that are the same gender or culture. According to their 2015-16 statistics, approximately 77% of public school teachers are female and 80% are White. With such a disparity between the educational attainment of ethnically diverse male students, it is important to understand ways that the gap can be closed and the role teachers can play in this.

This research reviewed the literature on characteristics of culturally competent teachers as well as culturally relevant teaching practices. The researcher then used the literature to develop a survey asking participants to describe a teacher that they connected with during their K-12 education. The result of the survey found that millennials and Gen Z's found the characteristics of culturally competent teachers and culturally relevant teaching practices to be key to their connection with their teacher. Thus, supporting the literature that culturally competent teachers and culturally relevant teaching practices will enhance the student teacher relationship which in turn, will have a positive effect on student achievement.

CULTURALLY COMPETENT TEACHERS

References

- Allday, R. (2011). Responsive Management: Practical strategies for avoiding overreaction to minor misbehavior. *Intervention in school and clinic*, 46(5), 292-298.
<https://www.cdc.gov/ncbddd/adhd/features/key-findings-adhd72013.html>
- Allen, B. A., & Boykin, A. W. (1992). African-American children and the educational process: Alleviating cultural discontinuity through prescriptive pedagogy. *School Psychology Review*.
- Browne II, J. R. (2012). *Walking the equity talk: A guide for culturally courageous leadership in school communities*. Corwin Press.
- Bryan, J., Day-Vines, N., Griffin, D., & Moore-Thomas, C. (2012). The disproportionality dilemma: Patterns of teacher referrals to school counselors for disruptive behavior. *Journal of Counseling & Development*, 90(2), 177-190.
- Bustamante, R. M., Nelson, J. A., & Onwuegbuzie, A. J. (2009). Assessing schoolwide cultural competence: Implications for school leadership preparation. *Educational administration quarterly*, 45(5), 793-827.
- Campano, G (2007). *Immigrant students and literacy: Reading, writing, and remembering*. New York: Teachers College Press.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Cross, T. L., Bazron, B. J., Dennis, K. W., & Isaacs, M. (1989). Towards a culturally competent system of care: A monograph on effective services for minority children. *National Center for Cultural Competence, Georgetown University*, 78-80.

CULTURALLY COMPETENT TEACHERS

Diller, J. V., & Moule, J. (2005). *Cultural competence: A primer for educators*.

Thomson/Wadsworth.

Duncan-Andrade, J. M. (2010). *What a coach can teach a teacher: Lessons urban schools can learn from a successful sports program*. Washington, DC: Peter Lang.

Duncan- Andrade, J.M.R. in Teel, K.M. & Obidah, J.E. (2008). *Building racial and cultural competence in the classroom* (pp. 111-126). New York: Teachers College Press

Ebersole, M., Kanahale-Mossman, H., & Kawakami, A. (2015). Culturally responsive teaching: Examining teachers' understandings and perspectives. *Journal of Education and Training Studies*, 4(2), 97-104.

Farinde-wu, A., Glover, C. P., & Williams, N. N. (2017). It's not hard work; it's heart work: Strategies of effective, award-winning culturally responsive teachers. *The Urban Review*, 49(2), 279-299. doi:<http://lynn-lang.student.lynn.edu:2083/10.1007/s11256-017-0401-5>

Fergus, E., & Noguera, P. (2010). *Theories of change among single-sex schools for Black and Latino boys: An intervention in search of theory*. New York: New York University, Metropolitan Center for Urban Education.

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of teacher education*, 53(2), 106-116.

Graybill, S. W. (1997). Questions of race and culture: How they relate to the classroom for African American students. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 70(6), 311-318.

Guba, E. G. (1990). The paradigm dialog. In *Alternative Paradigms Conference, March, 1989*,

CULTURALLY COMPETENT TEACHERS

Indiana U, School of Education, San Francisco, CA, US. Sage Publications, Inc.

