

שאלתה: חדר מורים מגוון

.1

TI: The Importance of Minority Teachers.

AU: Cherng, Hua-Yu Sebastian; Halpin, Peter F

SO: Educational Researcher; Oct2016, Vol. 45 Issue 7, p407-420

Abstract:

The demographic divide between teachers and students is of growing public concern. However, few studies have explicitly addressed the common argument that students, and particularly minority students, have more favorable perceptions of minority versus White teachers. Using data from the Measure of Effective Teaching study, we find that students perceive minority teachers more favorably than White teachers. There is mixed evidence that race matching is linked with more favorable student perceptions. These findings underscore the importance of minority teacher recruitment and retention

2.

TI: The experiences of Arab teachers in Jewish schools in Israel.

AU: Saada, Najwan; Gross, Zehavit

SO: Teaching & Teacher Education; Mar2019, Vol. 79, p198-207

Abstract:

Abstract In this multiple case study, we explore the experiences of ten Palestinian Israeli and Arab teachers who teach Arabic culture and language in Jewish schools in Israel. Two themes are revealed in this inquiry. The first theme highlights the ambivalent message of teaching Arabic as the language of the 'enemy' and as a medium for peace building. The second theme clarifies how minority teachers navigate, by applying a narrative model, the tension between their national (Palestinian) and professional identities. The implications for teaching and teacher education in conflict-ridden societies are also discussed. Highlights • Arab teachers: agents of the Arab minority challenging student negative stereotypes. • They can counter personal bias to achieve better recognition of their Arab identity. • This personal interaction may still not counter student essentialized perceptions. • Individual interactions may not extend to the collective Palestinian, Arab groups. • Narrative model: a pedagogic tool to negotiate professional/personal identities

3.

TI: Perceptions of Asian-American and Hispanic-American teachers and their students on teacher interpersonal communication style.

AU: Brok, Perry J. den; Levy, Jack; Rodriguez, Rely; Wubbels, Theo.

SO: Teaching & Teacher Education; May 2002, Vol. 18 Issue 4, p447-467

Abstract:

The study investigated the relationship of teacher and student ethnic background to their perceptions of teacher interpersonal behaviour. It is theoretically linked to research on multicultural education and teacher interpersonal communication styles. Perceptions of 27 Asian-American and Hispanic-American teachers and their students in culturally diverse high schools were gathered by means of questionnaires and structured interviews. Teachers had more favourable perceptions of their own behaviour than their students did. Student and teacher ethnic background had a small but significant impact on students' perceptions of their teachers. Interview data provided some evidence that concepts studied in relation to the cultural dimensions of communication, such as respect from students, closeness, and identification of students with their teachers, are helpful in explaining the relationship between ethnic background and perceptions of students and teachers. The results merit further research into the effects of culture on perceptions and

provide recommendations for improvements in culturally responsive education

4.

TI: Representation in the classroom: The effect of own-race teachers on student achievement.

AU: Egalite, Anna J; Kisida, Brian; Winters, Marcus A

SO: Economics of Education Review; Apr2015, Vol. 45, p44-52,

Abstract:

Previous research suggests that there are academic benefits when students and teachers share the same race/ethnicity because such teachers can serve as role models, mentors, advocates, or cultural translators. In this paper, we obtain estimates of achievement changes as students are assigned to teachers of different races/ethnicities from grades 3 through 10 utilizing a large administrative dataset provided by the Florida Department of Education that follows the universe of test-taking students in Florida public schools from 2001–2002 through 2008–2009. We find small but significant positive effects when black and white students are assigned to race-congruent teachers in reading (.004–.005 standard deviations) and for black, white and Asian/Pacific Island students in math (.007–.041 standard deviations). We also examine the effects of race matching by students' prior performance level, finding that lower-performing black and

white students appear to particularly benefit from being assigned to a race-congruent teacher

5.

TI: Effects of Teacher-Student Ethnoracial Matching and Overall Teacher Diversity in Elementary Schools on Educational Outcomes.

AU: Banerjee, Neena

SO: Journal of Research in Childhood Education; Jan-Mar2018, Vol. 32 Issue 1, p94-118

Abstract:

The United States is facing culture gaps between students and teachers in schools. Although the U.S. school-age population is racially, culturally, and linguistically diverse, the teachers are predominantly White. This article investigates whether assignment to same-race teachers affects students' math and reading achievement growth in early elementary grades. The article also examines if overall teacher diversity in schools moderates the relationship between student-teacher ethnoracial match and achievement growth. This study finds that assignment to same-race teachers has no effect on minority students' math and reading achievement growth between kindergarten and 3rd grade. However, the overall teacher diversity in school does affect whether minority teachers are effective educators for minority students. This interactive effect is significant for math and

reading achievement growth among Hispanic students. Hispanic teachers are most effective as educators for Hispanic students when these teachers also teach in schools with greater teacher diversity. Hispanic teachers are least effective as educators for Hispanic students when these teachers work in schools with low teacher diversity.

