

Diversity

Slide 1) Diversity

Slide 2) What is diversity?

Diversity refers to variety, issues where people differ

“Definition of Diversity

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.”

From <http://gladstone.uoregon.edu/~asuomca/diversityinit/definition.html>

Slide 3) Diverse Groups

- **Cultural**
- **Ethnic**
- **Bilingual (ESL, ELL, & LEP)**
- **Gender**
- **Socioeconomic Status (SES)**

Slide 4) Multicultural Education

- ▶ **Educational curriculum that incorporates the values and perspectives of multiple cultural groups to give a sense of pride**

Multicultural education, as defined by James A. Banks, is an idea and a process. The idea is to create equal educational opportunities for all students. The process is to change the entire school environment to reflect the diversity of students within the school and nation.

Slide 5) Cultural Bias

- **The unfair or sometimes offensive assessment of students on the basis of gender, socioeconomic status, cultural, or ethnicity.**
 - **Standards for earlier intelligence tests tended to be culturally biased favoring white, urban, and middle income individuals.**
 - **Modern intelligence test attempt to create eliminate this type of bias.**

Slide 6) The Sociocultural Theory

- **The idea that thought, learning, and instructional practices are influenced by a child's development as a result of the social, cultural, and historical contexts.**
 - **Social interaction and participation**
 - **Authentic, meaningful tasks for learning**
 - **Resources for learning**

Students bring their cultural backgrounds with them to school. These backgrounds influence their experiences.

- ▶ Social interactions and participation:
 - Sociolinguistics—conventions and courtesies of conversations which vary across cultures; students need to know classroom communication rules (when, where, how to communicate)
 - Eye contact, especially with adults; to make direct eye contact with adults may be viewed as disrespectful
 - Need for personal space and touching others while talking
 - Comfort with cooperative and competitive tasks
- ▶ Use authentic tasks
 - Utilize culturally meaningful contexts for instruction
 - Capitalize on students' prior experiences to make learning meaningful
- ▶ Resources
 - Use culturally relevant materials
 - Use examples from a variety of cultures in teaching

Slide 7) Culturally Relevant Teaching

- **Teaching that incorporates and raises awareness of cultural backgrounds creating a more effective education curriculum.**
 - **Knowing certain behavioral characteristics of diverse backgrounds can be adapted into lesson planning and activities.**

Culturally relevant pedagogy—teaching philosophy and practice that includes success for all student to enable active and responsible participation as democratic citizens, develop and maintain students' cultural competence—use as a way to enhance/promote learning, develop a critical consciousness to challenge the status quo—critique social norms, values, institutions that promote/maintain social inequities; teach to and through student strengths

Social organization—ways people interact to accomplish goals; organize room to promote productive participation by all children

Learning styles—ways/preferences to approach learning differ by ethnic group; danger of stereotypes

Slide 8) Culturally Relevant Teaching (cont.)

- **There are a variety of opportunities to better understand these cultures and behaviors.**
 - **Attend cultural events in the community**
 - **Visit or meet the family of your student(s) to learn more about their culture.**
 - **Visit cultural institutions**

Slide 9) Providing Diversified and Enriching Education

- **Foster appreciation for diverse perspectives which allows students to learn how different cultural groups can learn from one another.**
- **Interaction with people from diverse backgrounds can give students a better understanding of these various diversities.**
- **Engage students in rigorous academics with high expectations for students of ethnic and low-socioeconomic backgrounds.**

Slide 10) Review and Discuss

- **How are cultural biases exhibited in the classroom?**
- **What is culturally relevant teaching? How can you implement culturally relevant teaching in your classroom?**

Slide 11) Creating a Multicultural Classroom

- **Learn about student cultures**
- **Build on student's backgrounds**
- **Use positive cultural curriculum to support all ethnic groups**
- **Utilize successful guest speakers from a variety of cultural backgrounds**
- **Allow activities for students to learn about diverse backgrounds**
- **Get students involved in community efforts that expose them to various ethnic groups**

