

# 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 versus non-white students?
- Do teachers see difference in academic ability between white and non-white students?



# 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
  - Albertini (2004)
  - Pane and Salmon (2009)
  - Brown and Dobbins (2004)
  - Ali, Rohindra, and Coll (2008)
- 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.**

Teaching Experience	White	Non-White	They excel at the same rate	Total
Less than 10 years	2 (28.6%)	0 (0.0%)	5 (71.4%)	7 (100.0%)
10 years or more	3 (27.3%)	0 (0.0%)	8 (72.7%)	11 (100.0%)
Total	5 (27.8%)	0 (0.0%)	13 (72.2%)	N=18 (100.0%)

# Findings

- **Table 2: Behavior Problems in the Classroom**

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

# Findings

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

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

- **Table 4: The Participant knows A Lot about Their White Students' Personal Background.**

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

# Findings

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

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

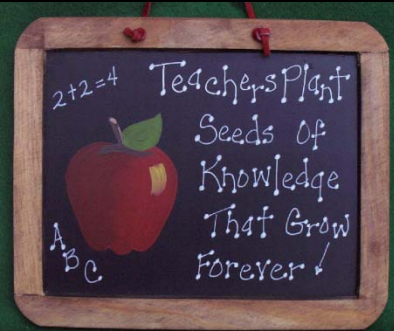
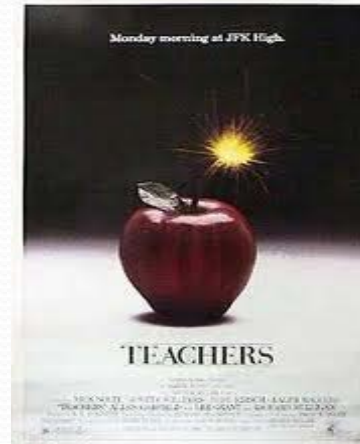
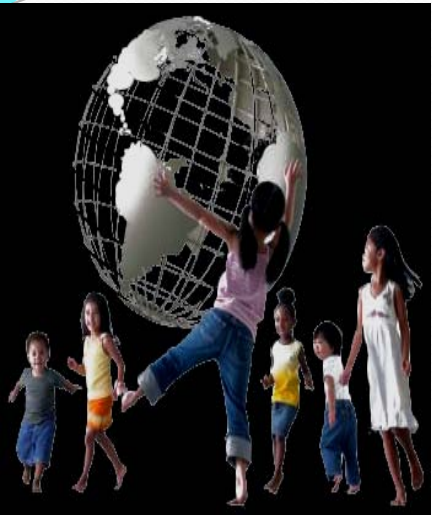
- **Table 6: The Participant knows A Lot about Their Non-White Students' Personal Background.**

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

# Discussion

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

# Questions?



Education  
AND TRAINING

