



West Virginia DEPARTMENT OF
EDUCATION

Multicultural Education Professional Learning

Full Session Outline

- ⦿ Introduction
- ⦿ Your Perspective
- ⦿ Terms
- ⦿ Multicultural Education
- ⦿ Cultural Responsiveness
- ⦿ Closing Reflection

Introduction Multicultural Education

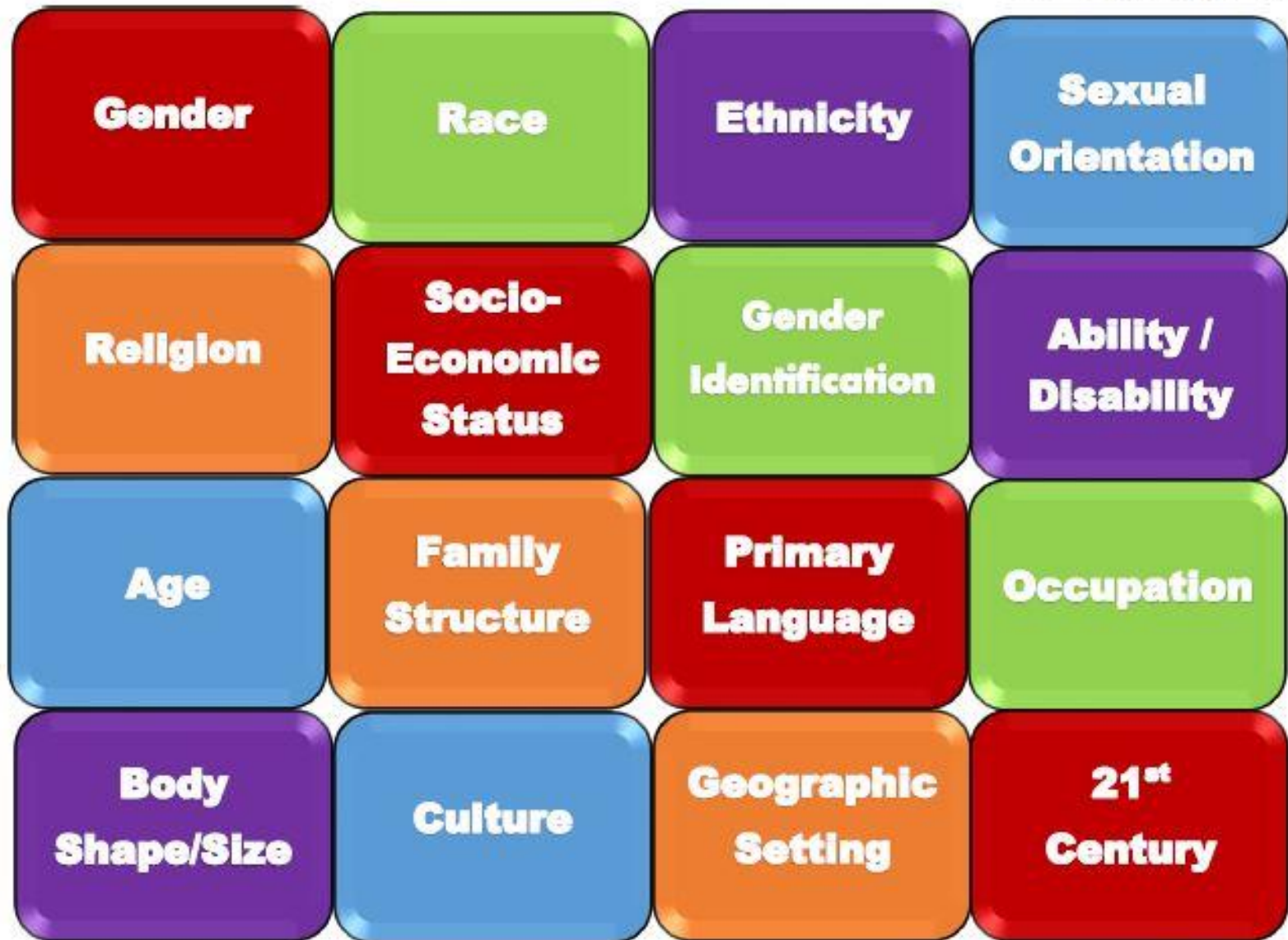


*Increase awareness and respect for **ALL differences**, through multicultural education.*



