

Learner Diversity

Dr. Jeff Sapp

What is culture?

- Culture is a shared system of meanings, beliefs, values and behaviors through which we interpret our experiences. Culture is learned, collective and changes over time. Culture is generally understood to be “what we know that everyone like us knows.”

THE MUSEUM OF TOLERANCE
A LEARNER DIVERSITY CENTER MUSEUM

My Multicultural Self

My Multicultural Self

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My Multicultural Self

White Appalachian

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My Multicultural Self

White Appalachian

Male

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My Multicultural Self

White Appalachian

Male

Father

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My Multicultural Self

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A SIMON WEISenthal CENTER MUSEUM

White Appalachian

Male

Jeff Sapp

Gay

Father

My Multicultural Self

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White Appalachian

58

Male

Jeff Sapp

Gay

Father

My Multicultural Self

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Californian

Fatherless

Married

Jeff Sapp

Professor

Democrat

My Multicultural Self

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My Multicultural Self

Let's fill it out!

Share

My Multicultural Self

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Racist

Xenophobic

Sexist

Jeff Sapp

Classist

Homophobic

Our identities are NOT static!

- A parent dies and this reshapes the way we see the world.
- We fall in love and this reshapes the way we see the world.
- We fall out of love and this reshapes the way we see the world.
- We experience an act of violence and this reshapes the way we see the world.

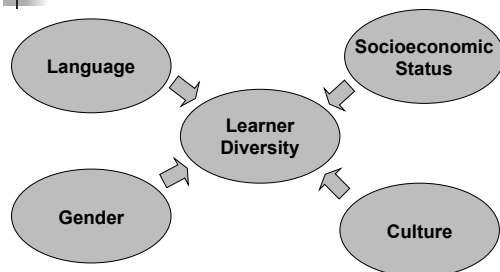
Key Points

- Social group memberships inform who we are and how we view the world.
- What we once knew to be true about our selves and others can change over time.
- For this reason, we try to suspend judgment, ask questions of others and talk with those different from us as much as possible.

Reflection

- How would you feel if someone ignored one of your multicultural identity bubbles?
- Can you see how ignoring one of your identity bubbles could cause miscommunication? Can anyone give an example?
- Do you have more than 5 identities?
- If your 5 identity bubbles are communicating with a group of 5 others, how many identities are interacting?

Sources of Learner Diversity



Why talk about issues of diversity?

- “Children of color (i.e. read “Black & Brown students/African-American & Latino students”) currently make up the majority of public school enrollments in...California...and they make up 90% of the student population in Los Angeles.”

At-Risk & At-Promise

- In Dylan Watson’s *What Do You Mean When You Say Urban?* (Rethinking Schools, Fall 2011) he states:

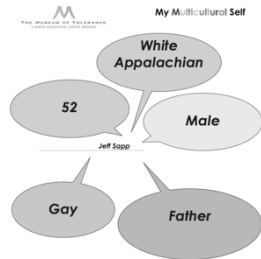
Does it matter what language we use? It only matters if you are going to use it to mask your feelings – overly positive or negative – about a certain race or economic group. This is no time for euphemisms and unexamined beliefs about race. Our schools are deeply divided along racial and class lines. We need teachers who will examine themselves as racial beings who teach other racial beings and figure out what they are doing wrong and what they are doing right.

How does being white impact my teaching?

In *White Antiracist Activism: A Personal Roadmap*, Jennifer Holladay list some perks, advantages and societal benefits she receives as a white woman living in the United States:

- A perk: I can purchase travel-sized bottles of my hair care products at most grocery or drug stores.
- An Advantage: Store security personnel or law enforcement officers do not harass me, pull me over or follow me because of my race.
- Societal benefit: The schools that I attended used standard textbooks, which widely reflected people of my color and their contributions to the world.

Think about the identity groups to which you belong. What are perks or advantages you receive because of your group membership?



Cultural Mismatch

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



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.

To avoid cultural mismatches, I have to:

- Be a student of the world
- Be a student of my students
- Listen more than I speak
- Study diverse ways of communicating
- Understand youth culture
- Be a student of my Self

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

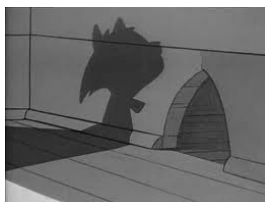
- The anxiety experienced by members of a group resulting from concern that their behavior might confirm a stereotype.
- **Nene and the Horrible Math Monster** is about a young Filipino American girl who confronts the stereotype threat that all Asians excel in mathematics.



My Multicultural Profile

	Native American	African American	Latino American	Asian American	Indian American	Jewish American	Irish American	Arabic American	European American	Other (Which?)
My Environment I am										
My co-workers are										
My supervisor is										
My elementary school was mostly										
My high school was mostly										
My teachers were mostly										
My faith community is mostly										
My close friends are										

Language Diversity



A complicated topic

SDAIE
 Immersion Programs
 Structured Immersion
 ESL Pullout Programs
 Maintenance ELL Programs
 Transitional ELL Programs
 Sheltered English
 Heritage Language & Culture

Language Diversity

- Teachers in traditional bilingual settings confront strict program requirements under the guise of NCLB/Race To The Top:
 - 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)

Prop 227 (1998)

- Required CA public schools to teach Limited English Proficient (LEP) students in special classes that are taught nearly all in English, effectively eliminating "bilingual" classes in most cases.
- Shorted the time most LEP students stay in special classes.
- Required that LEP students move quickly to regular classes when they acquired a good working knowledge of English.

