

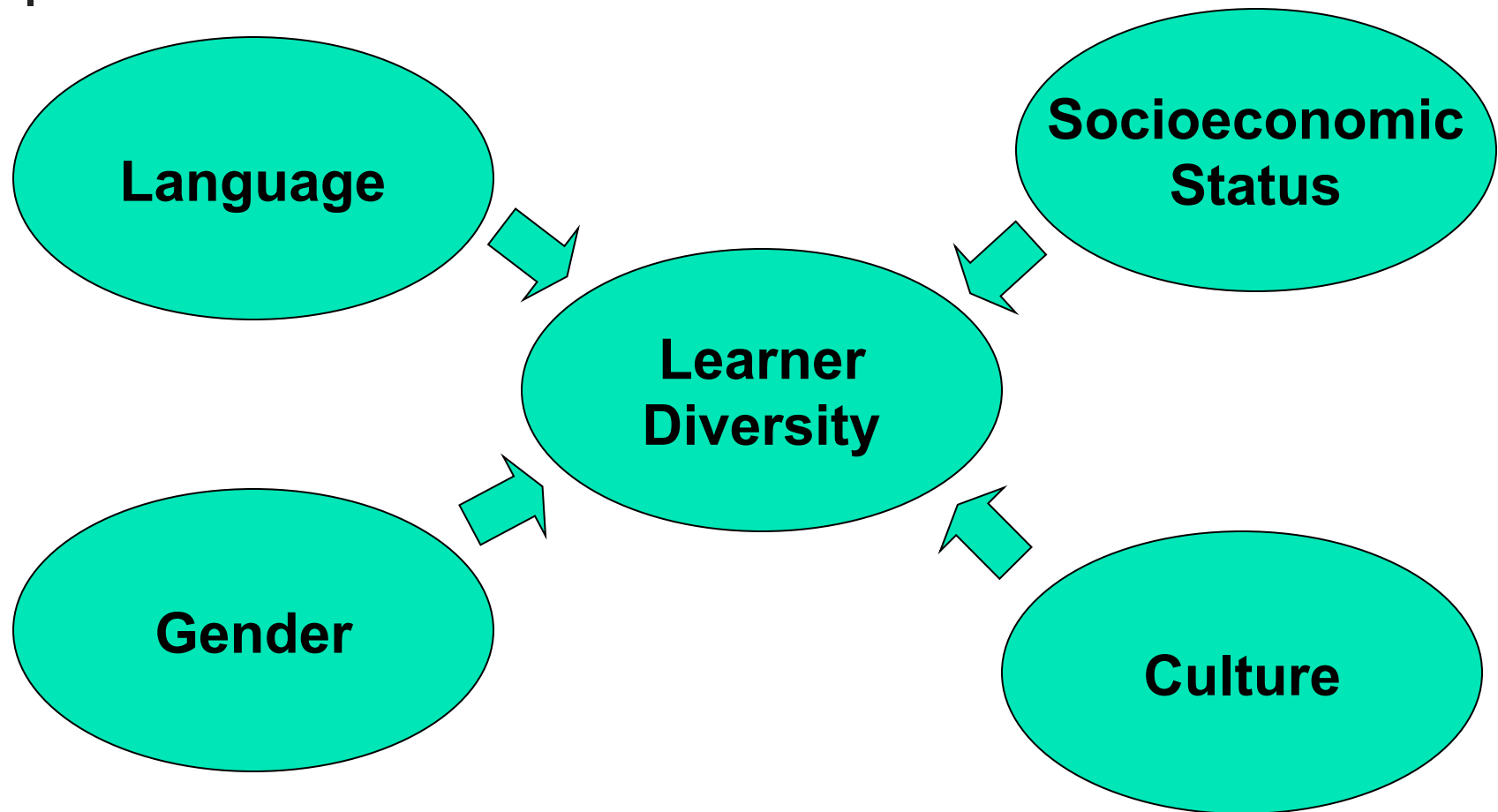


Learner Diversity

Dr. Jeff Sapp

Sources of Learner Diversity

(page 96)