WV STATE CODE	
§18-5-5a:	Study of Multicultural Education for School Personnel
WV Department of Education Policies	
Policy 2322:	Standards for High Quality Schools
Policy 2510:	Assuring the Quality of Education: Regulations for Education Programs
Policy 2315:	Comprehensive School Counseling Program
Policy 4373:	Expected Behavior in Safe and Supportive Schools
WV Department of Education Strategic Plan	
PK - Grade 3	Early Learning Engagement: Develop... Responsibility & Positive Behaviors
Grades 4 - 8	Middle School Engagement: Demonstrate... Responsibility & Positive
Grades 9 - 12	High School Engagement: Demonstrate... Responsibility & Positive Behaviors
Evaluation Standards	
Teacher:	Standard 2 - The Learner and the Learning Environment; Element 2.1
Teacher:	Standard 2 - The Learner and the Learning Environment; Element 2.2
Teacher:	Standard 3 - Teaching; Element 3.3
Teacher:	Standard 4 - Professional Responsibilities For Self-Renewal; Element 4.1
Counselor:	Standard 2 - Program Delivery; Element 2.1, Element 2.3, Element 2.4
Counselor:	Standard 2 - Program Delivery; Element 2.5
Counselor:	Standard 4 - Leadership and Advocacy; Element 4.1
Counselor:	Standard 5 - Professional Growth and Responsibilities; Element 5.1
Counselor:	Standard 5 - Professional Growth and Responsibilities; Element 5.2
Administrator:	Standard 4 - Positive Learning Climate and Cohesive Culture; Element 4
Administrator:	Standard 5 - Professional Growth and Retention of Quality Staff; Element 5
Administrator:	Standard 6 - Support Systems for Student Success; Element 6

16 Cultural Groups



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

Name 5 Things

Think of 5 things about you,
that if taken from you,
you would not be the same
person you are today.

Consider the Students

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.

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.

The Culture of Schooling

1. Compare and contrast one of the following 20th and 21st century culture of schooling aspects:
 - ⦿ Factory Model vs. Inclusive System
 - ⦿ Top Down vs. Collaborative/Co-Creative
 - ⦿ Gatekeepers vs. Agents of Change
 - ⦿ Intervention Programs vs. School Wide Support/Prevention
 - ⦿ Deficits vs. Assets
 - ⦿ “Old School” vs. Multiple Perspectives
2. Identify the pros and cons of the 20th and 21st century culture of schooling aspects they have chosen.
3. Determine if your building (administrator), classroom (teacher/others) or office (counselors, nurses, etc.) represents 20th or 21st century culture of schooling.

First Impressions...Who Are They?

What are your thoughts and impressions regarding the individual or groups of individuals on the next few slides?



