Culturally Appropriate Teaching

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Figure 2.3  Most New Entrants to the Labor Force Will Be Nonwhite and Women

## 2002 College Bound Seniors SAT Scores

<table>
<thead>
<tr>
<th>Group</th>
<th>Verbal</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>479</td>
<td>483</td>
</tr>
<tr>
<td>Asians, Asian Americans, PI’s</td>
<td>501</td>
<td>569</td>
</tr>
<tr>
<td>African Americans or Black</td>
<td>430</td>
<td>427</td>
</tr>
<tr>
<td>Mexican or Mexican American</td>
<td>446</td>
<td>457</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>455</td>
<td>451</td>
</tr>
<tr>
<td>Other Hispanic or Latino</td>
<td>458</td>
<td>464</td>
</tr>
<tr>
<td>White</td>
<td>527</td>
<td>533</td>
</tr>
</tbody>
</table>
### 1994 average NAEP reading scores for twelfth graders by their racial and ethnic status and the education levels of their parents

<table>
<thead>
<tr>
<th>Parent Education Level</th>
<th>Less than high school</th>
<th>Graduated from high school</th>
<th>Some education beyond high school</th>
<th>Graduated from college</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>274</td>
<td>283</td>
<td>294</td>
<td>302</td>
</tr>
<tr>
<td>Black</td>
<td>258</td>
<td>258</td>
<td>271</td>
<td>272</td>
</tr>
<tr>
<td>Hispanic</td>
<td>260</td>
<td>265</td>
<td>279</td>
<td>283</td>
</tr>
<tr>
<td>White-Black =</td>
<td>16</td>
<td>25</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>White-Hispanic=</td>
<td>14</td>
<td>17</td>
<td>15</td>
<td>19</td>
</tr>
</tbody>
</table>

Percentage of High-School Graduates

- Brazil
- Canada
- China
- France
- Germany
- Italy
- Japan
- Korea
- Mexico
- UK
- US

- 25-34
- 45-54
GAP CLOSING OPTIONS

PERF

PRE

POST

White

Black
Pett Peeves

by Joel Pett

Welcome to school please take a label.
So What is Talent?

It refers to high level performance, skill, understanding or knowledge that is predicated upon an age appropriate standard of excellence.
So What Do We Mean By Assets?

- Interests and Preferences
- Motivational Inclinations
- Passions and Commitments
- Personal, Family, and Cultural Values
- Family Traditions and Practices
- Attitudes, Beliefs and Opinions
- Self-Perceptions and Personal or Collective Identities
- Prior Experiences
- Prior Knowledge
- Existing and Emerging Understanding
- Existing and Emerging Skills and Competencies
THREE PLANES OF EXPLANATION

NOMOTHETIC  IDIOGRAPHIC  ETHNOGRAPHIC
Cultural Realms

- Institutional/Structural
- Functional/Practical
- Expressive/Popular
- Fundamental/Transcendent
Individualism Typology

- Self-Contained
- Rugged
- Bifurcated
Interdependence Typology

- Contextual
- Social
- Affective/Cognitive Synthesis
Integrity Based Strategies

- Strategic Learning & Critical Engagement
  (Institutional / Structural)
- Meaningful Learning
  (Fundamental Interdependence-Contextual)
- Learning Community
  (Fundamental Interdependence-Social)
- Constructively Social Interactions
  (Fundamental Interdependence Aff/Cog Synthesis)
- Cultural Resources
  (Functional, Expressive, Fundamental)
Strategic Instruction and Critical Engagement

- Graphic organizers
- Mnemonic devices
- Curriculum extension tools
- Strategy modeling
- Critical thinking
- Metacognition
Pioneer Days

- Mainly had to raise, grow, or hunt
- No good way to store
- Limited variety

Today

- Could raise, grow, or hunt
- Most people buy at store; can raise, grow, or hunt
- Storage is good: refrigerator/freezer
- Large variety

Major Holidays and Celebrations

- Thanksgiving
  - Religious: Christmas, Hanukkah, Easter
  - 4th of July
  - Weddings
  - Birthdays, anniversaries

- Memorial Day
- Labor Day
- Martin Luther King, Jr.’s Birthday
Episode Pattern Organizer

- Cause
- Time
- Place
- Duration
- Person
- Effect
- Person
- Person
- Person
### Exhibit 7.2 Guides for Thought-Provoking Questions