Banks Model of Multicultural Education

Multicultural education (GOAL)—make education appropriate for all children

Content integration—examples and content from variety of cultures and groups

Knowledge construction process—relationship between knowledge and belief systems; cultural assumptions/beliefs influence knowledge construction; cultural filter

Prejudice reduction—identify and modify racial, sexist, ageist attitudes

Empowering school culture and social structure—empower all students to fully participate in the educational experience

Equity pedagogy—reach all students; match teaching styles to student learning styles to facilitate academic achievement

Slide 12) Culture

- ▶ **A set of behaviors, beliefs, or traditions of a group of people passed from generation to generation.**

Culture—defined by knowledge, rules, traditions, attitudes, and values that guide behavior in a group; group creates the culture (program for living) and communicates the culture to group members

Group memberships—can be a member of many groups and not adopt the culture

e.g., regional, ethnic, religious, racial, gender, social class

Membership in any group does not predict behavior

Slide 13) Commonalities

- **All cultures tend to share some commonalities in attitudes.**
 - **The belief that other cultures have “unnatural” or “incorrect” ways**
 - **That their cultural customs are universally valid**
 - **Behaviors favor their culture**
 - **Have cultural pride and may feel hostile toward other cultural groups**
- **Cross-cultural studies are used to compare one cultural group with another cultural group in order to find similarities and differences.**

Iceberg analogy for examining cultural differences: 1/3 of iceberg is visible; the rest is unseen/unknown

Visible signs of culture (e.g., traditions, costumes/clothing, language) is only a small portion of the culture

Many differences are below the surface; may be implicit, unstated or even unconscious; for example rules for interpersonal relationships, listening, eye contact

Cultural conflicts—usually about below the surface cultural differences; subtle cultural differences, misunderstandings ensue; dominant culture is considered the norm and is used to judge members of other cultures

Cultural compatibility—not all cultural differences lead to conflicts

Slide 14) Individualism and Collectivism

- ▶ **Individualism-** priority is in personal values.
- ▶ **Collectivism-** priority is geared towards group values as a whole.

Slide 15) Review and Discuss

- **Define culture.**
- **How can you incorporate cultural commonalities in your classroom in order to embrace and celebrate cultural diversity?**

Slide 16) Ethnicity

- **Ethnicity vs. race**
- **Minority group**
- **Ethnic and racial differences in achievement**

Ethnicity—socially constructed; group based on language and culture

Race—biologically based (skin color, hair texture)

Minority group—label for a group of people that receives unequal or discriminatory treatment

Differences in achievement

- Some groups consistently score lower on achievement tests; differences in achievement due to legacy of discrimination, product of cultural mismatches, result of growing up in low SES environment; when SES is the same for different ethnicities, academic differences disappear

Slide 17) Discrimination and Stereotypes

- **Brown vs. The Board of Education**
- **Discrimination**
- **Prejudice**
- **Stereotype threat**
 - **Effects**

Brown vs. Board of Education (1954)—separate but equal schools for black children was not equal; schools had to desegregate

Discrimination—treating or acting unfairly to a group of people; behaviors

Prejudice—beliefs about a entire group of people

About 2/3 of African American children still attend schools where members of minority groups make up at least 50% of the student body; school are still segregated; de facto segregation—segregation in schools still exists because neighborhoods are segregated

Even in integrated schools, minority students segregated: low ability tracks

Stereotype threat—concern about confirming a stereotype; aware of stereotype, care about performing well enough to disprove

- Short term effects—test performance declines due to anxiety, reductions in working memory capacity, and decreases interest and motivation
- Long term—disidentification—disengage from success in specific domain; separate self-esteem from academic achievement (performance-avoidance goals)

Slide 18) Review and Discuss

- ▶ **How can you help your students to combat stereotype threats?**

Slide 19) Bilingualism

- ▶ **The ability to speak two different languages and the use for everyday purposes.**

