

Chapter 3

Culturally Responsive Teaching

Student Diversity

- Presently 1/3 of all Americans are of color
- Demographic forecasting, the study of people and their vital statistics, predicts that by 2020 almost half of the population will be from non-European ethnic groups.
- Other statistics:
 - By 2030, half of all school children will be children of color
 - By 2012, the west will become “minority majority” with no single racial or ethnic group having a majority.
 - The nation has approximately 2.5 million native Americans, a number that increases to about 4 million when including Americans claiming partial Indian heritage on the census.
 - By 2000, the number of Asians, including Asian Indians, in the United States was over 10 million or 3.6 percent of the population.
 - About 6 million Americans claimed multiracial heritage with two or more races indicated on Census 2000.
 - By 2030, the number of U.S. residents who are non-white or Hispanic will be about 140 million or about 40 percent of the population.
- Commonly misused terms that are very important:
 - Race: group of individuals sharing common genetic attributes, physical appearance, and ancestry.
 - Ethnicity: shared common cultural traits such as language, religion, and dress.
 - Culture: set of learned beliefs, values, and behaviors; a way of life shared by members of a society
 - National Cultures
 - Subcultures: class, religion, sexual orientation, etc.
- Problem: Teachers have to address all of these cultures, ethnicities, and races equally, but how do you do it?

Failing at Fairness:

The question is how are educators meeting the needs of diverse students?

Here are some statistics:

Hispanics, Native Americans, and African Americans score consistently lower on standardized tests than their Asian and white classmates.

Almost half of the nation's historically under-resourced populations, Hispanic, African American, and Native American, are not graduating from high school.

In Houston, Oakland, New York, Cleveland, with large populations of poor and students of color, between sixty to seventy percent of the students do not graduate high school.

Students from low-income families are six times more likely to drop out of school than those of the wealthy.

Most Americans find that schools are not to blame for this problem. In fact, in 1978, eighty percent of the public believed that it is not the school's fault. Over twenty years later in 200, seventy nine percent of the public believed the same thing.

Americans feel that education is equal to all students, but student achievement is not. They feel like it is not the schools' fault for the diversity problems, but it is up to the schools to fix it.

Lower birth weight, poor nutrition, higher incidences of lead poisoning among the children from poorer families, all attribute to academic problems.

Poverty is not just a word that affects just non color students. Most of the poor in the US come from white families. It affects students from all groups.

The test scores and graduation rates of African American students are not as high as their Asian and white classmates. A part of this has to do with the disconnect between school and home cultures.

Many cultures have problems with they come into school. An example would be Hispanics would go to school and do not know as much English as they should. Also, Jewish and Moslems face the problem with their religious practices.

They are many reasons why non-whites have problems when it comes to education. It is important for the teacher to realize this when they are teaching. Our book states that every good teacher will encounter working with a culturally diverse population.

Putting a Price on Racism – Kristen

▶ Putting A Price on Racism

- *How Much Would You Ask For?*

- Professor Andrew Hacker, author of *Two Nations: Black, White, Separate, Hostile, Unequal* published his findings in 1992.
- Many other groups were left out of the study.
- White students felt that \$50 million was enough to cover the cost of the mistake.

► **Theories of Why Some Groups Succeed and Others Do Not**

- Deficit Theory:
 - Certain students do poorly in school because of their social, cultural, or linguistic background.
 - Values, language patterns, and behaviors that students learn at home are placing them at an academic disadvantage.
 - There are less books read, few vocabulary words, small understanding of the relationship between education and careers.
- Expectation Theory:
 - Belief that some people do poorly because their teachers do not expect enough from children of certain ethnic groups.
 - As a result, the teacher educates differently and the student's academic performance suffers.
- Cultural Difference Theory:
 - Asserts that academic problems can be overcome if educators study and mediate the cultural gap that separates school from home.

Theories of Why Some Groups Succeed and Others Do Not - Jordan Byers

*A number of theories have emerged to explain why some groups soar in school, while others flounder.

**Three of these theories are: deficit theory, expectation theory, and cultural difference theory.

***Deficit theory is that certain students do poorly in school because of their cultural, social, or linguistic background.

*Their values, language patterns, and behaviors learned at home put these students at an academic disadvantage.

*A nefarious branch of this theory held that genetic and IQ deficiencies of certain groups, especially people of color, were the root cause of academic underachievement.

***Those who subscribe to expectation theory believe that some children do poorly because their teachers do not expect much of kids from certain racial and ethnic groups.

*In the study, students were randomly chosen and the teachers told that these students would experience an intellectual growth spurt during the year. Lo and behold, over the year, their grades improved. Teacher expectations if improved performance led to improved performance.