6.

TI: The Role of Minority Serving Institutions in Transforming Teacher Education and Diversifying the Teaching Profession: A Literature Review and Research Agenda.

AU: GINSBERG, ALICE; GASMAN, MARYBETH; CASTRO SAMAYOA, ANDRÉS

SO: Teachers College Record; 2017, Vol. 119 Issue 10, p1-31

Abstract:

Teacher education programs at Minority Serving Institutions - which include Historically Black Colleges and Universities, Native American and Tribal Colleges, Asian American and Pacific Islander Serving Institutions, and Hispanic Serving Institutions - are an under-researched resource. Purpose: Our aim is to provide a foundation and set an agenda for future research on teacher education within the Minority Serving Institution context. Research Design: The first part of this paper reviews the literature on the relationship between minority student achievement and teacher education, with an emphasis on the contribution and role of minority teacher candidates. The second part of this paper sets the agenda for future research on the role of Minority Serving Institutions' teacher education programs, including what we already know and seek to learn about their unique and innovative approaches to recruitment, pedagogical approaches and course

content, mentoring, academic support and remediation, and pre-service teaching experiences. Conclusion: Some questions addressed include: In what specific ways are MSIs reframing teaching as a viable and accessible option for minority students? What are MSIs doing with regard to early recruitment of promising minority teacher candidates? What kinds of mentoring and support strategies are they offering, and to what do they attribute high rates of teacher retention in their programs?

7.

TI: Raising the Bar on Teacher Quality: Assessing the Impact of Increasing Licensure Exam Cut-Scores.

AU: Shuls, James V

SO: Educational Policy; Nov2018, Vol. 32 Issue 7, p969-992

Abstract:

State policy makers are constantly looking for ways to improve teacher quality. An oft tried method is to increase the rigor of licensure exams. This study utilizes state administrative data from Arkansas to determine whether raising the cut-scores on licensure exams would improve the quality of the teacher workforce. In addition, the study explores the trade-offs of such a policy decision. It is concluded that raising the required passing score on the Praxis II would increase the quality of the teacher workforce, as measured by value-added student achievement. This change, however, would be accompanied with an important trade-off as it would reduce the number of minority teachers and potentially lead to negative outcomes in disadvantaged schools.

8.

TI: Schools' Racial Mix, Students' Optimism, and the Black-White and Latino-White Achievement Gaps.

AU: Goldsmith, Pat António.

SO: Sociology of Education; Apr2004, Vol. 77 Issue 2, p121-147

Abstract:

This article examines how schools' racial and ethnic mix of students and teachers influences black, white, and Latino students' occupational expectations, educational aspirations, and concrete attitudes. Findings from multilevel-model analyses of data from the National Education Longitudinal Study show that Latinos' and blacks' beliefs are more optimistic and more pro-school in segregated-minority schools, especially when these schools also employ many minority teachers. Further analyses indicate that the positive effects of segregated-minority schools on blacks' and Latinos' beliefs reduce the black-white and Latino-white gaps in achievement. These findings suggest that teachers and administrators in segregated-white schools need to address how they lower minority students' beliefs and that segregated-minority schools can be improved by hiring many minority teachers. Reprinted by permission of the publisher

9.

TI: Tensions around the teaching of plural literacies in a minority environment

AU: DAGENAIS, Diane

SO: Education et Francophonie; 2017, Vol. 45 Issue 2, p5-21

Abstract:

The balance of power between languages became evident when adopting an educational innovation aimed at developing plural literacies in an elementary school class in a minority Francophone environment. The classroom teacher and ESL teacher collaborated on bilingual story production activities using the ScribJab digital tool. Interactions in this class were observed, photographed and filmed in an

ethnographic study during story production and students and teachers were interviewed about their reactions to the innovation. The study is based on research that reveals the flexible and fluid nature of plural literacies, which consist of a mixture of codes, linguistic varieties and modes of expression. Theoretical discussions on the connections between language and power as well as writings on multilingualism, plural literacies, multimodality and language policies have also enriched this work. In this article, we propose an ethnographic account of the tensions and contradictions caused by the coexistence of languages that are traditionally separated during bilingual production activities in a minority school context

10.