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.

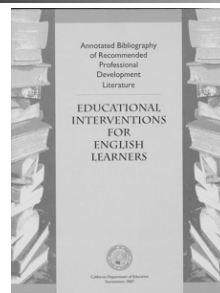
Bilingualism as a Resource

- 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.

Curriculum Example: Primary Documents in Math



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.”

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

- The Anti-Bias Classroom (ABCs)



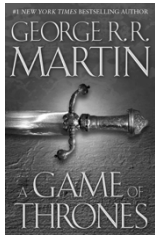
The ABCs of Sexual Orientation



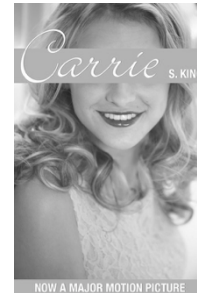
The ABCs of Women's History Month

Media Literacy

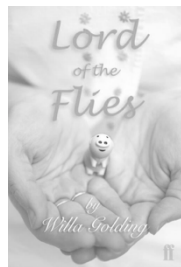
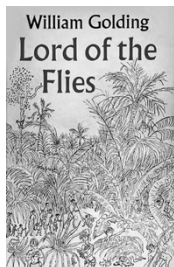
- Gender Flipping



Media Literacy



Media Literacy

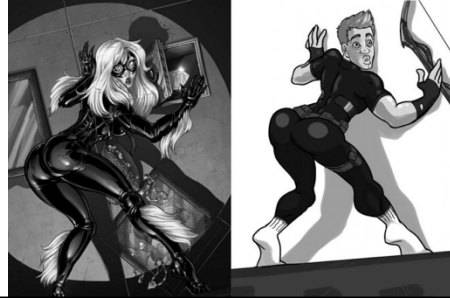


Media Literacy American Apparel



Gender flipping in comics

Media Literacy



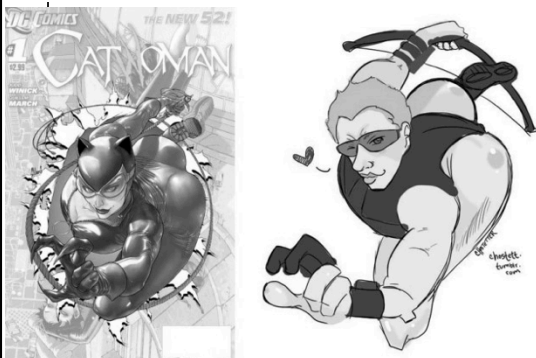
Media Literacy



Media Literacy



Media Literacy



Media Flipping

- If Trayvon Martin had been a white kid and George Zimmerman a black man, would the verdict have been the same?

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%	The answer depends on the annual household income level.
\$15-30K	= 9%	
\$30-50K	= 14%	
\$50-75K	= 20.3%	
\$75K+	= 30%	

Source: 2006 DOE

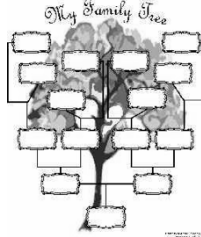
Economic Diversity

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 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.



My Family

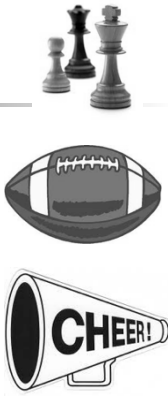


My Family




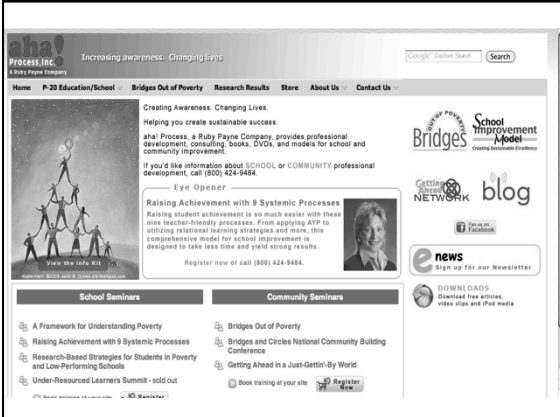
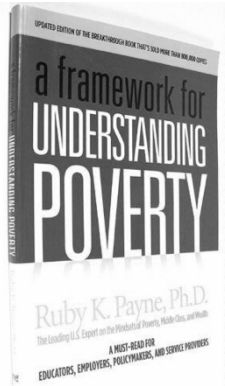
Economic Diversity

- 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 who are excluded from school rituals and other after-school activities, their families may not have the money for field trips or other activities that everyone else has. What are ways you can include a larger and more representative group of students in school activities?
- What are ways you can include a larger and more representative group of students in school activities?

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

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?**