Language is a cultural difference

- Dialect—variation of a language spoken by a particular ethnic, social or regional group; rules and order for speaking

When teaching focus on understanding the student, accept the dialect as valid but teach using standard English, which is required to be successful in American adult society; repeat instructions using different words; have students paraphrase instructions; expect standard English in writing, oral presentations

Bilingualism—speaking 2 languages and live in 2 cultures; knowledge to succeed in 2 cultures while dealing with potential discrimination and maintaining identity

- Effects—higher degrees of bilingualism associated with higher cognitive abilities; language acquisition is slower when developing 2 languages but diminishes by age 4

Slide 20) Bilingual Education

- ▶ ***Bilingual education* is the process of teaching non-English speaking students in their native language while at the same time teaching English.**

Education—face to face communication; conversational English takes about 2 years to develop; academic language (grammar, spelling) takes 5-7 years to develop

Options

- Immersion: teach everything in English as early as possible, original language becomes somewhat deficient, trouble learning concepts
- Transition: teach subjects in native language for a few years then transition students to English-only classrooms
- Maintenance: teach everything in native language and increase English language instructions over time, students improve in subjects taught in native language, mastery of English and high self-esteem

Slide 21) Research

- **Currently, no significant research has shown effects of bilingual education. There exist numerous bilingual education systems and programs implemented throughout the United States. Contributing factors include:**
 - **Type of instruction provided**
 - **Resources**
 - **Quality of school/district**
 - **Teachers**
 - **School population**
 - **Duration of any such program**

Slide 22) For and Against

- **For:**
 - **Advocates say if these students are taught only in English they risk falling behind and limit the ability to achieve.**
 - **Students who are bilingual over non-bilingual students can have enhanced language developmental skills.**
- **Against:**
 - **Those opposing bilingual education say it is too brief and “counterproductive.”**
 - **And it can place an extra burden on students.**

Slide 23) English as a Second Language (ESL)

- **Individuals whose language of origin is not English.**
- **English language learners (ELL)**
 - **These are learners who are in the process of acquiring/learning English and have moderate English knowledge.**
- **Limited English Proficiency (LEP)**
 - **Students who have minimal or limited English knowledge and speaking skills**

Slide 24) English Language Learners (ELL)

- **Fostering learning for ELL through scaffolding...**
 - **Determine the difficulty of key terms or vocabulary words.**
 - **Be sure to clearly define terms/vocabulary needed for a particular lesson.**
 - **Use language that will prevent confusion when discussing certain topics.**
 - **Allow for students to follow-up on a lesson determining what they have learned**
 - **Utilize visual elements that correlate to discussions.**

Slide 25) Limited English Proficiency (LEP)

- **Trends...**
 - **These students can struggle in school as English is the primary language**
 - **They may fall behind in many areas of learning and many subjects requiring English based concepts.**
 - **Different LEP students can receive different levels of language assistants depending upon resources provided.**
 - **Incorporating the LEP student's native language into language assistants can increase the student's achievement level.**
 - **Adapting and exposing technology to LEP students such as email or internet can contribute to achieving academic goals and *Teachers of English to Speakers of Other Language* (TESOL) standards**

Slide 26) Review and Discuss

- **Differentiate between ELL and LEP students.**
- **Imagine you spoke a language that no one around you spoke. Which method of bilingual education (e.g., immersion or maintenance) would you prefer? Explain your response. Then discuss how you can accommodate ELL and LEP students in your**

classroom based on your bilingual education preference mentioned previously. What problems do you foresee?