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11.

TI: Asian American Teachers: Do They Impact the Curriculum? Are There Support Systems for Them?

AU: Ramanathan, Hema.

SO: Multicultural Education; Fall2006, Vol. 14 Issue 1, p31-35

Abstract:

A study examined problems faced by 34 Asian-Americans as minority teachers, how these problems affected curricula and academic experiences at the building level, and support systems available to Asian-American teachers. Results revealed these Asian-American teachers to be well-integrated into the school system with regard to the life, role, and responsibilities of a teacher. Moreover, they felt accepted and supported by students and peers. Other results of the study are discussed.

12.

TI: The Inadequate Recognition of Sexual Diversity by Canadian Schools: LGBT Advocacy and Its Impact

AU: RAYSIDE, DAVID.

SO: Journal of Canadian Studies. Winter2014, Vol. 48 Issue 1, p190-225

Abstract:

Creating more inclusive schools has lagged significantly behind changes that formally recognize sexual diversity in human rights and family law, across all Canadian regions. Students still experience widespread harassment based on what are considered non-conforming sexual orientation and gender identity, and sexual minority teachers often remain closeted. Several school boards, for example in Toronto and Vancouver, have developed comprehensive LGBT-inclusive equity policies, but implementation remains uneven. Most provincial education

ministries have been extremely reluctant to develop policies targeting exclusion or marginalization on these grounds. The impediments to change include the pressures on young people to adopt dominant gender norms, the extent to which questions of sexuality tap into large unresolved debates over the role of schooling, the continuing capacity of religious conservatives to mobilize opposition to LGBT-inclusive measures, the availability of schooling options for morally traditional parents, the unreadiness of most teachers to address questions of sexual diversity, and the modesty of resources available to LGBT activists in Canada

13.

TI: African American Teachers in Suburban Desegregated Schools: Intergroup Differences and the Impact of Performance Pressures.

AU: Mabokela, Reitumetse Obakeng; Madsen, Jean A

SO: Teachers College Record; May 2007, Vol. 109 Issue 5, p1171-1206

Abstract:

Background/Context: There is much research that examines how desegregation literature has implications for majority teachers and its impact on students of color. However; little has been written about the experiences of teachers of color working in suburban desegregated majority schools. Focus of Study: This article examines how intergroup differences created performance pressures for African American teachers and how this affected their ability to contribute optimally in these environments. Setting: The study took place in four predominantly European American districts that surround a large midwestern metropolitan area. When the desegregation program was implemented in these districts, it was court mandated; however now the program operates on a volunteer basis whereby students can elect to

participate and withdraw as necessary. The district accepted less than 25% of their minority students from a court-mandated desegregation program. Participants: A total of 7 male and 7 female African American teachers were interviewed. These male and female participants differed in grade-level positions. There were 4 female African American teachers at the elementary level, and 1 female and 3 male African American teachers at the middle school level. At the secondary level, there were 2 female and 4 male teachers who taught English, math, and history. There were some similarities between the male and female African American teachers. Research Design: For this study, a case study is defined as a single entity, a unit of similar groups of people within the bounded context of suburban desegregated schools surrounding a midsized midwestern city. Case studies are differentiated from other types of qualitative research in that they are intense descriptions and analysis of a single unit or bounded system. Data Collection and Analysis: In our sample of 14 participants, we had an equal representation of males and females (7 each). We were specifically interested in the perceptions and experiences of the African American teachers in their interactions with school administrators, parents, and students. A qualitative thematic strategy of data analysis was employed to categorize and make judgments about the interpretation of the data. This analytical procedure allowed important themes and categories to emerge inductively from the data across schools and districts. The researchers used the prior-research-driven approach to identify themes and to develop a coding process. In establishing the reliability for this study, the data were analyzed using what Glaser and Strauss called a constant comparative method. Conclusions and Recommendations: Our findings, based on the experiences of 14 self-reported accounts of African American teachers in these school environments, illuminated patterns of experiences for

