# Chapter 47
# Toward Culturally Restorative:
## Teaching Approaches

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## ABSTRACT

*This mixed-method study examines the interaction between teacher sense of efficacy (TSE) in the use of culturally responsive teaching practices (CRTP). Framework analysis confirms a significant relationship between the affective dimensions of a teacher's sense of efficacy in using the methods of culturally responsive teaching. The achievement orientation of teaching efficacy mediates the use of culturally sensitive teaching practices. Accumulated teaching efficacy in using non-indigenous cultural practices interrupts the fractal interconnectedness of culturally responsive teaching practices.*

## INTRODUCTION

The cultural knowledge from learners of color becomes the "funds of knowledge" (Moll, 1992) necessary for developing culturally responsive teaching. The use of culturally responsive teaching practices positively impacts the achievement of urban learners of color (Driscoll, 2000; Gay, 2002; OECD, 2007; Immordino-Yang, 2007; Schunk, 2012; Office of Special Education Programs, 2013) as evidenced by increased instructional engagement, higher academic attainments, decreased chronic absences, less school dropout (Hammond, Linton, Smink, & Drew, 2007) and reduced disproportionate under-representation in academically advanced coursework (Ladson-Billings, 2013). Despite, research confirming that matching instruction to the culture of urban learners of color makes learning more relevant (Ladson-Billings, 2009) still the practices of culturally responsive teaching remain underused (Siwatu, 2011). This underuse reflects political, symbolic, less responsive, or unresponsive uses of culturally responsive teaching practices, which suggests the so-called "achievement gap" (Ladson-Billings, 2009; Deming, Hastings, Kane & Staiger, 2014) between urban learners of color and their counterparts is the missed opportunity to develop the practices of culturally responsive teaching.

## Background

Geneva Gay (2001) has defined culturally responsive teaching as matching teaching practices to "… the cultural knowledge, prior experiences, frames of reference and performance styles of ethnically diverse learners to make learning more relevant…" Extending culturally responsive teaching further, Boykins & Noguera (2011) suggest pairing the lesson's objective with the higher order thinking skills embedded within the learner's sociological and historical assets. Together, this blend of cultural responsiveness creates an inter-subjectivity or cultural congruence among teaching practices, the lesson's objective and patterns of higher order thinking skills within the learner's cultural affiliations, identity, modes of interaction, and styles of communication. Upon this framework, Nieto (2004) cast the use of culturally responsive teaching practices toward balancing social justice and civil rights in ways that reflect how learners of color see the world. By connecting higher order thinking skills embedded within the learner's cultural patterns with teaching practices and the lesson's objective culturally responsive teaching practices are useful for deconstructing the status quo, race, ethnicity, privilege, bias, and social class. Despite efforts to use responsive cultural teaching for building equity and affirming the diversity of students, and their communities, its practices remain underused (Siwatu, 2011). Until now, very little research has focused upon exploring the underuse of culturally responsive teaching practices. Previous research had not yet attempted to conceptualize how teacher efficacy mediates the use of culturally responsive teaching. Furthermore, little was known, about how variations in using culturally sensitive instruction shape teaching efficacy's orientation toward individualism at the expense of using culturally responsive teaching practices to pursue the communalism of African-Americana and Latino-American cultural values. Understanding the factors that influence the underuse of culturally sensitive teaching was necessary for developing approaches or skills that enhance teacher efficacy in using the practices of culturally responsive education to advance urban learners of color toward the Human Right of fractal-interconnectedness valued by African-American and Latino-American cultural structures.

## Theory

This study examined the relationship between teacher sense of efficacy in the use of culturally responsive teaching practices. Having considered the sources of teaching sense of efficacy in using culturally responsive teaching, it is suspected the underuse of culturally responsive teaching practices (Siwatu, 2011) emerges from teaching efficacy that presumes the pursuit of individual mastery to be cross-culturally universal (Bandura, 1977; Hollins & Torres-Guzman, 2005; Blackwell, 2007; Helfrich & Bean, 2011). This assumption leads the routines, roles, activities, interpretations, and tools of culturally responsive teaching toward becoming separated from its epistemological source. Therefore, planning, preparing, organizing and execution of culturally sensitive teaching practices happens "TO" or "FOR" urban learners of color, rather than developing approaches or skills "WITH" urban learners of color that pursue the Human Right of fractal interconnectedness valued by African-American and Latino-American cultural values structures.

## Teaching Sense of Efficacy

Teaching efficacy is a theory developed to examine the teacher's motivation, learning, and performance in executing the school-related task and activities (Bandura, 1977). Teacher sense of efficacy is a forward-

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