Culturally Responsive: Educator Mindset and Action
A Desire to Make a Difference

>> Kenny, do you have a question?

>> Like, we could basically use our hands to learn it.

>> If you think that’s the best way to do it and it'll help you out, you can use your hands. You can use your feet. You can use your body. You can use –

>> Teacher efficacy is the teacher’s belief that he or she has the ability to help children learn. And lo and behold, if a teacher has high efficacy, it has an impact on students’ achievement.

>> We’re going to go outside. So I’m going to ask you to grab your things, make sure you have a pencil or two with you.

>> So teacher efficacy is directly connected to student learning and student achievement. It's a better predictor of student achievement than socioeconomic status.

>> The goal is a desire to make a difference in the world. That’s such a key point that we try to establish in all of our classrooms, in all of our schools with all of our students and teachers and staff.

>> I feel like I haven’t done my job if I’ve taught them something, but they don’t know what to do with it. I want them to be able to take what they’ve learned and be able to make changes in their lives, right? These are students who live in poverty sometimes, and they’re students who encounter racism. If they have been able to change their lives necessarily in a positive way, then I think I haven’t been an effective teacher.

>> Every time I come here, I feel like I’m a different person outside and in the school. When I’m inside the school, I’m not only learning about the roots of Regent Park, I’m also learning math, language, science, history. When I look at our memorial, I think that I’ve changed a lot.

>> You kind of rise to the occasion. Like, we talk about having high expectations for our students, but you yourself create these high expectations for yourself that are achievable. If you can hear me, clap three times. [CLAPPING] As a teacher, it's just so beautiful to watch your students apply everything that you've taught them, whether it be persuasive writing, or the water cycle, or linear measurement, and apply it in a way where they are arguing or debating, or trying to be persuasive with somebody who’s in a position of power. And they had no fear. Like, they were totally fearless, because they knew that they had a certain amount of reason on their side. Based on
all of the deep learning, and the very secure understandings that they had of all of the issues that we had discussed. So it's a really great experience.

>> So when the teacher believes, hey, I can help a kid learn -- that translates to persisting in the classroom with students, working more closely with students with learning disabilities. Trying risky strategies in the classroom, and having success with those. Letting the learning take place, rather than doing a lot of telling. So all of those things start to come into play. That when the teacher has high efficacy, they're using more effective strategies. That, then, has an impact on students and student efficacy. So if the teacher believes that the student can learn, and that they have the ability to help a student learn, then that helps the student think that they can learn. And it builds student efficacy.