Slide 27) Gender

- **Title IX of the Educational Amendment Act of 1972**
- **Female/male equality in schools providing a gender neutral atmosphere, granting female students more opportunity to participate in various school functions.**

Gender—culturally created traits and behaviors that are appropriate for men and women

Sex—biologically based

Title IX—helps to eradicate gender stereotypes from educational environments, insists that standardized tests be valid for both males and females, allowed females to participate in sports, and forbids colleges/universities to exclude women based on gender only

Slide 28) Gender Roles

- **The ways in which male and females are socially expected to act, think, or feel.**
 - **Gender stereotypes**
 - **Gender classification**
 - **Masculine vs. feminine**

Gender schemas—children learn characteristics and behaviors of men and women very early on

Gender stereotypes—expect students to behave in certain ways due to gender; strongest during preschool years

Gender role identity—image a person has of oneself as masculine or feminine characteristics; part of self-concept

- At 2 children know differences between boys and girls; toys, clothes, occupations for girls and boys

Gender bias in the classroom—teaching materials need to be checked for bias/stereotypes; TV shows and commercials

Slide 29) Gender Bias

- **The idea that teachers favor one gender over the other based on previous gender perceptions.**
- **Gender bias of boys: teacher-interaction with boys tends to be more prevalent**
 - **With more female teachers than male, many male students may find it more difficult to identify with their teacher.**
 - **Boys are more likely to be criticized and develop learning problems.**
 - **Schools tend to ignore that many male students are struggling academically and tend to stereotype males students as having problematic behaviors.**

Sex discrimination--teachers treat males and females differently; teachers talk more to boys—criticism, comments, praise, ask questions; high achieving while males get the most attention, high achieving while girls get the least;

Slide 30) Gender Bias (cont.)

- **Gender bias of girls:**
 - **Girls tend to be more compliant than boys.**
 - **Teachers tend to spend more time with boys while girls remain focused and quietly work.**
 - **Boys tend to need more instruction than girls.**
 - **Teachers tend to give boys more time to think and answer than girls.**
 - **Girls will have lower self-esteem by middle school than boys**

Slide 31) Review and Discuss

- **How are gender biases manifested in schools and classroom practices?**
- **Recall your school experiences and the rumors about a teacher who only likes the “boys” or only the “girls”. How did this rumor affect you when you had to enroll in this teacher’s class? Did your experience confirm or disconfirm the rumors? Explain your response.**
- **How can you ensure that you will treat females and males fairly, that is without discrimination?**

Slide 32) Socioeconomic Status (SES)

- **Encompassing a variety of areas this group does not necessarily lend itself to a cultural context. They can include:**
 - **Family income**
 - **Parents’ education**
 - **Parental status**

- **Parents' occupation**
- **The availability of technology and other educational resources**
- **Poverty level-children are less likely to get the support needed for development in homes of low income and are at risk**

SES—socioeconomic status, variations in levels of wealth, power, and prestige

About 1 in 6 Americans under the age of 18 lives in poverty; defined in 2005 as income of \$19,350 for a family of four

U. S. had highest poverty rate for children compared with all other developed nations; poverty is an income less than \$18,000 for a family of 4

Digital divide—refers to access to technology based on SES

Slide 33) SES (cont.)

- **Poverty level can hinder a child's development and less likely to get the support they need in early learning.**
 - **Children born into poverty are at risk for having developmental problems and higher level of stress as a result of poor or inadequate housing**
 - **Children in poverty are considered low-SES and are less likely to succeed**
 - **High-SES children more likely to succeed.**
 - **Schools in areas of Low-SES are less likely to have the means and resources to make technology available for adequate education.**

Positive correlation between SES and school achievement—variables increase and decrease together

- High SES, high achievement; low SES, low achievement
- High SES, high achievement, regardless of ethnic group or race; score higher on achievement tests, get higher grades, stay in school longer

Influences on achievement due to SES

- Physical: poorer nutrition and health; poor or no healthcare/insurance
- Emotional: low expectations of parents and student; chronic stress
 - Learned helplessness—feeling that nothing can do to escape poverty, low achievement and simply stop trying
- Social
 - Peer influences—higher SES kids reject lower SES kids; anti-achievement or resistance culture—not cool to succeed, don't sell out or act middle class
- Tracking—more low SES kids in special education and lower tracks