<table>
<thead>
<tr>
<th><strong>Generic Question</strong></th>
<th><strong>Specific Thinking Skill Induced</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is another example of ...?</td>
<td>Application</td>
</tr>
<tr>
<td>How could...be used to ...?</td>
<td>Application</td>
</tr>
<tr>
<td>What would happen if ...?</td>
<td>Prediction; hypothesizing</td>
</tr>
<tr>
<td>What are the strengths and weaknesses of ...?</td>
<td>Analysis; inference</td>
</tr>
<tr>
<td>What is...analogous (or similar) to</td>
<td>Creating analogies and metaphors</td>
</tr>
<tr>
<td>What do we already know about...?</td>
<td>Activating prior knowledge</td>
</tr>
<tr>
<td>How does...affect...?</td>
<td>Analysis of relationship</td>
</tr>
<tr>
<td>How does...relate to what we learned before?</td>
<td>Activating prior knowledge</td>
</tr>
<tr>
<td>Explain why... or Explain how...</td>
<td>Analysis</td>
</tr>
<tr>
<td>What is the meaning of ...?</td>
<td>Analysis</td>
</tr>
<tr>
<td>Why is ... important?</td>
<td>Analysis of significance</td>
</tr>
<tr>
<td>What is the difference between ... and ...?</td>
<td>Compare-contrast</td>
</tr>
<tr>
<td>How does ... apply to everyday life?</td>
<td>Application to real world</td>
</tr>
<tr>
<td>What is a possible argument against ...?</td>
<td>Rebuttal argument</td>
</tr>
<tr>
<td>What is the best ... and why?</td>
<td>Evaluation and identifying evidence</td>
</tr>
<tr>
<td>What are some possible solutions to the problem of ...?</td>
<td>Synthesis of ideas</td>
</tr>
<tr>
<td>How do you think ... would see the issue of ...?</td>
<td>Taking other perspectives</td>
</tr>
<tr>
<td>What do you think causes ...? Why?</td>
<td>Analysis of relationship</td>
</tr>
<tr>
<td>Do you agree or disagree with ...? Support your answer</td>
<td>Evaluation and identifying evidence</td>
</tr>
</tbody>
</table>

**Source:** King, 1994, p.24. Reprinted by permission of Jossey-Bass, a Wiley company
Meaningful Learning

- Relevance
- Personal Connections
- World Connections
- Subject Matter Connections
- Importance
- Prior Knowledge, Competences and Understanding
Newspaper Exercise  (Fostering Meaning)

Step 1.  Read the passage provided for you, and take notes on the central or most important points.

Step 2.  Find an article or item in the newspaper provided that you believe relates to the subject matter of the passage.

Step 3.  Jot down your justification for why you believe this article or item is relevant to the book passage.

Step 4.  Share your rationale with your partner, and have the partner share his or her rationale with you.

Step 5.  Have your partner further clarify his or her position and/or provide you with further justification if you feel such is necessary; and further clarify or provide the same for your partner if she or he requests. This continues until each is comfortable with the other’s explanation.

Step 6.  You present to the group your partner’s article or news item and the case your partner made for its relevance to the book passage.
Math Task Engagement Scheme

1. What did you learn today in Math that you didn’t know before?
2. How is what you learned today used outside of school?
3. How can you use what you learned outside of school?
4. How do you feel about today’s lesson? Why?
5. How well do you think your group learned today’s lesson?
6. How can your group improve in learning Math lessons like these?
7. How can you help your group improve learning Math lessons like these?
8. How can others in your group help you learn Math lessons like these?
9. How could what you learned in today’s Math lesson make you more helpful to your family?
10. How could what you and your family do at home be helpful in this Math lesson?
Learning Community

- Collaboration and collaborative learning
- Student accountability, ownership and responsibility
- Student voice and choice
- Inclusiveness
Exit Pass Questions

- What is one connection that I was able to make between what we learned today and an interest or goal that I have?

- What is one question I wish that I had asked today but I was confused or distracted at the time to think of it?

- If I were presenting on the topic at hand, I would want to be sure to include…?

- What is the one thing that I hope we will cover at tomorrow’s session?

- One thing I would like to change about this session is ….?

  I would have liked…?