- Hale-Benson, J. E. (1986). *Black children: their roots, culture, and learning styles. Revised edition.* Johns Hopkins University Press.
- Howard, T. (2015). Decriminalizing school discipline: Why Black males matter. *Education Week, 34*(26), 24-26.
- Howard, T. C., (2013). How does it feel to be a problem? Black male students, schools, and learning in enhancing the knowledge base to disrupt deficit frameworks. *Review of Research in Education, 37*, 54-86 DOI: 10.3102/0091732X12462985
- Howard, T.C. (2001). Powerful pedagogy for African American students: A case of four teachers. *Urban education, 36*(2), 179-202
- Howard, T. C. (2001). Telling their side of the story: African-American students' perceptions of culturally relevant teaching. *The Urban Review, 33*(2), 131-149.
- Howard, T. C. (2010). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms* (Vol. 39). Teachers College Press.
- Howard, T. C., & Navarro, O. (2016). Critical race theory 20 years later: Where do we go from here? *Urban Education, 51*(3), 253-273.
- Jayne, A. M. (2014). *Female teachers, whiteness, and the quest for cultural proficiency* (Order No. 3615705). Retrieved from <http://lynnlang.student.lynn.edu:2048/login?url=https://search.proquest.com/docview/1524722460?accountid=36334>
- Kunjufu, J., (2011). *Understanding black male learning styles. African American Images.* Chicago, Illinois

CULTURALLY COMPETENT TEACHERS

- Ladson-Billings, G. (1992). Reading between the lines and beyond the pages: A culturally relevant approach to literacy teaching. *Theory into practice*, 31(4), 312-320.
- Ladson-Billings, G. (2000). Fighting for our lives: Preparing teachers to teach African American students. *Journal of teacher education*, 51(3), 206-214.
- Ladson-Billings, G. (2004). *Crossing over to Canaan: The journey of new teachers in diverse classrooms*. John Wiley & Sons.
- Landsman, J., & Lewis, C. W. (2006). *White teachers, diverse classrooms: A guide to building inclusive schools, promoting high expectations, and eliminating racism*. Stylus Publishing, LLC..
- Lee, W. Y. (1999). Striving toward effective retention: The effect of race on mentoring African American students. *Peabody Journal of Education*, 74(2), 27-4
- Leedy, P. & Ormrod, J. E. (2016). *Practical research: Planning and design*. Pearson Education.
- Marks, A. N. (2011). *Cultural Competence: What teachers know and perceive*. Walden University.
- Merryfield, M. M. (2002). The difference a global educator can make. *Educational leadership*, 60(2).
- Metropolitan Center for Research on Equity and the Transformation of School. (August 2016). *Educational Equity Audit for School District of Palm Beach County: Final report*.
- National Education Association (n.d.). *Why Cultural Competence?* Retrieved from <http://www.nea.org/home/39783.htm>
- National Center for Cultural Competence (2008). *Developing cultural competence*. Washington, DC: Georgetown University Center for Child and Human Development

CULTURALLY COMPETENT TEACHERS

National Center for Education Statistics (2018). *Characteristics of public elementary and secondary school teachers in the United States: Results from the 2015-16 national teacher and principal survey*. Retrieved from

https://nces.ed.gov/programs/coe/indicator_clr.asp

National Center for Education Statistics (2019). *Status and trends in in the education of racial and ethnic groups. Indicator 6: Elementary and Secondary Enrollment*. Retrieved from

https://nces.ed.gov/programs/raceindicators/indicator_rbb.asp

National Center for Education Statistics (2019). *Status and trends in in the education of racial and ethnic groups. Indicator 15: Retention, suspension and expulsion*. Retrieved from

https://nces.ed.gov/programs/raceindicators/indicator_RDA.asp

Nishioka, V., Shigeoka, S., & Lolic, E. (2017). *School discipline data indicators: A guide for districts and schools* (REL 2017–240). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. Retrieved from

<http://ies.ed.gov/ncee/edlabs>

Noguera, P. A. (2003). The trouble with Black boys: The role and influence of environmental and cultural factors on the academic performance of African American males. *Urban education*, 38(4), 431-459.

Nord, C. L. (2014). *An investigation of instructors' cultural competence and its impact on teaching and learning in diverse classrooms* (Order No. 3632983). Available from Education Database. (1608995403). Retrieved from <http://lynn->

lang.student.lynn.edu:2048/login?url=https://search.proquest.com/docview/1608995403?accountid=36334