teachers of color Regarding the first subtheme, automatic notice, teachers developed strategies that assisted them in their transitions to inhospitable environments in the suburban schools. The female teachers reported the need for a strong reference-group orientation that would enable them to retain their cultural identity within the school. Whereas the female teachers viewed automatic notice negatively, the male participants recognized their high visibility as way to compete with their peers. Dealing with symbolic consequences, the second emergent subtheme, underrepresented individuals often bear the burden of dispelling myths and representing their race in their exchanges with coworkers. The African American teachers also became resistant to representing their race. In many ways, these teachers expressed the notion that their European American colleagues expected them to take ownership for issues that affected only the African American children. These teachers were compromised by this narrow definition of their expertise and disliked their limited role as the “minority representative.” In fighting discrepant stereotypes, the third subtheme, the underrepresented African American teachers had to defend their status to have their accomplishments recognized. The teachers reported that their individuality was often overshadowed by their colleagues' stereotypical beliefs about African Americans. The male teachers constantly had to refute negative male African American stereotypes, and the women had to deal with proving their worth as “qualified” teachers. The final pressure, what we call cultural switching, became apparent as the African American female teachers expressed the heaviness of being in an environment where they were often one of few people of color, or the only person of color, in the school. The female teachers struggled with the cultural incongruity that occurred between them and their European American peers. In many ways, these performance pressures resulted in the feeling constrained and unable

to use social cues to navigate their school's culture. Recommendations from this study may provide insights on how suburban desegregated schools may improve workplace relationships to recruit and retain teachers of color in these contexts. Reprinted by permission of the publisher

14.

TI: Racial Diversity, Representative Bureaucracy, and Equity in Multiracial School Districts.

AU: Rocha, Rene R. Hawes, Daniel P;

SO: Social Science Quarterly, Jun2009, Vol. 90 Issue 2, p326-344

Abstract:

This study examines the conditions under which minorities will face policy inequity within the educational system. It turns to the theory of representative bureaucracy as one possible explanation, and extends the literature by considering whether African-American students benefit from the presence of Latinos on teaching faculties and vice versa. This study also tests competing theories of how racial context influences minority educational policy outcomes. Methods. This study combines original survey data with data gathered by the U.S. Census to predict levels of academic grouping in U.S. school districts as reported by the Office of Civil Rights. Results. Minority teachers lower levels of discrimination among all minority students, not just co-ethnics. Moreover, minority teachers do so consistently and with a substantive impact that occasionally rivals that of co-ethnic teachers. The findings also suggest that greater levels of racial/ethnic diversity within a district are associated with lower levels of discrimination. Conclusion. Theories of race relations must move beyond black-Anglo or Latino-Anglo relations to consider how multiple racial/ethnic groups interact, and how such interactions affect the lives of minority groups differently

15.

TI: A complicated passport: racialized realities and lessons from visible minority women teachers.

AU: Aujla-Bhullar, Sonia

SO: Race, Ethnicity & Education; Jan2018, Vol. 21 Issue 1, p63-77

Abstract:

This article presents key findings derived from the experiences of visible minority woman as teachers in Canada, whose lived realities reveal myriad instances of compromise. The ethnic, cultural and racial diversity among teachers is an area that has garnered attention as it pertains to equitable work environments, teacher–student relations, and multicultural education. The challenges and responsibility of representing one’s racialized identity, ethnicity, culture, and religion while finding oneself marginalized within mainstream populace is critically examined through their narratives and reflexivity. In instances of blatant discrimination, bridging the public and private sphere, to moments of fulfillment, the resilience of these women is a defining factor of their success within adversity. Through their experiences there is opportunity to inform and advance the notions of diversity, representation, and distinctiveness of teachers in educational settings and the impact this has on an intercontinental symbol of society values in education

15.

TI: The Impact of Cultural Dimensions on Online Learning.

AU: Gómez-Rey, Pilar; Barbera, Elena; Fernández-Navarro, Francisco

SO: Journal of Educational Technology & Society; Oct2016, Vol. 19 Issue 4, p225-238,

Abstract:

Due to the increasingly multicultural nature of e-learning environments, it is critical that instructors and instructional designers be aware of the importance of cultural factors in education and that they deliver culturally adaptive instruction. The main challenge of this paper is identifying the critical success factors for multicultural online learning from learners' perceptions and their relationships with the six-dimensional Hofstede cultural model. Specifically, a categorization of the students' perceptions is proposed by combining multiple correspondence and clustering analyses. To that end, two surveys were conducted in four e-learning universities in four different countries: Spain, the USA, China, and Mexico. Findings from clustering analysis show that learners are categorized according to their autonomy levels at the beginning of the educational process, and they are classified according to their satisfaction levels at the end of the instruction

16.

TI: How I Use Multicultural Education to Impact Student Learning and Develop Critical Thinking Skills.

AU: Moreno, Marisol

SO: Multicultural Perspectives. Jul-Sep2015, Vol. 17 Issue 3, p152-154

Abstract:

In this article the author discusses efforts made by her to promote a multicultural classroom and academic success for all students. She tells how she starts class conversations and critical thinking among her students. According to the author, reading with her students provides a time to come together and share views