- Childrearing styles—higher SES parents discuss with kids rules, consequences; low SES parents tell kids what to do; low SES children have more difficulty adapting to school norms
- Home environment—more single parent families (usually working mother), more extended family living in the home, parents work long and/or extended hours, more children, older children act as parents, increased risk for abuse and neglect; little money for extras

Slide 34) Review and Discuss

- **What is SES?**
- **How does a child's SES affect school performance?**
- **What can you do to counteract some of the effects of poverty on your students?**

Slide 35) Giftedness

- ▶ **A high ability student with a need for enhanced education allowing them to reach potential.**

Very bright, creative, talented students

Poorly served by most public schools

Up to 50% are underachieving

Often not recognized in class by teachers

Slide 36) Challenges of Gifted Students

- **Many gifted students without adequate accommodations will fall short of reaching full potential.**
- **They often become frustrated or bored when activities don't challenge them to their full ability.**
- **These students may also experience behavioral problems if not given the academic challenges they deserve.**
- **Gifted students may not seek full potential if they are singled out in a classroom rather than being in a class of like minded or other gifted individuals.**

Problems—gifted adolescents, esp. girls, are more likely to be depressed, experience boredom and frustration in school, peers may reject, isolate, or ridicule, sensitive to expectations and feelings of others so very vulnerable to teasing and taunts, may seem stubborn or uncooperative because they are goal-driven, struggle with perfectionism

Slide 37) Identifying Gifted Students

- **Identifying a gifted student can be done through various means dependent on the school district.**
 - **IQ tests**
 - **Aptitude tests**
 - **Performance**
 - **Teacher recommendation**

Individual IQ tests are best, but expensive

Group tests underestimate abilities in gifted

Case study approach recommended

Include creativity tests

Minorities are often under-represented in gifted programs

Slide 38) Traits

- **Identifying through traits**
 - **High social development**
 - **High motivation**
 - **Advanced vocabulary, language, and reading ability.**
 - **Adaptive to learning more quickly**
 - **Advanced problem solving skills**

Identification—extremely advanced for their age, above average IQ, high level of creativity, high level of task commitment, high achievement motivation, strong leadership skills

Fast learners—retain information easily

Common and practical knowledge

Easily retain what they have heard

Know many things other children don't

Strong vocabulary

Recognize relationships & comprehend meanings

Alert and keenly observant

Persistent and highly motivated on some tasks

High level of creativity—original thinking

Slide 39) Educating Gifted Students

- **Creating adaptive material so gifted students can reach their full potential.**
- **Special groups outside of school that further exposes them to reaching potential.**
- **Educational activities that explore and reach their full abilities.**

Options for educating gifted students:

- Acceleration—skipping grades; do as well as or better than their non-gifted peers who progress at the normal rate; social and emotional development is not impaired; must consider individual child
- Enrichment—while staying with age mates, additional, more sophisticated, more thought provoking activities
- Encourage high level and abstract thinking; Need challenge and support, don't forget their problems

Slide 40) Review and Discuss

- **Define gifted.**
- **How can you accommodate gifted students in your classroom?**
- **How can you ensure gifted students (before and after identification) are not discriminated against based on other factors, such as gender, race, and/or SES?**

Slide 41) Additional Resources on Diversity

<http://www.cloudnet.com/~edrbsass/edmulticult.htm>

This website provides a variety of multicultural lesson plans and activities.

<http://www.edchange.org/index.html>

<http://www.edchange.org/multicultural/>

EdChange is devoted to providing Professional Development, Research, and Resources for Diversity, Multiculturalism, & Cultural Competence viding professional.

<http://www.ehhs.cmich.edu/tepd/pdsite/lp/mcdivlp.html>

This site provides a list of different lesson plans and activities for incorporating cultural aspects into the education. *Central Michigan University*

<http://www.languagelizard.com> <http://www.languagelizard.com/v/vspfiles/lessonplans.htm>

Provides fun, helpful unit and lesson plan outlines that can be adaptable for incorporating language and cultural contexts within a curriculum.

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Slide 43) The End