CULTURALLY COMPETENT TEACHERS

- Ogbu, J. (1992). Understanding cultural diversity and learning. *Educational Researcher*, 21(8), 5-14, 24. Found in Ogbu, J. (2016). Introduction: Understanding cultural diversity and learning. *Journal for the Education of the Gifted*, 17(4), 354-383.
doi:10.1177/016235329401700404
- Peterman, F. (2004). Senate Bill 2, Educator Standards Board. In J.E. Obadiah & K.M. Teel. *Building racial and cultural competence in the classroom* (pp. 136-151). New York, NY: Teachers College Press
- Powell, R., Cantrell, S. C., & Rightmyer, E. (2013). Teaching and reaching all students: An instructional model for closing the gap. *Middle School Journal*, 44(5), 22-30. Retrieved from <http://lynn-lang.student.lynn.edu:2048/login?url=https://lynn-lang.student.lynn.edu:2261/docview/1364718781?accountid=36334>
- Ramsey, P. G. (1998). *Teaching and learning in a diverse world: Multicultural education for young children* (2nd ed.). New York: Teachers College Press.
- Robinson, E. N. (2012). The relationship between teacher cultural competency and student engagement. *University of Denver*. Retrieved from https://digitalcommons.du.edu/cgi/viewcontent.cgi?referer=https%253A%252F%252Fscholar.google.com%252Fscholar%253Fq%253DRobinson%252C%2520E.%2520N.%2520%25282012%2529.%2520The%2520relationship%2520between%2520teacher%2520cultural%2520competency%2520and%2520student%2520%2520%2520engagement&=&hl=en&=&as_sdt=0&=&as_vis=1&=&oi=scholart&=&httpsredir=1&=&article=1552&=&context=etd&=&seiredir=1#search=%22Robinson%2C%20E.%20N.%20%25282012%2529.%20relationship%20between%20teacher%20cultural%20competency%20student%20engagement%22

CULTURALLY COMPETENT TEACHERS

Sachs, S. K. (2004). Evaluation of teacher attributes as predictors of success in urban schools.

Journal of Teacher Education, 55(2), 177-187.

Sampson, D. (2008). *Cultural vibrancy: Exploring the preferences of African American students toward culturally relevant and non -culturally relevant curriculum* Retrieved from

<http://lynnlang.student.lynn.edu:2048/login?url=https://lynnlang.student.lynn.edu:2261/docview/304355410?accountid=36334>

Seeleman, C., Suurmond, J., & Stronks, K. (2009). Cultural competence: a conceptual framework for teaching and learning. *Medical education*, 43 (3), 229-237. doi:

10.1111/j.1365-2923.2008.03269.x

Singleton, G. E. (2014). *Courageous conversations about race: A field guide for achieving equity in schools*. Corwin Press.

Skiba, R. J., Michael, R. S., Nardo, A. C., & Peterson, R. L. (2002). The color of discipline:

Sources of racial and gender disproportionality in school punishment. *The urban review*, 34(4), 317-342.

Sleeter, C. (2008). Learning to become a racially and culturally competent ally. In J.E. Obadiah

& K.M. Teel. *Building racial and cultural competence in the classroom* (pp. 136-151).

New York, NY: Teachers College Press

Sleeter, C. E., & Grant C. A. (1994). *Making choices for multicultural education: Five approaches to race, class and gender (2nd ed.)*. Jersey City, NJ: Prentice-Hall.

Social Media Research Group (2016). Using social media for social research: An introduction.

Government social research: UK. Retrieved from

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment>

CULTURALLY COMPETENT TEACHERS

data/file/524750/GSR_Social_Media_Research_Guidance_Using_social_media_for_social_research.pdf

Stanley, C.A., & Lincoln, Y.A. (2005). Cross- race faculty mentoring. *Change: The Magazine of Higher Learning*, 37 (2), 44.

Tatum, A. W. (2009). *Reading for their life: (Re)Building the textual lineages of African - American adolescent males*. Portsmouth, NH: Heinemann.

Teel, K.M. (2008). A white educators ongoing journey: Toward racial and cultural competence. In Obadiah, J.E. & Teel, K.M. (2008) *Building racial and cultural competence in the classroom: Strategies from urban educators* (pp. 136-151). New York, NY: Teachers College Press

Teel, K. M., & Obidah, J. E. (Eds.). (2008). *Building racial and cultural competence in the classroom: Strategies from urban educators*. New York, NY: Teachers College Press.

Terrell, R. D., Terrell, E. K., Lindsey, R. B., & Lindsey, D. B. (2018). *Culturally proficient leadership: The personal journey begins within*. Corwin Press.

Tuncel, G. (2017). Improving the Cultural Responsiveness of Prospective Social Studies Teachers: An Action Research. *Educational Sciences: Theory and Practice*, 17(4), 1317-1344.

Ukpokodu, O. N. (2010). How a Sustainable Campus-Wide Diversity Curriculum Fosters Academic Success. *Multicultural Education*, 17(2), 27-36.

Uwah, C. J., McMahon, H. G., & Furlow, C. F. (2008). School belonging, educational aspirations, and academic self-efficacy among African American high school students: Implications for school counselors. *Professional School Counseling*, 11, 296–305.

Villegas, A. M., & Lucas, T. (2007). The culturally responsive teacher. *Educational Leadership*,

CULTURALLY COMPETENT TEACHERS

64(6), 28-33.