***A third explanation for student achievement argues for better cross-culture understanding. Cultural difference theory asserts that academic problems can be overcome if educators study and mediate the cultural gap separating school and home.

*Explain example on pg 72.

**Expectation theory teaches us the power of teacher attitudes, that the attitudes you bring to the classroom influence your students, for better or worse. Cultural difference theory teaches us the rich nature of the human experience, and how much we can teach each other.

The Melting Pot Has Melted - Angela

The Melting Pot Has Melted

- Important Terms:
 - **Assimilation and Enculturation** – Incorporating groups into the mainstream culture
 - **Cultural Pluralism** – “tossed salad image;” groups have, either voluntarily or involuntarily, maintained their heritages and unique cultures.
- Questions
 - “Why don’t they learn to speak English? My grandparents had nothing, but they learned the language. Are they too lazy or do they simply not care?”
 - Class Response: In general, everyone believed that immigrants should learn to speak English. However, we did not think they should be forced to give up their native tongue entirely.
 - “I am fine with racial equality. I like it as a concept. I just wonder why all my friends are my race.”
 - Class Response: Most felt that having the races separate is okay if that is what they have chosen. We also felt that bussing kids to different school districts solely to expose them to different cultures was wrong. We were fine with bussing kids to different schools for academic reasons, though.
 - “I treat all people the same, but some groups have a chip on their shoulder”
 - In general, it seemed as though the class thought that others believed we have a chip on our shoulder. Even within groups, there are false perceptions of the other side’s beliefs.
- Origin of the term “melting pot” and why our culture may have shied away from it
 - A play written by Israel Zangwill in 1910 coined the term “the melting pot”
 - In the play, Zangwill wrote of “the coming superman”
 - The idea of a superman was first seen as Friedrich Nietzsche’s *Übermensch*, a concept greatly revered by Hitler.
 - Thus, after World War II, America became more tolerant of different cultures residing within her borders.
 - Our tendency to shy away from things associated with Hitler can also be seen in the change in the way we say the pledge. Previously, Americans said the pledge with their arm outstretched—just like the Nazi salute. Now, we place our hands over our hearts.

Bilingual Education – Dr. B.

**Look at the talking point on page 75 and realize this was Ben Franklin speaking.

***Bilingual education (the use of two languages in education) is hundreds of years old in America.

**States have produced laws prohibiting the teaching of any foreign language during the first eight years of school, however, those laws were declared unconstitutional by *Meyer v. State of Nebraska*, 1923.

**Many school districts have never bought into the concept of bilingual education.

**The principle of ‘Language Submersion’ has been around a long time – “speak or swim” OR leave the system.

***Bilingual education had a rebirth in the 1960s with the Civil Rights movement.

*****Bilingual Education Act** – passed by congress in 1968 – provided federal financial incentive to encourage schools to initiate bilingual education programs. (nothing mandatory)

*****Lau v. Nichols** – the Supreme Court unanimously affirmed that federally funded schools must “rectify the language deficiency” of students.

Bilingual Education Models – Dr. B.

**More than 5 million English Language Learners (ELL) are enrolled in public elementary and secondary schools (nearly 10% of school enrollements).

**Most ELL students are working to master both the language and the subject content.

**The Transitional Approach uses the native language as a bridge to the English language by first using the native language.

**The Maintenance or developmental approach is designed to help children develop academic skills in both the native language and English – a true bilingual approach.

***In the immersion approach, instruction is exclusively in English.

***ESL (English as a second language) supplements the immersion approach.

Bilingual Controversy > Research on Bilingual Education – Emily and Ashley Bilingual Controversy

- Now many parents of bilingual programs oppose these programs. However, it was parent protest in the 1960s and 1970s that forced reluctant schools and the federal government to initiate bilingual education.
- In 1998, more than 60 percent of California voters supported an initiative to replace bilingual maintenance programs with a fast-track to English.
- Proposition 227 required that English language learners must be provided a year of special pull-out English engagement instruction and then moved to a mainstream English speaking classroom. However, Proposition 227 studies have recently shown that English-only teaching has not improved student achievement in California schools.
- Some people worry that bilingual education threatens the status of English as the nation’s primary language.
- An **English-only movement** has emerged. Those who support this movement feel that English is a unifying national bond that preserves our common culture. Most believe that English should be the only language used or spoken in public schools and that the purpose of bilingual education should be to quickly teach English to ELL (English language learners) students.
- The Bilingual Education Act of 1968 expired in 2002 and was not renewed. Today, No Child Left Behind funds language programs that emphasize a transition to English.
- Bilingual education advocates argue that America has an assortment of diverse cultures and that diversity should be honored and nurtured.
- However, one problem pointed out is that we simply do not have enough competent bilingual teachers who can respond to the large numbers of English language learners that are now in our schools. It is also pointed out that it is unfair to blame bilingual education for the slow progress some students make.

