Does Race Matter?: How High School Teachers Perceive Students’ Ability and Behavior

Mara Martinez
Research Questions

- Do teachers perceive a difference between white students and non-white students in the classroom?
- Do teachers see behavior differences in white verses non-white students?
- Do teachers see difference in academic ability between white and non-white students?
Thesis

- Increasing racial diversity of students influences the social dynamics of public high school classrooms.
Literature Review

- Teachers’ Evaluations of Students
  - Downey and Pribesh (2004)
  - Housee (2008)
  - Santoro (2007)
  - Leeman (2006)

- Racial Mistrust
  - Basit, McNamara, Roberts, Carrington, Maguire, and Woodrow (2007)
  - Morris (2005)
  - Dickar (2008)
Literature Review

- Students’ Feelings About Teachers
  - Pane and Salmon (2009)

- White Privilege
  - Solomon, Portelli, Daniel, and Campbell (2005)
  - Jayakumar, Howard, Allen, and Han (2009)
  - Picower (2009)
Theory

- Critical Race Theory
  - Landson-Billings (1998)
  - Solorzano (2001)
  - Tate (2005)
Methodology

Procedures and Materials

- Selection
- Email
- Survey Monkey
- 18 questions
  - 4 demographic
  - 14 on feelings

Sample

- Teachers from two public high schools
- 18 participants
- All white
- All full time teachers
- Average age = 43.6 years
- Average total years of teaching = 15.7
Strengths

- Low cost study
- Accessible
- Not time consuming
- Open and close ended questions

Limitations

- Low response rate
- Race being a sensitive subject
- Limited space for personal feelings and elaboration
- IRB
Findings

- **Table 1: Students that Excel Faster in the Classroom.**

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>White</th>
<th>Non-White</th>
<th>They excel at the same rate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10 years</td>
<td>2 (28.6%)</td>
<td>0 (0.0%)</td>
<td>5 (71.4%)</td>
<td>7 (100.0%)</td>
</tr>
<tr>
<td>10 years or more</td>
<td>3 (27.3%)</td>
<td>0 (0.0%)</td>
<td>8 (72.7%)</td>
<td>11 (100.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>5 (27.8%)</td>
<td>0 (0.0%)</td>
<td>13 (72.2%)</td>
<td>N=18 (100.0%)</td>
</tr>
</tbody>
</table>
### Findings

#### Table 2: Behavior Problems in the Classroom

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>White</th>
<th>Non-White</th>
<th>equal</th>
<th>no behavior problems</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10 years</td>
<td>0 (0.0%)</td>
<td>2 (28.6%)</td>
<td>5 (71.4%)</td>
<td>0 (0.0%)</td>
<td>7 (100.0%)</td>
</tr>
<tr>
<td>10 years or more</td>
<td>1 (9.1%)</td>
<td>4 (36.4%)</td>
<td>5 (45.5%)</td>
<td>1 (9.1%)</td>
<td>11 (100.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>1 (5.3%)</td>
<td>6 (31.6%)</td>
<td>10 (52.6%)</td>
<td>1 (5.3%)</td>
<td>N=18 (100.0%)</td>
</tr>
</tbody>
</table>
Findings

Table 3: Background Knowledge about White Students is Important to Teach a Culturally Diverse Class.

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Neutral</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10 years</td>
<td>1 (14.3%)</td>
<td>1 (14.3%)</td>
<td>2 (28.6%)</td>
<td>1 (14.3%)</td>
<td>0 (0.0%)</td>
<td>2 (28.6%)</td>
<td>0 (0.0%)</td>
<td>7 (100.0%)</td>
</tr>
<tr>
<td>10 years or more</td>
<td>3 (27.3%)</td>
<td>1 (9.1%)</td>
<td>3 (27.3%)</td>
<td>3 (27.3%)</td>
<td>0 (0.0%)</td>
<td>1 (9.1%)</td>
<td>0 (0.0%)</td>
<td>11 (100.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>4 (22.2%)</td>
<td>2 (11.1%)</td>
<td>5 (27.8%)</td>
<td>4 (22.2%)</td>
<td>0 (0.0%)</td>
<td>3 (16.7%)</td>
<td>0 (0.0%)</td>
<td>N=18 (100.0%)</td>
</tr>
</tbody>
</table>

Table 4: The Participant knows A Lot about Their White Students’ Personal Background.

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Neutral</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10 years</td>
<td>0 (0.0%)</td>
<td>4 (57.1%)</td>
<td>1 (14.3%)</td>
<td>1 (14.3%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>1 (14.3%)</td>
<td>7 (100.0%)</td>
</tr>
<tr>
<td>10 years or more</td>
<td>1 (9.1%)</td>
<td>2 (18.2%)</td>
<td>1 (9.1%)</td>
<td>2 (18.2%)</td>
<td>1 (9.1%)</td>
<td>4 (36.4%)</td>
<td>0 (0.0%)</td>
<td>11 (100.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>1 (5.6%)</td>
<td>6 (33.3%)</td>
<td>2 (11.1%)</td>
<td>3 (16.7%)</td>
<td>1 (5.6%)</td>
<td>4 (22.2%)</td>
<td>1 (5.6%)</td>
<td>N=18 (100.0%)</td>
</tr>
</tbody>
</table>
Findings

- **Table 5: Background Knowledge about Non-White Students is Important to Teach a Culturally Diverse Class.**

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Neutral</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10 years</td>
<td>2 (28.6%)</td>
<td>1 (14.3%)</td>
<td>3 (42.9%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>1 (14.3%)</td>
<td>1 (14.3%)</td>
<td>7 (100.0%)</td>
</tr>
<tr>
<td>10 years or more</td>
<td>3 (18.2%)</td>
<td>2 (18.2%)</td>
<td>3 (27.3%)</td>
<td>3 (27.3%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>11 (100.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>5 (22.2%)</td>
<td>3 (16.7%)</td>
<td>6 (33.3%)</td>
<td>3 (16.7%)</td>
<td>0 (0.0%)</td>
<td>1 (5.6%)</td>
<td>1 (5.6%)</td>
<td>N=18 (100.0%)</td>
</tr>
</tbody>
</table>

- **Table 6: The Participant knows A Lot about Their Non-White Students’ Personal Background.**

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Neutral</th>
<th>Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10 years</td>
<td>0 (0.0%)</td>
<td>4 (57.1%)</td>
<td>1 (14.3%)</td>
<td>1 (14.3%)</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>1 (14.3%)</td>
<td>7 (100.0%)</td>
</tr>
<tr>
<td>10 years or more</td>
<td>1 (9.1%)</td>
<td>1 (9.1%)</td>
<td>2 (18.2%)</td>
<td>2 (18.2%)</td>
<td>1 (9.1%)</td>
<td>4 (36.4%)</td>
<td>0 (0.0%)</td>
<td>11 (100.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>1 (5.6%)</td>
<td>5 (27.8%)</td>
<td>3 (16.7%)</td>
<td>3 (16.7%)</td>
<td>1 (5.6%)</td>
<td>4 (22.2%)</td>
<td>1 (5.6%)</td>
<td>N=18 (100.0%)</td>
</tr>
</tbody>
</table>
Discussion

- How does this relate to CRT?
- How does this relate to the literature?
- Can the findings be applied in the real world?
Questions?