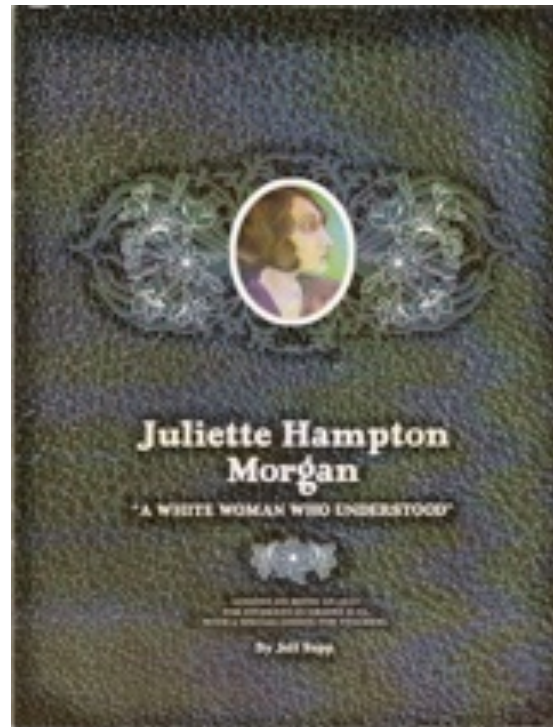




Why talk about issues of diversity?

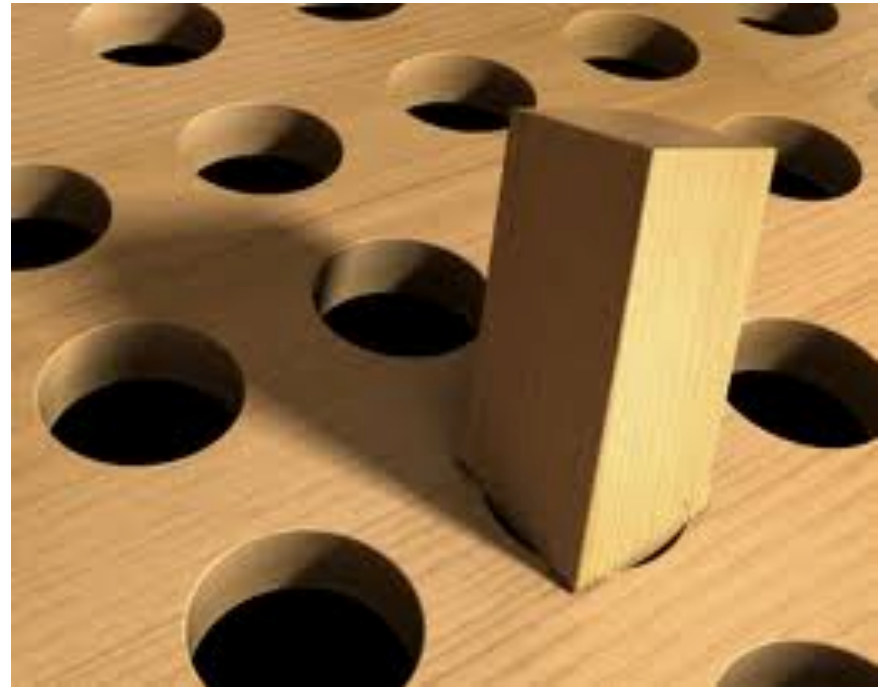
- “Children of color currently make up the majority of public school enrollments in... California...and they make up 90% of the student population in Los Angeles” (page 96).

How does being white impact my teaching?



Cultural Mismatch

- “A cultural mismatch occurs when a child’s home culture and the culture of the school create conflicting expectations for students’ behavior” (page 97).