- Education writer James Crawford points out, “It is certainly more respectable to discriminate by language than by race.... Most people are not sensitive to language discrimination in this nation, so it is easy to argue that you’re doing someone a favor by making them speak English.”

-Bilingual education continues to spark political controversy

-Millions of students speak hundreds of languages and dialects

ex: Russian, Chinese, Korean, Polish, etc.

-Racial and ethnic differences occur when language barriers and misunderstandings happen

-Some people think bilingual education will never work

-Civil rights and cultural issues that support bilingual education are being challenged by peoples' concerns about many non-English speakers will never master English or participate in American-style living

-Studies show that Hispanics who attended bilingual programs from 1970-1990s earned considerably less money than "English only" classes for Hispanics

* 50% of Hispanics tend to dropout

Research on Bilingual Education – Dr. B.

***Unfortunately, the research is not very clear.

**Since Ben Franklin first expressed concern when hearing other languages in Philadelphia, his concerns seem to still be with us.

***We live and compete in a global society, yet seem to be a bit ‘locked’ in a monolingual society.

Multiculturalism and Multiculturalism Debate – Alicia and Mallory

In some urban communities, students of color comprise 70 to 90 percent of overall school enrollment.

○ A successful teacher in these communities will be able to bridge the possible racial, cultural, and language differences between the students.

○ Cross-Cultural knowledge is important.

○ Students will possibly work and or live with people of different cultures.

○ How well they transition depends on what they were taught, or what they were not taught.

○ Cultural Wars: People argue about how diversity should be recognized in schools.

○ Many people worry that over emphasizing diversity may pull us apart. There is a fear that multiculturalism will “pull apart our national fabric”

○ These people think that students should be taught the core values of American society and those values only.

- **Other people claim that teaching students about multiple cultures will only strengthen us as a nation.**
- **They believe that schools can no longer ignore or devalue cultural and ethnic difference either in this country, or throughout the world.**
- **They believe that it is the schools responsibility to recognize the changing demographics in this country.**
- While schools were ordered to desegregate in the 1954 Brown decision, since the 1980s, schools have been resegregating.
- Since the 1990s, the segregation of students of every racial group has increased.
- Nationally, Asians are more likely than students of other races to attend multiracial schools.
- White students are the least likely to attend multiracial schools, and are the most isolated group.
- More than three quarters of intensely segregated schools are also high poverty schools.
- High school graduation rates are around 70 percent, and in many communities only 50 to 60 percent of hispanic, African American, and Native American students are graduating from high school.
- **Today, multiculturalism has expanded to confront: injustices based on race, gender, social class, disability, and sexual orientation.**
- **The dimensions to multicultural education today are:**
 - **Expanding the curriculum to reflect America's diversity**
 - **Using teaching strategies that are responsive to different learning styles**
 - **Ensuring and supporting multicultural competence of teacher, comfortable and knowledgeable working with students and families of different cultures**

Commitment to social justice

- **Different areas that are taught in Multicultural education include:**
 - Human relations: activities that promote cultural and racial understanding**
 - Single group studies: You may know as Black Studies, Hispanic Studies, or Women Studies programs.**
 - Teaching the culturally different: creating close links between home and school so that minority children can succeed academically.**
 - Multicultural: promotes different perspectives based on race, class, and culture.**

Multicultural reconstructionist; approach mobilizes students to examine and work to remediate social injustices.

○ James Banks develops multicultural curriculum and came up with four approaches to multicultural curriculum.

Contributions approach: Study of ethnic heroes included in the curriculum.

Additive approach: A unit or course is incorporated. Often during special weeks or months.

Transformation approach: Students are taught to view events and issues from diverse ethnic and cultural perspectives.

Social Action approach: Students make decisions on important social issues and take actions to help solve them.

○ Multicultural education often begins with the contributions approach. Includes the study of ethnic heroes: such as, Sacagawea, Rosa Parks, or Booker T. Washington. Also at this level you would find a lot more food and festivals types of things for events such as cinco de mayo being celebrated.

○ Additive approach: often but not always incorporated during special weeks or months. Some examples of this level are: February being black history month, while March is Women's History Month.

○ Transformation Approach: Entire Eurocentric (meaning the basic European values that founded our country) nature of curriculum is changed. Students are taught to view events and issues from diverse ethnic and cultural perspectives. For example, the westward expansion of Europeans can be seen as manifest destiny through the eyes of European descendants, or as an invasion from the east, through the eyes of Native Americans.

