

Cultural Relevancy and its Approach

LEA Institute Washington, DC

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Cultural Competency and Student Achievement: Understanding the Students You Teach

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Introductions

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Introduction wrap around presentation (if
feasible)

What is culture?

What is cultural competency?

- Stop and jot
- Define and discuss (in small groups)

Skit presentation

- View
- Based on your observations, were aspects of culture presented?
- Were there any misunderstandings? What was the clear?
- Was the message clearly conveyed and understood by both parties involved?

Presentation of research:

- Culture definition: the beliefs, customs, arts, etc., of a particular society, group, place, or time
- : a particular society that has its own beliefs, ways of life, art, etc.
- : a way of thinking, behaving, or working that exists in a place or organization (such as a business)
- [Source-www.merriam-webster.com](http://www.merriam-webster.com)
- Cultural responsive teaching is defined as using the cultural characteristics, unique experiences and views of ethnically diverse students as a platform for more effective teaching (Gay, 2001) The idea encompasses merging academic knowledge and content in the students' frame of reference to produce authentic learning from the meaningful exchange (Gay, 2000; Morgan, 2010). Culturally responsive teaching requires that teachers deliberately labor to understand, respect, and seek ways to meet the needs of students from differing cultural backgrounds (Ford, 2010). Furthermore, differences in learning styles can be attributed to a students' cultural norms and values (Morgan, 2010 ;)
- Good and Nichols (2001) report that teacher beliefs and behaviors relate to student performance. Studies show that African American students receive lower teacher evaluations than White students despite higher test scores. Furthermore, African American males receive lowered academic scores because of classroom conduct.
- “Social-skill instruction should relate to the students’ culture and instructors of social skills should know the differences between different cultures. When teachers begin to learn about the culture of their students, they begin to understand more about their students, as well as about themselves, especially in regards to their personal biases.” p. 85 (Banks & Obiakor, 2015)

Cultural Reflection

- Have you ever felt culturally incompetent in a situation?
- Discuss a time when you felt culturally incompetent -- with those around you, in the classroom, or with students you teach?

Action Research

Action Research Questions

To what degree do urban educators feel culturally competent when instructing students from a culture that learns and communicates differently from their own.

What is the relationship between the level of cultural competency of teachers and students achievement?

Action Research

- Literature Review
 - Methodology
 - Observations/Findings
 - Recommendations
- “Social-skill instruction should relate to the students’ culture and instructors of social skills should know the differences between different cultures. When teachers begin to learn about the culture of their students, they begin to understand more about their students, as well as about themselves, especially in regards to their personal biases.” p. 85 (Banks & Obiakor, 2015)

Cultural Infusion: How? When?

- Strategies, Curriculum, and Connections

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