Resistance Cultures

- While some families strongly emphasize hard work, autonomy, perseverance and pride when it comes to school, others form a **resistance culture**. Because of a long history of separatism and low status, some defend themselves with beliefs, values, and behaviors that **reject** the values of mainstream culture.
- *“I will **not** learn from you no matter what you do.”*



Resistance Theory

- According to this theory, ***not learning*** what schools teach can be interpreted as a form of ***political resistance***. Whereas cultural differences may cause some initial school failures and misunderstandings, it is only when they become entrenched over time that ***not learning***, a consistent pattern of refusing to learn, becomes the outcome of schooling.



Resistance Theory

- There are many examples of students' resistance:
 - Inattention in class
 - Failure to do homework
 - Negative attitudes toward schoolwork
 - Poor relationships with teachers
 - Misbehavior
 - Vandalism
 - Violence
 - Dropping out (the most extreme form of resistance)



What causes resistance?

- There is no simple answer to this question, but one probable response is **a school climate that rejects students' identities.**

Bridge Builders



When cultural mismatches occur, less learning occurs. Sensitivity to these factors is essential for teachers.



Accommodation without Assimilation

- Academic language
- The “culture of schooling”
- Discourse communities
- Standardized English = Power

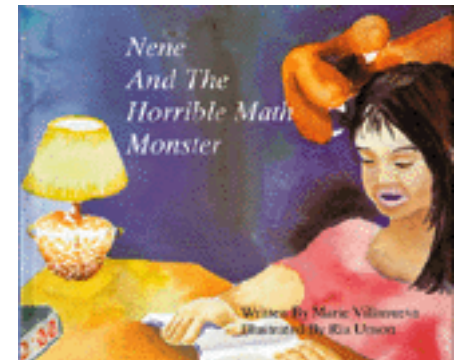


What do I do?

- **Be careful.** It is essential to keep in mind that many African American students, for example, very much want to succeed in school and do so. To conclude that they are all members of resistance cultures is stereotyping.
- **Become informed** about the characteristics of the cultural groups to which your students belong.
- Reading is helpful, but there is not substitute for **direct interaction** with others different from yourself.

Stereotype Threat

- The anxiety experienced by members of a group resulting from concern that their behavior might confirm a stereotype.
- ***Nene and the Horrible Math Monster*** is about a young Filipino American girl who confronts the stereotype threat that all Asians excel in mathematics.

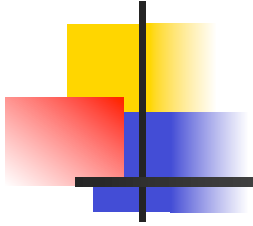




Language Diversity



A complicated part of chapter 4



SDAIE

Immersion Programs

Maintenance ELL Programs

Transitional ELL Programs

Structured Immersion

Sheltered English

ESL Pullout Programs

Heritage Language & Culture



Language Diversity

- Teachers in traditional bilingual settings confront strict program requirements under the guise of NCLB:
 - Excessive assessment requirements (state, district and program assessments in both English and Spanish)
 - Negative attitudes about bilingual education from many in the political and public spheres (the 1998 passing of Prop 227 and other similar laws that have forced the implementation of Structured Immersion Programs for English Learners)



Language Diversity

- As a result, students with limited English skills are taught in English with some or no primary language support. These students are falling further behind in learning English and other subjects, and the high school drop-out rate is getting worse.



Language Diversity

- The decline in bilingual education also contributes to the loss of heritage. Most second generation Latinos, for example, prefer to speak English, and by the third generation most are no longer able to speak Spanish.



Language Diversity

- A survey by the National Center for Education Statistics indicates that only 12.5% of teachers with English learners in their classrooms have had even a day's worth of English learner training in the past 3 years.

