

Diversity

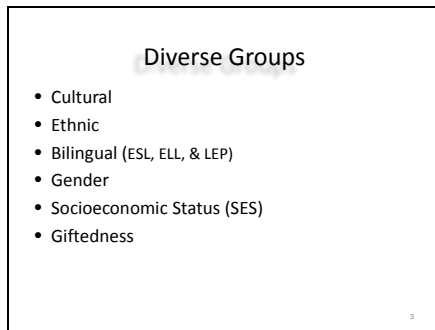
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Multicultural Education

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



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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.

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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

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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.

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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

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Providing Diversified and Culturally 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.

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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?

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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




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Culture

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



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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.

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Individualism & Collectivism

Individualism- priority is in personal values.

Collectivism- priority is geared towards group values as a whole.

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Review and Discuss

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

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Ethnicity

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

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Discrimination and Stereotypes

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

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Review and Discuss


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

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Bilingualism

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




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Bilingual Education

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



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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

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For & 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.

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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

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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.

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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

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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?

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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.

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Gender Roles

The ways in which male and females are socially expected to act, think, or feel.

- Gender stereotypes
- Gender classification
- Masculine vs. feminine

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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.

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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

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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?

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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

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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.

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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?

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Giftedness



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

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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.

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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

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Traits

Identifying through traits

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

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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.

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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?

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Additional Resources on Diversity

<http://www.cloudinet.com/~edrbas/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/mcdvlp.html>
This site provides a list of different lesson plans and activities for incorporating cultural aspects into the education. *Central Michigan University*

<http://www.languagebizard.com>
<http://www.languagebizard.com/v/yspfiles/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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