

Moving Beyond Effective Instruction? Exploring Cultural Responsivity in Diverse Elementary Classrooms¹

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INTRODUCTION

- Schools are becoming increasingly diverse. (NCES, 2019; Radford & Noe-Bustamante, 2020; UNHCR, 2019)
- Diverse youth may benefit from teachers who enact culturally responsive instruction (CRI). (Gay, 2010; Ladson-Billings, 2006; Paris & Alim, 2017)
- Teachers do not feel well prepared and struggle to implement CRI. (Lambeth & Smith, 2016; Mansikka & Holm, 2011; Seidl, 2007; Siwatu, 2007, 2011; Szelei et al., 2019; Warren, 2017)

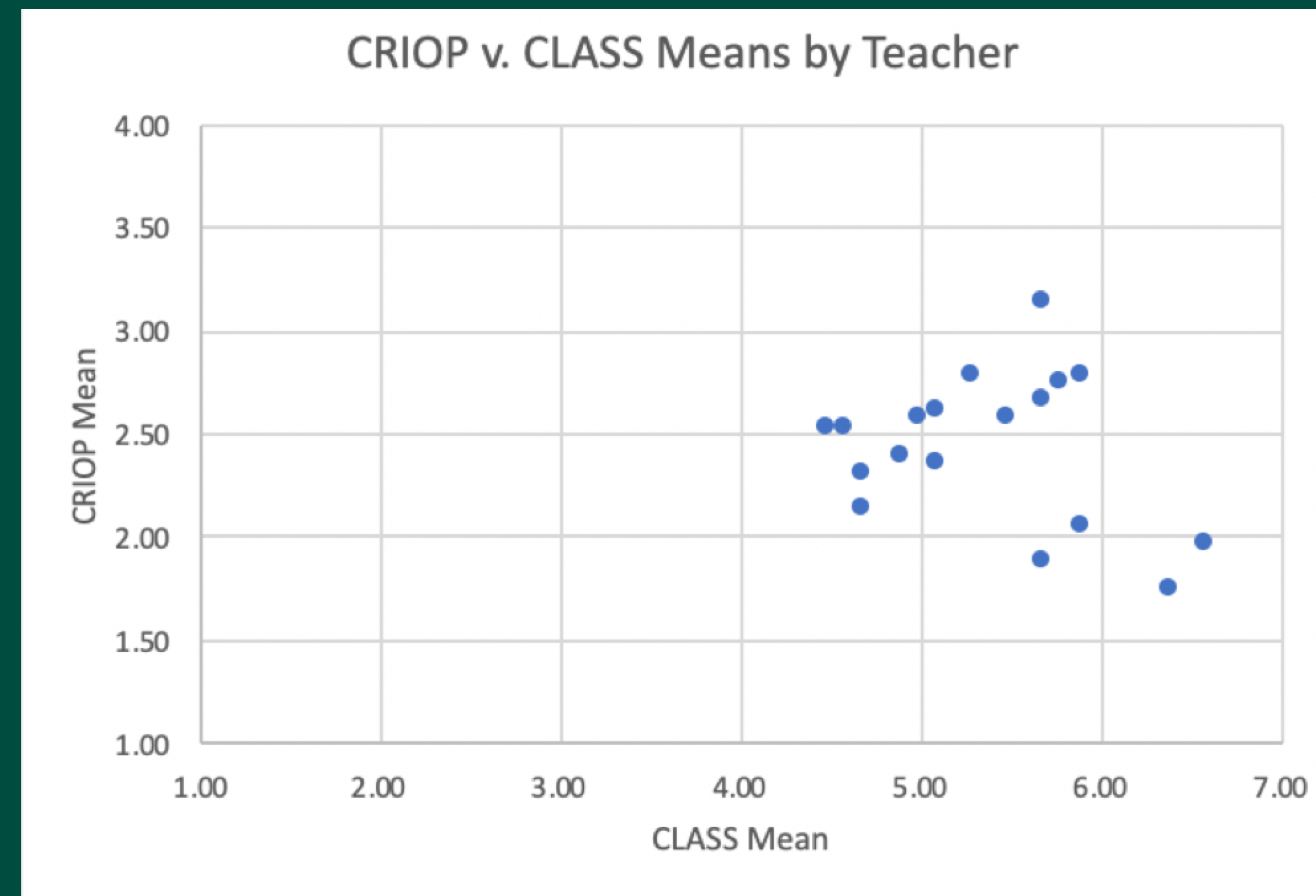
OUR STUDY

We examine CRI (in relationship to generally effective instruction) in diverse elementary grade classrooms in the U.S. and the Netherlands.

METHODS

- 18 teachers ($n = 10$ US; $n = 8$ Netherlands) across seven schools ($n = 6$ US, $n = 1$ Netherlands).
- One lesson from each teacher was coded with two instruments:
- The Culturally Responsive Instruction Observation Protocol (CRIOP; Powell et al., 2014)
- The Classroom Assessment Scoring System (CLASS K-3; Pianta et al., 2008)

“Generally effective” and culturally responsive instruction observation instruments provide unique information about instruction ($r = .286$, not significant).



High-CRI Teacher Exemplar

One teacher in the Netherlands, was observed shifting power dynamics in the classroom by honoring and elevating students’ first language:

The teacher gave the children an assignment on decoding a brief story in hieroglyphs. They are free to decode and translate it to Dutch, or to their first language. Two boys who speak different varieties of Arabic teach the teacher how she should pronounce ‘Snow’ in Arabic. She is eager to learn, laughs, and says “oh wow this is so difficult”. The boys have great fun, and in no time multiple children stand around them.

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RESULTS

- The CRIOP and CLASS provide unique information about instruction ($r = .286$, NS)
- High-CRI teachers were similarly:
 - strong in communicating high expectations for all students
 - weak in confronting negative stereotypes
 - exemplars of asset-based linguistic perspectives (Netherlands)

DISCUSSION

- Highly effective “general” teachers are not always high CRI teachers
- All teachers can benefit from more support in CRI
- More study needed at the individual level. (Ortega et al., 2020)

FOR A COPY OF OUR WORKING MANUSCRIPT CONTACT US!

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