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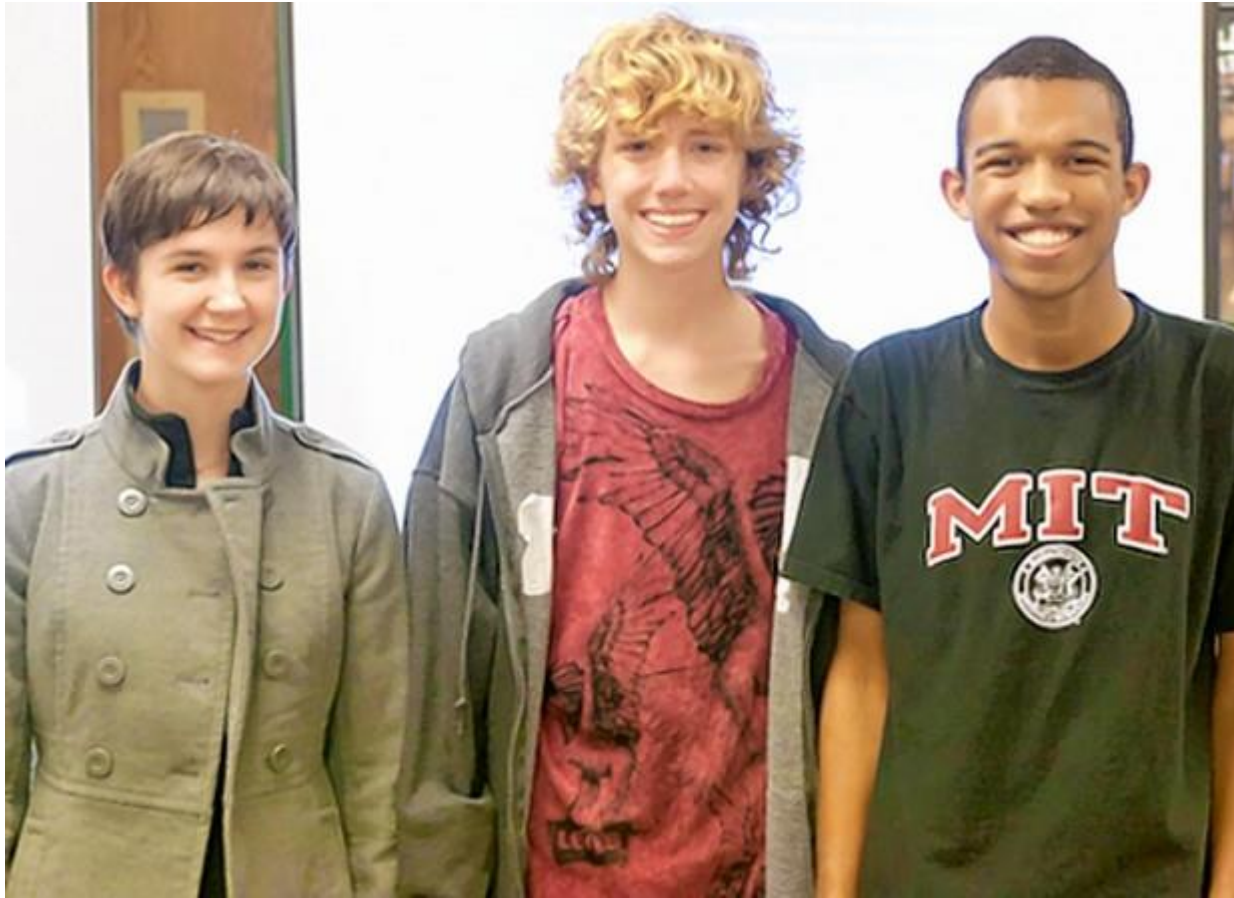


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National Merit Scholar Winners, 2011

National Merit Finalists from Pattonville High School are (from left) Erica Ream, Jordi Mendard and Khalil Griffin.



Who is Anders Behring Breivik?

A Norwegian Christian extremist who was behind the Oslo shootings and bombing in Norway, killing up to 98 on July 23, 2011.



Tevin Hood is a walk-on freshman defensive lineman for Duke University. He is a National Merit Scholar .
(September, 2010)





Colton Harris-Moore (born March 22, 1991) is an American criminal and former fugitive from Camano Island, Washington. He was charged with the thefts of small aircraft, a boat, and two cars and in the burglaries of at least 100 private residences in various locations around the Pacific Northwest of the United States and Canada. He fled to the Bahamas on July 4, 2010, allegedly in a plane stolen from Bloomington, Indiana. Harris-Moore was arrested in Harbour Island, Bahamas, on July 11, 2010, after police shot out the engine of the boat in which he was attempting to flee. On January 27, 2012, he was sentenced to six and a half years for related federal crimes. He became known as the "**Barefoot Bandit**" by reportedly committing some of his crimes barefoot, once leaving behind 39 chalk footprints and the word "c'ya!".

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.

Looking Inward

As an individual working in an educational system, assessing your “first impressions” and perceptions is one of the most important strategies to use to establish inclusive classrooms and schools.

