Multicultural Education Professional Learning

Increase awareness and respect for *ALL differences,* through multicultural education.

WV State Code	
§18-5-5a:	Study of Multicultural Education for School Personnel
WV Board of Education Policies	
Policy 2315:	Comprehensive School Counseling Program
Policy 2320:	A Process for Improving Education
Policy 2322:	Standards for High Quality Schools
Policy 2510:	Assuring the Quality of Education: Regulations for Educational Programs
Policy 2520.19	WV College- and Career- Readiness Dispositions and Standards for Student Success Grades K-12
Policy 4373:	Expected Behavior in Safe and Supportive Schools
WV Board of Education Strategic Plan	
Core Values	
Evaluation Standards	
Teacher:	Standard 2 - The Learner and the learning Environment; Element 2.1, Element 2.2
	Standard 3 - Teaching; Element 3.3
	Standard 4 Professional Responsibilities for Self-Renewal; element 4.1
Counselor:	Standard 2 - Program Delivery; Element 2.1, Element 2.3, Element 2.4, Element 2.5
	Standard 4 - Leadership and Advocay; Element 4.1
	Standard 5 Professional Growth and Responsibilities; Element 5.1, Element 5.2
Administrator:	Standard 4 - Positive Learning Climate and Cohesive Culture; Element 4
	Standard 5 - Professional Growth and Retention of Quality Staff; Element 5
	Standard 6 - Support Systems for Student Success; Element 6

Student Success Standards

- Global Citizenship
  - DSS.K-2.14-15:
    - Understand and describe the interactive roles and relationships among family members and classroom community.
    - Identify self as a member of groups within a community.
    - Understand similarities and respect differences among people, such as gender, race, disability, culture, language, and family structure.
  - DSS.3-5.14-15:
    - Investigate and respect aspects of various communities and discuss how these contribute to each individual's perspective of local, state, and world events.
    - Identify themselves as members of varied groups within the local, state, national, and international community.
    - Interact respectfully with all individuals regardless of gender, race, disability, culture, language, and family structure

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Student Success Standards

- Global Citizenship
  - DSS.6-8.14-15:
    - Compare and contrast aspects of various communities and describe how these contribute to each individual's perspective and world view.
    - Analyze factors that contribute to different social and world views (e.g., ethnicity, race, culture, gender, sexual orientation, family composition, lifestyle, religion, economic status and nationality).
    - Apply an inter-culturally sensitive perspective to social interactions.
    - Describe global issues and events from perspectives of various individuals and groups to understand viewpoints other than one's own.
    - Investigate methods for enhancing language proficiency and the ability to communicate effectively across cultural and linguistic boundaries.
    - Describe how stereotyping and prejudices impact interpersonal relationships.

Student Success Standards

- Global Citizenship
  - DSS.9-12.14-15:
    - Describe how the characteristics of diverse world regions and individual communities contribute to varying world views.
    - Investigate and explain how factors such as ethnicity, gender, religion, sexuality, and economic conditions contribute to different social and world views.
    - Analyze global issues and events to gain an understanding of others' viewpoints.
    - Analyze language, behavior, and non-verbal communication cues to interact respectfully with diverse cultures.
    - Examine the influence of stereotyping and prejudice and how they impact relationships.

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Gender	Race	Ethnicity	Sexual Orientation
Religion	Socio-Economic Status	Gender Identification	Ability / Disability
Age	Family Structure	Native Language	Occupation
Body Shape / Size	Culture	Geographic Setting	21st Century

Corwin Press: Adapted from Clark County School District, Las Vegas, NV

Diversity Makes Us Different

Primary Dimensions of Diversity

- ❑ Age
- ❑ Race
- ❑ Ethnicity
- ❑ Heritage
- ❑ Gender
- ❑ Physical abilities/qualities
- ❑ Sexual/affection orientation
- ❑ Mental abilities/characteristics

Secondary Dimensions of Diversity

- ❑ Education
- ❑ Communication style
- ❑ Work background
- ❑ Work style
- ❑ Income: Wealth/Poverty
- ❑ Marital status
- ❑ Military experience
- ❑ Religious beliefs
- ❑ Geographic location
- ❑ Parental status

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When we ask students to remove aspects of themselves to accommodate our teaching or schools, we are disabling their ability to learn and achieve at full capacity.

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Terms

Defining Terms Used in Multicultural Education

- ❏ Culture
- ❏ Diversity
- ❏ Ethnicity
- ❏ Race
- ❏ Multicultural Education
- ❏ Cultural Responsiveness
- ❏ Cultural Proficiency

- ❏ Global Competence
- ❏ Tolerance
- ❏ Bias
- ❏ Stereotype
- ❏ Equity
- ❏ Equality

Equality vs. Equity

- Equality means giving each student the same resource.

- Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, despite race, gender, ethnicity, language, family income, family background, or disability.