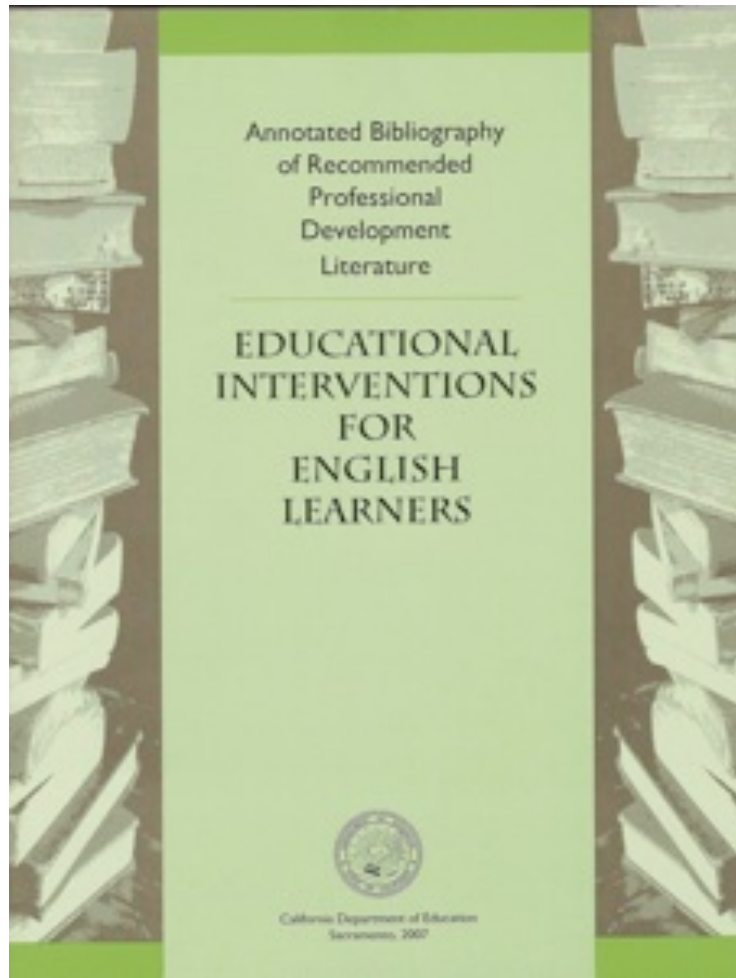


Bilingualism as a Resource

- Educators, parents and leaders need to acknowledge the multiple benefits of being biliterate, or better yet, multiliterate in today's society. We need to embrace the importance of building children's sense of self through cultural experiences. Also, teachers must search within themselves to tap into their passion. We must recognize the value of collaboration to maximize linguistic, cultural and educational learning opportunities.



Language Diversity



The CA Department
of Education



Gender Diversity

- Curriculum can “subtly influence gender-role identity. For example, male characters in stories are typically presented as strong and adventurous, but seldom warm and sensitive” (page 108).



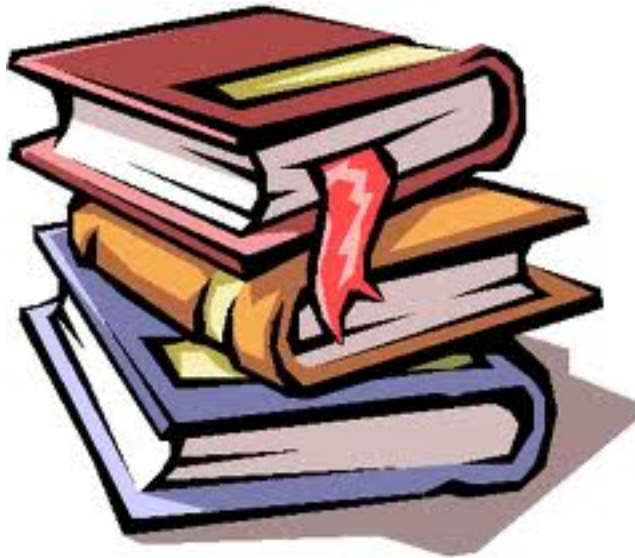
Gender Diversity



1. The Prince and the Rhinoceros: An Indian Tale of Speaking Kindly
2. Old Joe and the Carpenter: An Appalachian Tale of Building Bridges



Gender Diversity



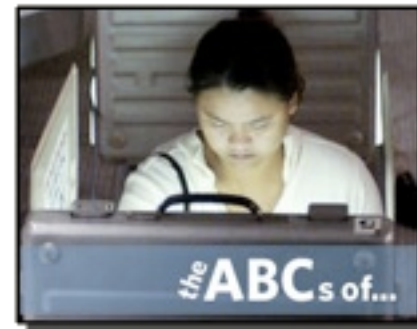


Gender Diversity

- TED 460
- The Anti-Bias Classroom (ABCs)



The ABCs of Sexual
Orientation



The ABCs of Women's
History Month



Economic Diversity

Why College?