  I would like to know more about …?
Response Card Statements

Yellow Card = Interesting!
Blue Card = I have a different perspective or opinion
Red Card = I’m confused, please clarify
Green Card = Group decides what it means or it’s a wildcard

Voting Card Statements

Green Card = I agree
Yellow Card = I’m ambivalent
Blue Card = I don’t care or have no opinion
Red Card = I disagree
Collaborative Learning Strategies

- Study Groups
- Numbered Heads Together
- Peer Mentoring
Constructive Social Interactions

- Encouragingly high expectations
- Effort and improvement emphasis
- Constructively prosocial behaviors and communications
Ways That Teachers Convey Differential Achievement Expectations to Students

- Teacher calls on low expectation (LE) students less often than high expectation students (HE)
- Teacher likely to give less praise and more criticism for failure to LE students
- Teacher shows less acceptance and use of ideas put forth by LE students
- Teacher provides briefer and less informative feedback to questions raised by LE students
- Teacher gives LE students less benefit of the doubt
- Wait time before teacher provides an answer is less for low expectation (LE) students
- Teacher more likely to give low expectation (LE) students the answers, while more likely to give high expectation (HE) students clues or to rephrase a given question

Adapted from Good (1987) & Ferguson (1998)
<table>
<thead>
<tr>
<th>Effective Praise...</th>
<th>Ineffective Praise...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is delivered contingently.</td>
<td>1. Is delivered randomly or unsystematically</td>
</tr>
<tr>
<td>2. Specifies the particulars of the accomplishment</td>
<td>2. Is restricted to global positive reactions</td>
</tr>
<tr>
<td>3. Shows spontaneity, variety, &amp; other signs of credibility; suggests clear attention to students’ accomplishments.</td>
<td>3. Shows a bland uniformity that suggests a conditional response made with minimal attention.</td>
</tr>
<tr>
<td>4. Rewards attainment of specified performance criteria (which can include effort criteria).</td>
<td>4. Rewards mere participation, without consideration of performance, processes, or outcomes.</td>
</tr>
<tr>
<td>5. Provides information to students about their competence or the value of their accomplishments.</td>
<td>5. Provides no information at all or gives students no information about their status.</td>
</tr>
<tr>
<td>6. Orient students toward better appreciation of their own-task-related behavior &amp; thinking about problem solving.</td>
<td>6. Orient students toward comparing themselves with others and thinking about competing.</td>
</tr>
<tr>
<td>7. Uses students’ own prior accomplishments as the context for describing present accomplishments.</td>
<td>7. Uses the accomplishments of peers as the context for describing students’ present accomplishments.</td>
</tr>
<tr>
<td>8. Is given in recognition of noteworthy effort or success at difficult (for this student) tasks.</td>
<td>8. Is given without regard to effort expended or the meaning of the accomplishment</td>
</tr>
<tr>
<td>9. Attributes success to effort and ability, implying that similar successes can be expected in the future.</td>
<td>9. Attributes success to ability alone or to external factors such as luck or low task difficulty.</td>
</tr>
<tr>
<td>10. Fosters endogenous attributions (students believe that they expend effort on task because they enjoy the task &amp;/or want to develop task-relevant skills)</td>
<td>10. Fosters exogenous attributions (students believe that they expend effort on task for external reasons – to please the teacher, win competition or reward, etc.).</td>
</tr>
<tr>
<td>11. Focuses students’ attention on their own task-relevant behavior.</td>
<td>11. Focuses students’ attention on the teacher as an external authority who is manipulating them.</td>
</tr>
<tr>
<td>12. Fosters appreciation of, and desirable attributions about, task-relevant behavior after the process is completed.</td>
<td>12. Intrudes into the ongoing process, distracting attention from task-relevant behavior.</td>
</tr>
</tbody>
</table>

Cultural Resources

- Family, peer, community socialization
- Traditions, rituals and practices
- Fundamental core values
- Culturally salient learning structures
- Popular culture
Cultural Modeling
*(Carol Lee, Northwestern University)*

This entails bringing examples from students’ popular cultural interests into the classroom in ways that require students to use interpretive or critical thinking skills to express these popular culture examples. Then, students are made fully conscious and reflective of their deployment of these skills. Students are then shown how these same skills that they display underlie tasks in the formal curriculum. Students then are lead to apply these skills to tasks in the formal curriculum.
What does the student like to do?
What captures the learner interest and attention?
What is the learner curious about?
What is the student particularly receptive or responsive to?
What gets the student task engaged, or working hard in a sustained manner?
What are the learner's learning preference modes?
What topics does the student talk about, like to discuss, like to hear about?
What do the student’s friends and family members like, like to do etc.?
What does the student value, deem important?
What do the student’s friends and family value, deem important?
What makes the student laugh or smile?
What is the student good at or seem to have a knack for?
What learning strategies work for the student?
What learning activities does the learner engage in out of school?
## FOR MORE INFORMATION

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