EQUALITY   EQUITY
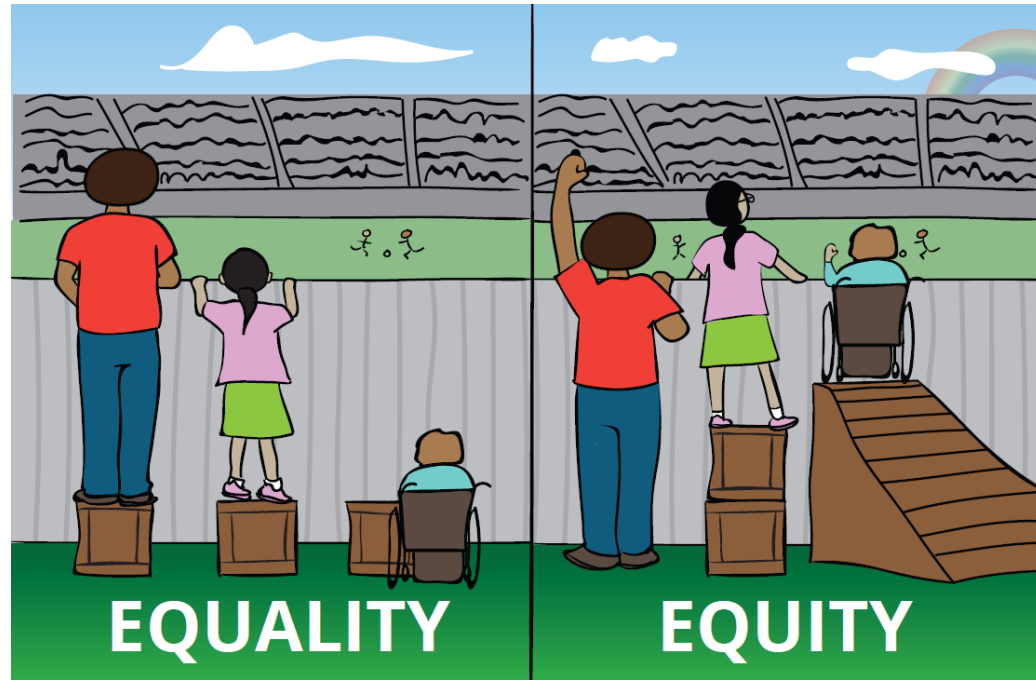
The Culture of Schooling

20th Century

- ❏ Tolerance
- ❏ Factory Model
- ❏ Top Down
- ❏ Silos
- ❏ Gatekeepers
- ❏ Intervention Programs
- ❏ Deficits
- ❏ "Old School"
- ❏ Diversity Training

21st Century

- ❏ Transformation
- ❏ Inclusive Systems
- ❏ Collaborative/Co-Creative
- ❏ Leadership Teams
- ❏ Agents of Change
- ❏ School-Wide Support/Prevention
- ❏ Assets
- ❏ Multiple Perspectives
- ❏ Cultural Proficiency Practices

Adapted from Diana L. Stephens, Ph.D.

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Multicultural Perspectives

□ Windows

□ Mirrors

Looking Inward

As highlighted in the Overview Session, each individual sees the world through his or her cultural lens and experiences.

Each individual's experiences impacts the way he or she interacts with others, including students, parents/guardians, and colleagues.

An individual's experiences may create biases, whether consciously or unconsciously, that impact how he or she may function in their role within the school system.

Gaps in academics, access, opportunities, and services may exist within a school or school system based upon others' first impressions of them.

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Multicultural Education

The Multicultural Curriculum

Teachers can help to overcome superficial differences to create a multicultural, democratic society.

Allow the curriculum to consist of a wide variety of teaching strategies that embrace the diverse cultures in the classroom.

Teachers will determine bias and carefully monitor all students in the classroom to assure that diversity is valued.

The American Teacher

Foundations of Education

Donald H. Parkerson and Jo Ann Parkerson
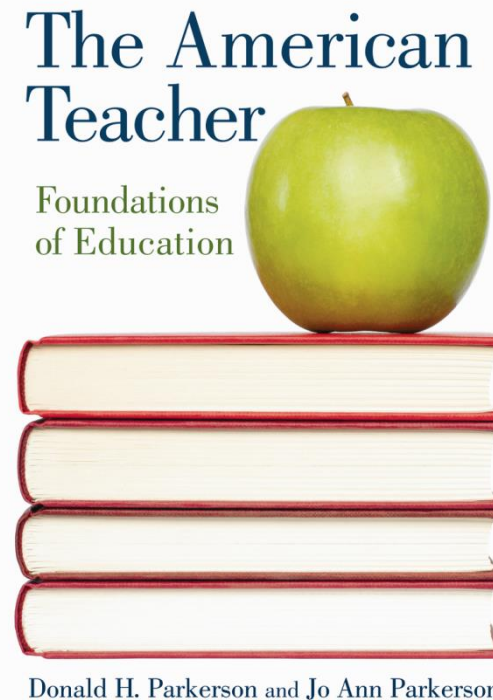
The Multicultural Curriculum

Multicultural education also aims to ensure equitable individual participation in all aspects of society and to enable people to maintain their own culture while participating together to live in a common society.