U.S. ANNUAL EARNINGS OF ADULTS BY LEVEL OF EDUCATION	
OVERALL AVERAGE	\$34,626
Did not graduate high school	\$16,485
High School Graduate	\$26,156
College Graduate	\$49,656
Masters Degree	\$65,190
Professional Degrees (MD, JD, DDS, DVM, etc.)	\$104,299

Arts and Affluence: What is the % of K-8 kids in after school arts programs?

< \$15K	= 6%
\$15-30K	= 9%
\$30-50K	= 14%
\$50-75K	= 20.3%
\$75K+	= 30%

**The answer
depends on
the annual
household
income
level.**

Source: 2006 DOE



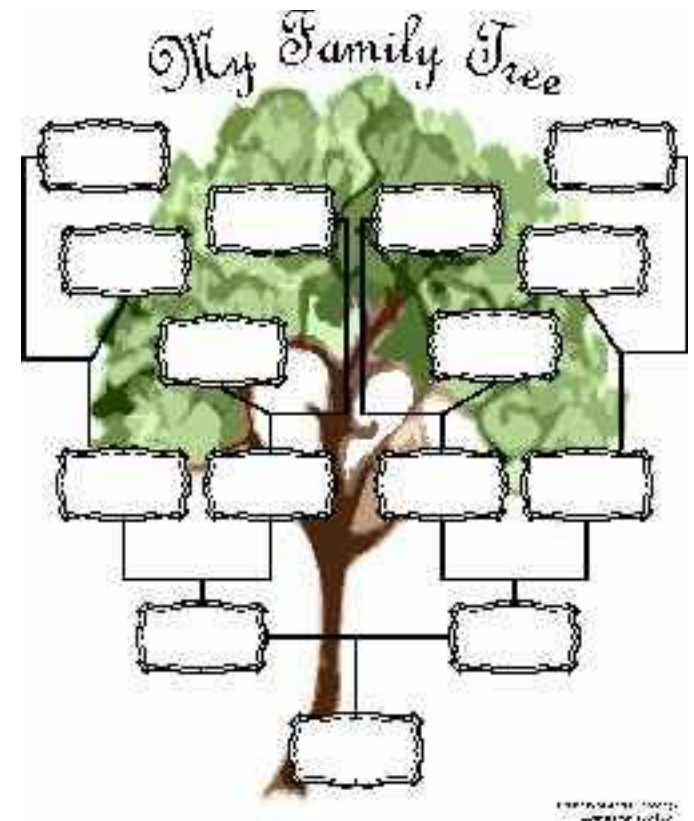
Economic Diversity

HOW SCHOOL TAUGHT ME I WAS POOR

BY JEFF SAPP • ILLUSTRATION BY ELLEN WEINSTEIN
with professional development questions **BY SONIA NIETO**

Economic Diversity

- “Family Tree” assignment can marginalize many students, including those who live in poverty, those that don’t come from traditional nuclear families, and those who are adopted. Think of alternatives to the traditional “Family Tree” assignment and develop a unit that includes all students regardless of family or social conditions.



Economic Diversity

- Projects like science fairs draw a clear distinction among students of different social classes as middle-class families often help their children with the projects both with advice and extra resources.
- If your school has a science fair, what can you do to minimize this advantage?



Economic Diversity



- For a variety of reasons, students who live in poverty are often absent from school sports and other after-school activities. They may not have the money to pay for these extra costs, they may not have a car, or family circumstances may dictate that they work after school.
- What are ways you can include a larger and more representative group of students in school activities?