○ Social Action: Students not only learn to view issues from multiple perspectives but also become directly involved in solving related problems. At this level, a school would address social and economic need here and abroad, advocate human rights and peace, and work to ensure that the school building and activities did not harm the environment.

Culturally Responsive Teaching – Dr. B. (p. 87)

- Culturally responsive teachers- focus on the learning strengths of the students, and mediates the frequent mismatch between home and school cultures.
 - Gloria Ladson-Billings- Developed three prominent culturally responsive principles for teaching not only African American children, but others as well.
1. Students must experience academic success, which leads to a stronger self-esteem. Esteem is built on solid academic accomplishment.

2. Students should develop and maintain cultural competence, and the student's home culture is an opportunity for learning.
3. Students must develop critical consciousness and actively challenge social injustice.
 - To be competent according to Ladson-Billings, you must acquire certain skills, attitudes, and knowledge.
 - Skills: Need to be able to diagnose different needs & learning styles, develop critical thinking skill & include all students, and finally, make sure u can be silent and listen to answers.
 - Attitudes: Need to be comfortable in segregated places. Move out of your familiar milieu and seek different cultural views.
 - Knowledge: Need to educate yourself about your future student, and the educational implications of their cultural backgrounds.

Stereotypes – Megan and Josh

Stereotypes

- Stereotypes are absolute beliefs that all members of a group have a fixed set of characteristics.
- Word originated in a print shop- one piece plate that repeats a pattern with no individuality
- People who use stereotypes try to save time by short-circuiting the thinking process, just like the original stereotype saved time in the printing process.
- Today's definition of a stereotype is a set of characteristics simply attributed to individuals based on their membership in a group with no qualifiers.
- For example: Asians good at math, Jews are wealthy, African Americans are good athletes.
- Find one of these that do not fit into their stereotype and it is thought to be an anomaly, or an exception to the rule.
- Stereotypic thinking obstructs a search for new information, or any information that might add to the complex, rich understanding of an individual or group.

Stereotypes pg. 90

- Stereotypes are absolute beliefs that all members of a group have a fixed set of characteristics.
- The word stereotype originated in the Print Shop.
- Stereotype literally means a type, a one piece plate that repeats a pattern with no individuality.
- In today's modern society, cultural stereotypes ignore individuality and are applied to members of a group.
- Just how the original stereotype in the printing press saved time, in modern society people use stereotypes to short circuit the thinking process.
- A set of characteristics is attributed to individuals based on their membership in a group with no qualifiers.
- Stereotypes are examples of sloppy thinking that undermine the critical reflection that students need to develop.
- Stereotypes not only hurt people, they block learning.

- Stereotypes ignore nuances, qualifiers, and subtleties that characterize a group better.
- The willingness to engage in complex thinking is what students need, but stereotypes short circuit thoughtful reflection.
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Stereotype Threat: Matthew and Patrick

Definition: The measure of how social context, such as self-image, trust in others, and a sense of belonging, can influence academic performance.

****When an individual is aware of a stereotype, he or she is more likely to behave like the stereotype than if it did not exist.**

- Opinion polls suggest that about half of white America endorses common stereotypes about blacks & Hispanics, such as the belief that they are not very intelligent.
 - These stereotypes influence expectations & behaviors not only of whites who hold them but also blacks & Hispanics who must live in a society where they exist.
- An example of this would be an African American called on in class knows that if an incorrect answer is given it will confirm the stereotype. By simply speaking in class it becomes risky.
- Studies indicate that students who care the most about their academic performance are the most vulnerable to stereotype threat.
- It may also explain in part why African Americans (& others) perform better in college than their SAT scores may predict.
 - This same is true for things like Latino's on English tests, girls in math, and elderly in short-term memory.
- Stereotypes limit students by teaching them that intellect is a fixed trait, that some groups are naturally brighter than others, and that their future was determined at birth.
 - **A person's intellect, like a person's brain grows and changes.**
- Stereotypes not only impacts intellectual performance but on other characteristics as well.
- You can diminish stereotype threat by ensuring that your curriculum represents diversity across race, ethnicity, gender, religions, and socioeconomic class.

Generalizations – Kendrick and Cory

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Diversity Assets > We Are One – Megan and Josh

- Group differences offer a way of broadening our perspective on what it means to truly be educated.
- Some use differences to demean, while students and teachers should use differences as an opportunity to learn more about ourselves, our communities, and the world.
- Differences are learning opportunities that are assets for teachers and students.

- We should treat our differences as “one of the most exciting parts of our education- an opportunity to see the world in new ways and understand more about humanity.”
- Honor one another’s differences, and honor what we hold in common. (According to the Hindu community)
- We are all part of the human family.
- According to Genome research, humans are 96% alike no matter where we live, no matter what experiences we have, no matter our color, our language, our god.