The Multicultural Curriculum

Schools have a responsibility to teach students:

❑ respect for self and others;

❑ how to create relationships with a wide

range of people;

❑ how to work toward eliminating

prejudice and discrimination.

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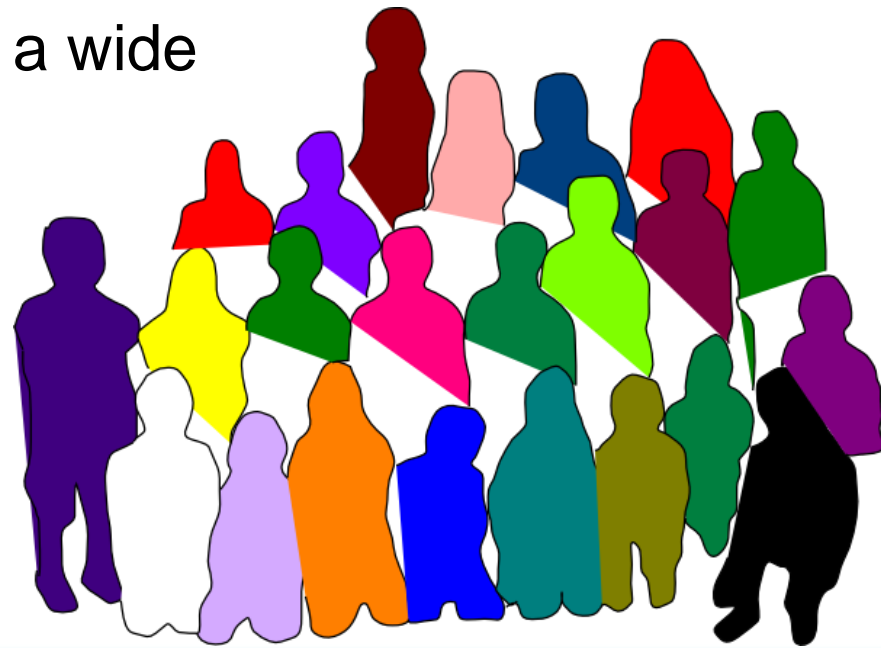
The "Every Child" Statement

By "every child", we mean every child – no exceptions.

We emphasize that "every child" includes:

❑ learners of English as a second language and speakers of English as a first language;

❑ members of underrepresented ethnic groups and members of well-represented groups;

❑ students who are physically challenged and those who are not;

❑ males and females;

❑ students who live in poverty and those who do not;

❑ students who have or have not been successful in school.

Stages of Multicultural Curriculum Transformation

❑ Curriculum of the Mainstream

❑ Heroes and Holidays

❑ Integration

❑ Structural Reform

❑ Multicultural, Social Action, and Awareness

Paul Gorski, Ph.D. – Multicultural Pavilion

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An educator may use superior teaching strategies. The strategies are, however, only as effective as the educator's ability to engage and relate to students.

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Six Types of Teachers

1. Repeat Offenders
   - ❑ Use the same lessons year after year rather than updating lessons to meet students' changing needs.
   - ❑ Make derogatory comments to or about students.

2. Referral Agents
   - ❑ 20% of teachers make 80% of referrals.

3. Instructors
   - ❑ Teach subjects not students.

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Six Types of Teachers

4. Missionaries
   - ❑ Going to save everyone
   - ❑ These teachers usually don't last long

5. Teachers
   - ❑ Understand their subject content
   - ❑ Realize all students are able to learn
   - ❑ Teach students rather than just teaching subject
   - ❑ Use differentiated instruction/strategies which reach **all** students

6. Coaches
   - ❑ Same as teachers, but creates bonds with all students.

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What is Culturally Responsive Teaching?

Academic Standards + Relevance to Students Lives =
Culturally Responsive Teaching

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Culturally Responsive Teaching

Teachers who consistently get results with all groups of students:

❑ Have strong content knowledge;

❑ Have an array of effective strategies;

❑ Draw on prior knowledge of their students;

❑ See the range of student abilities and differentiate instruction; and

❑ Constantly examine their own attitudes about race, class, and culture. (Moir, 2002).

Next Steps

Reflection/Action Steps

❏ Reflect on how you have made all students welcome in your classroom, on the bus, in the cafeteria, or in the hallways.

❏ Complete the Self-Assessment on Classroom Environment.

❏ Implement one new strategy regarding multicultural education during the 2022-23 school year.

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