Economic Diversity

- Students are automatically excluded from some school rituals and traditions that require their families to pay (for example, field trips, “Spirit Days” where everyone is expected to wear particular items, and so on).
- Develop some school rituals that don’t require extra resources from families.





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Eye Opener

Raising Achievement with 9 Systemic Processes

Raising student achievement is so much easier with these nine teacher-friendly processes. From applying AYP to utilizing relational learning strategies and more, this comprehensive model for school improvement is designed to take less time and yield strong results.



[Register now](#) or call (800) 424-9484.



School Seminars

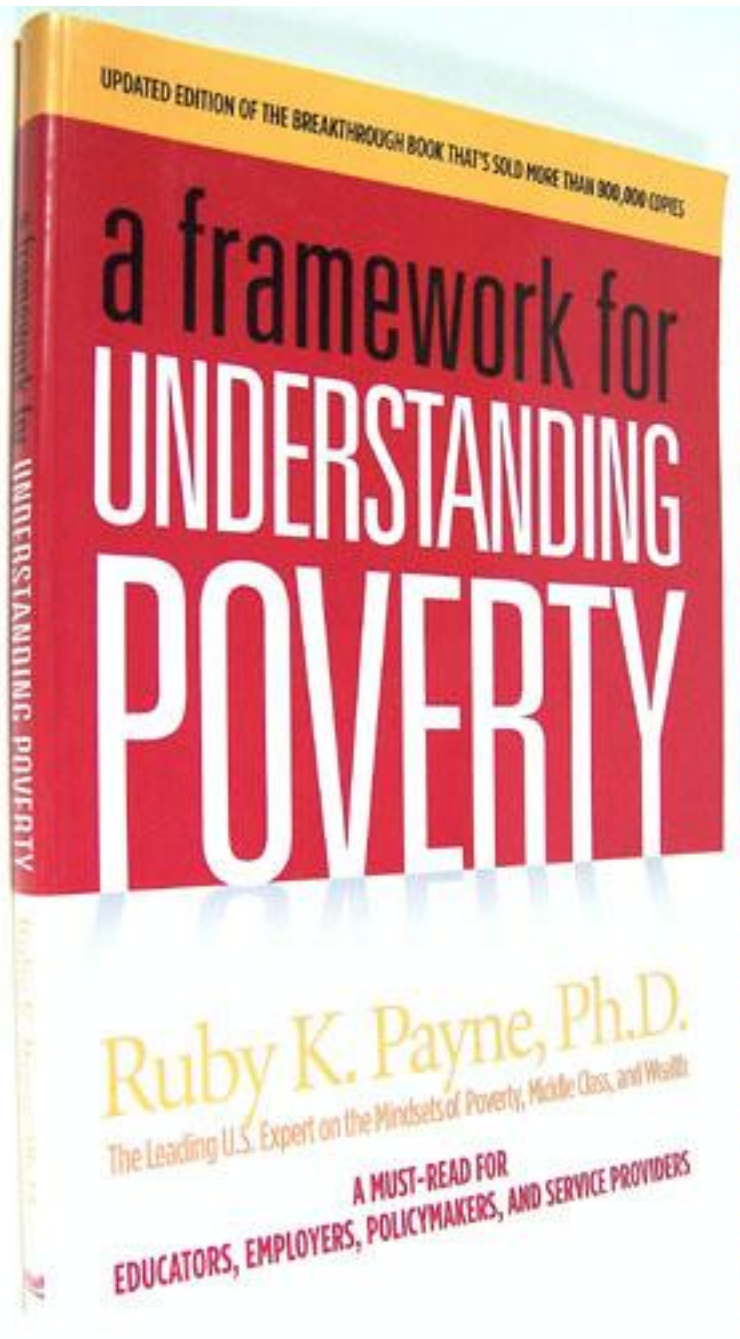
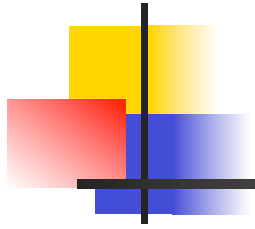
- [A Framework for Understanding Poverty](#)
- [Raising Achievement with 9 Systemic Processes](#)
- [Research-Based Strategies for Students in Poverty and Low-Performing Schools](#)
- [Under-Resourced Learners Summit - sold out](#)