- Ware, F. (2006). Warm demander pedagogy: Culturally responsive teaching that supports a culture of achievement for African American students. *Urban Education, 41*(4), 427-456
- Warren, B. (1999). Cultural competence: An interlocking paradigm. In N. Keltner, L. Schwecke, & C. Bostrom (Eds.), *Psychiatric nursing* (3rd ed., pp. 199-218). St. Louis: Mosby.
- Zeichner, K., & Liston, D. (1996). Culture and teaching. *Mahwah, NJ: Lawrence Erlbaum.*

Appendix A

Participant Flyer

CULTURAL COMPETENCY IN
EDUCATION

Looking for
millennials (25-40)
& Gen Z's (18-24) to
share their k-12
experiences in this
brief online survey

To access the survey, click here:
<https://www.surveymonkey.com/r/FJGNH3Y>



CULTURALLY COMPETENT TEACHERS

Appendix B

Informed Consent

The purpose of this research is to understand the perspectives of adults on their perception of culturally responsive and competent teachers.

Specific Procedures

Your participation in this study will assist in learning more about culturally competent teachers and practices in K-12 education. You will be asked 21 questions about your k-12 educational experience.

Duration of Participation and Compensation

The total duration of your participation should be no longer than 15 minutes. There will be no compensation for participation.

Risks

This survey is strictly voluntary, and no penalty will be imposed for non-participation. There are minimal risks in participating in the survey and responses are anonymous. However, you may discontinue the survey at any time by closing the browser.

Benefits

There are no benefits to answering the survey questions. However, you may enjoy sharing your

CULTURALLY COMPETENT TEACHERS

experiences and assisting in increasing the knowledge base in the area of culturally competent teaching practices.

Confidentiality

This survey is strictly anonymous and there is no identifying information. No names and personal addresses will be kept or known to the researchers. Your answers to questions will be stored on a password protected computer and destroyed after three years. This project's research records may be reviewed by the departments at Lynn University responsible for regulatory and research oversight.

Contact Information

If you have any questions about the research or survey, you may contact Charlene Beckford at Cbeckford@email.lynn.edu regarding your rights as a research participant. You may also call Dr. Patrick Cooper, Chair of the Lynn University Institutional Review Board for Protection of Human Subjects, at (561) 237- 7407 or Dr. Jennifer Lesh, Dissertation Chair, at 561-237-7082.

Documentation of Informed Consent

I have had an opportunity to read the consent form and have the research study explained. I am prepared to participate in the research study described above.

By clicking yes below, I am consenting to participate in the study:

- Yes
- No

CULTURALLY COMPETENT TEACHERS

Appendix C

Survey

1. Please recall a teacher in your K-12 experience that you felt most connected to. Describe what it was that made you feel so connected to them.

2. In which grade did you have him/ her as a teacher?
 - Elementary (K-5)
 - Middle (6-8)
 - High (9-12)
 - Other

3. What gender is the teacher?
 - Male
 - Female
 - Other

For the next 12 questions, please refer to the teacher you recalled in question 1. The following questions will use a Likert scale:

SA- Strongly agree; A- agree; N- Neutral; D-Disagree; SD – Strongly Disagree

4. The teacher displayed a caring attitude (kindness, genuine concerns)
5. The teacher cared about my well-being outside of the classroom (personal life)
6. The teacher valued diversity (cultural differences) within the classroom

CULTURALLY COMPETENT TEACHERS

7. The teacher challenged cultural stereotypes (a set of beliefs upheld by a group)
8. The teacher established a community/ family type classroom
9. The teacher made learning fun
10. The teacher used language that I was familiar with and or encouraged expression specific to my cultural/ communication style
11. The teacher made informal attempts to connect with me
12. The teacher showed an interest in my cultural background
13. The teacher intertwined cultural knowledge and experiences into the curriculum
14. The teacher had strong classroom management skills
15. The teacher had high expectations for me
16. Did the teacher do anything that was significant to your educational success? If so, what did he/ she do?

Demographics

17. What is your Race?
 - Black/ African American
 - White
 - Latino/a
 - Native American
 - Asian
 - Native Hawaiian/ Asian Pacific
 - Other
18. What is your gender?

CULTURALLY COMPETENT TEACHERS

- Male
- Female
- Other

19. What is your age?

20. What is the highest level of education you have completed?

- Some High School
- Associates degree
- Bachelor's Degree
- Master's Degree
- Doctoral Degree or higher
- Trade School
- Prefer not to say