The following assessment tool is available to further examine your perceptions:

Project Implicit:

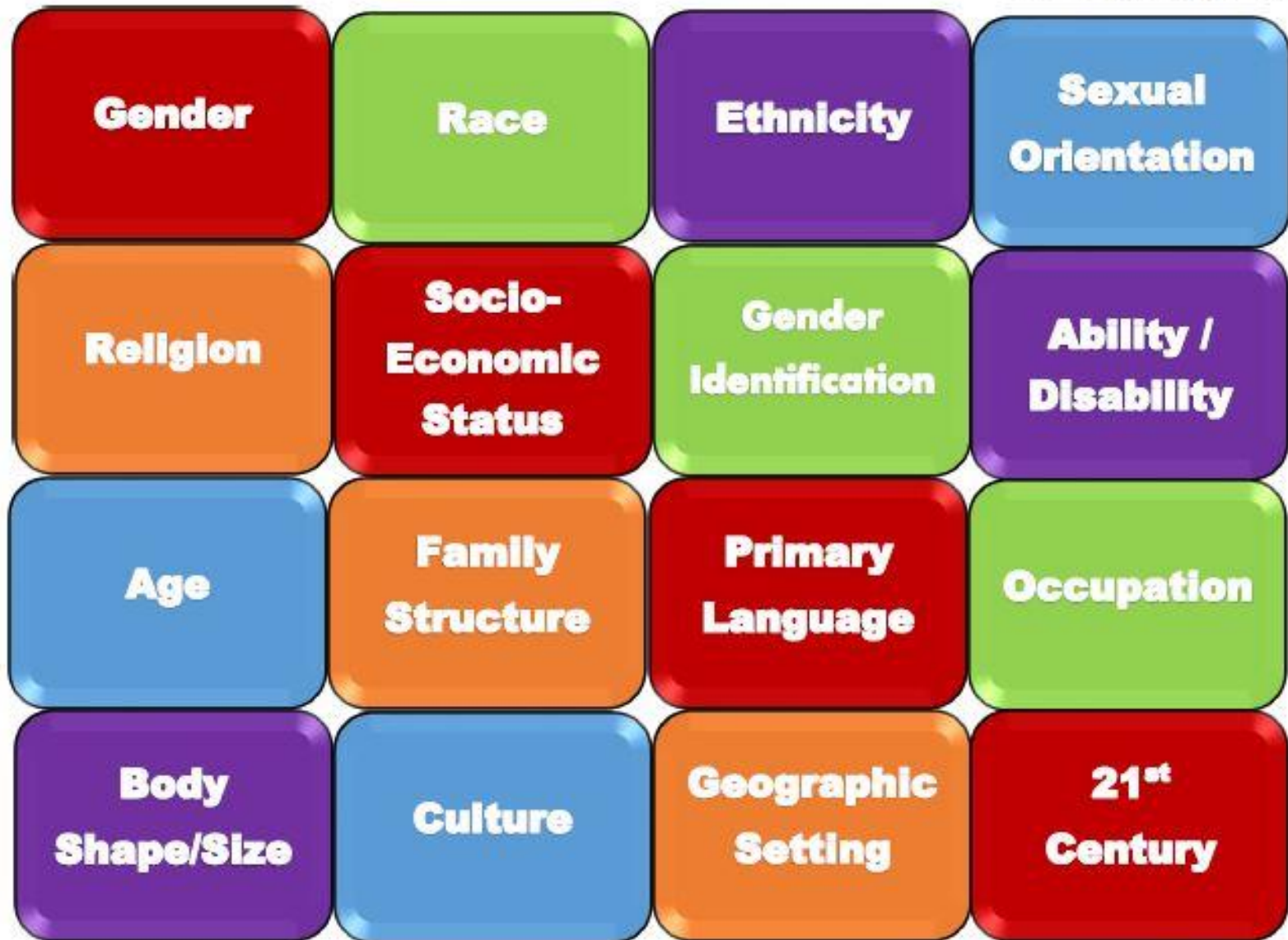
Implicit Association Test

<https://implicit.harvard.edu/implicit/>

Multicultural Education



16 Cultural Groups

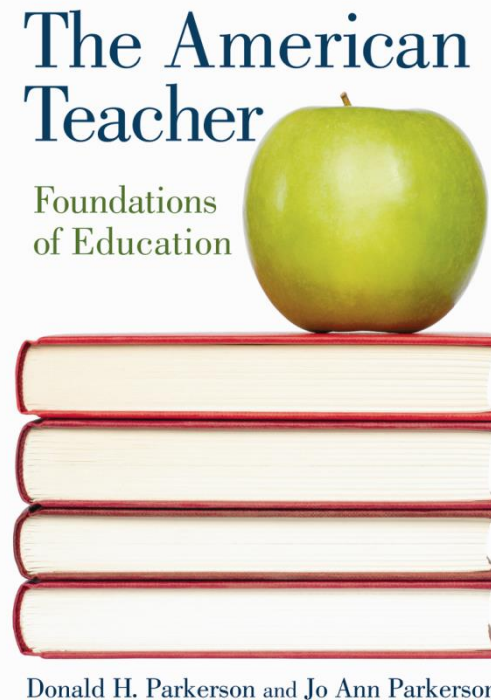


The Multicultural Curriculum

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.



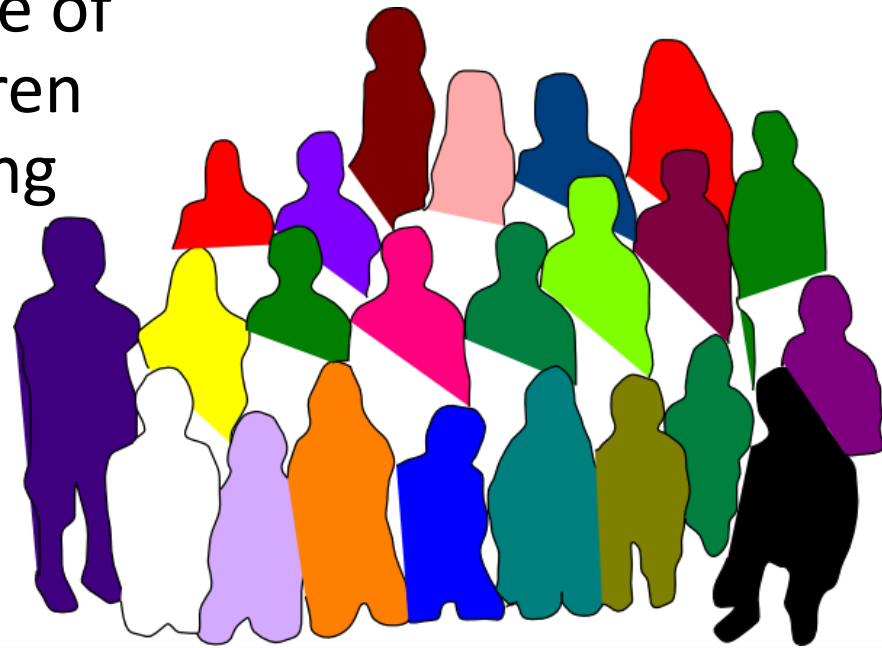
The Multicultural Curriculum

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 not only to teach children to respect themselves and create equitable relationships with a wide range of people but also to teach children how to work toward eliminating prejudice and discrimination.



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 not been in school and those who have 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

Cultural Responsiveness



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.



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.

Six Types of Teachers

4. Missionaries

- ⦿ Going to save everyone
- ⦿ These teachers usually don't last long

5. Teachers

- ⦿ Understand their subject content
- ⦿ Realize students are able to learn
- ⦿ Teach students rather than just teaching subject
- ⦿ Use differentiated instruction and strategies which reach **all** students

6. Coaches / Culturally Responsive Teachers

- ⦿ Same as teachers, and BOND with students as well

What is Culturally Responsive Teaching?

**Academic Standards + Relevance to
Students Lives =
Culturally Responsive Teaching**

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, 1).

As a reminder:

- Implement ***one new strategy*** regarding multicultural education during the 2019-20 school year.
- Visit the ***WV TREE*** (WVDE webpage) to obtain ideas and resources. <https://webtop.k12.wv.us/0/apps/tree/>