Community Seminars

- [Bridges Out of Poverty](#)
- [Bridges and Circles National Community Building Conference](#)
- [Getting Ahead in a Just-Gettin'-By World](#)

[Book training at your site](#) [Register Now](#)

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Reading Between the Lines: Ruby Payne's Perspective

- The goal of formal education is academic success as defined by members of the white dominated, upper middle class.
- The cultural scripts that students need to embrace to achieve this success include developing a linear/direct communication style, emotional reserve, respect for people in authority regardless of how they treat others, not talking back to authority, and giving up “inappropriate” relationships.
- These scripts make up what we call “cultural whiteness”: If embraced, cultural whiteness insures that students do not disrupt the status quo.



Resilience

- Resilience is a learner characteristic that, despite adversity, raises the likelihood of success in school and later life.
- Resilient children have well-developed self-systems, including high self-esteem, optimism, and feelings that they are in control of their destinies.



Resilience

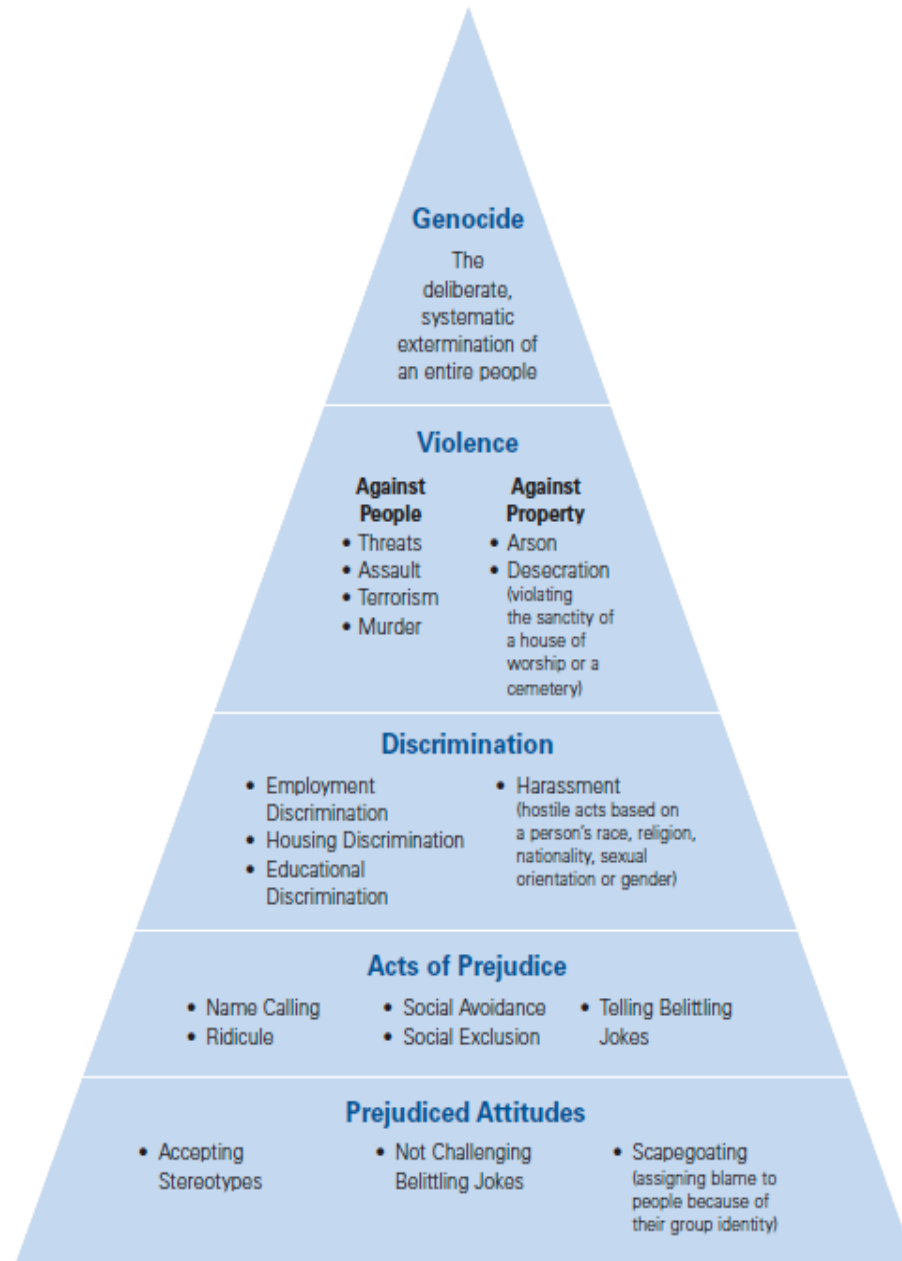
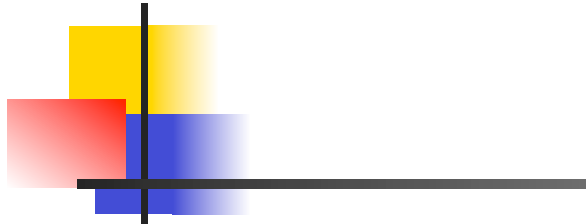
- In virtually all cases, these children have one or more adults who have taken a special interest in them and hold them to high moral and academic standards, essentially refusing to let the young person fail.



Resilience

- School practices that promote resilience:
 - High and uncompromising academic standards (Rigor + Support = Success)
 - Strong personal bonds between teachers and students (Relationships, relationships, relationships)
 - High structure
 - Participation in after-school activities

PYRAMID OF HATE





From The Museum of Tolerance

- Hate language
- Hate symbols
- Hate gatherings
- Disturbing the peace
- Threats
- Vandalism
- Assault
- Civil Rights violations
- Arson
- Murder
- Terrorism



Conscious Racial Bias

- Conscious racial bias is the bias we know we have and we will admit to. For instance, a majority of white people (58%) admit that they believe at least one stereotype about Blacks (that Blacks are generally aggressive or violent).



Unconscious Racial Bias

- But racial bias isn't just about the things we'll admit to, the things we know we believe. Researchers now know that bias can lurk in our subconscious. Even if we believe in equality and that racism is wrong, we can still have unconscious racial bias.



Unconscious Racial Bias

- Psychologists at Harvard, the University of Virginia and the University of Washington created “Project Implicit” to develop Hidden Bias Tests - called Implicit Association Tests, or IATs in the academic world - to measure unconscious bias.



Unconscious Racial Bias

- 75% of whites show an unconscious preference for white people over Black people. And 48% of African-Americans show a pro-white bias too.
- These kinds of hidden biases may live in our unconsciousness, but they have real-world implications.



Project Implicit





Unconscious Racial Bias

- **Health care** - Doctors' hidden biases affect the way they treat patients and help create health disparities between Black and white patients.
- **Employment** - Hiring officers show an unconscious preference for white candidates when making decisions about whom they should interview.
- **Legal System** - Hidden biases can lead judges and jurors to remember the facts of a case in racially biased ways.



Unconscious Racial Bias

- **Educational Opportunities** - Racial and ethnic bias can affect teachers' expectations of students and contribute to the achievement gap between white children and students of color.
- Last year 7 out of every 10 African-American high school juniors in LAUSD scored below average in Language Arts.



Much remains to be done

- We've come a long way in healing our nations wounds, but we have a lot more work to do before racial bias can be a thing of the past.

■ **How will you respond?**