



West Virginia DEPARTMENT OF
EDUCATION

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
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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



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.

16 Cultural Groups

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	21 st Century

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

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

Consider the Students

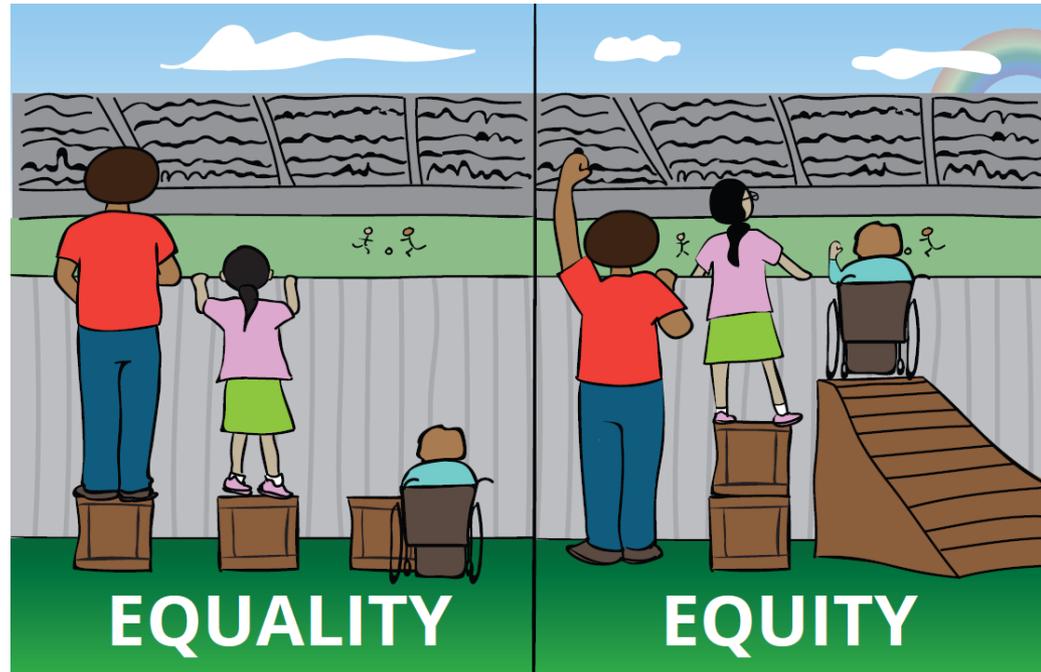
When we ask students to remove aspects of themselves to accommodate our teaching or schools, we are disabling their ability to learn and achieve at full capacity.

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.



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.

Multicultural Perspectives

□ Windows



□ Mirrors



First Impressions...Who Are They?

Write down your thoughts and impressions regarding the individual or groups of individuals on the next eight slides.



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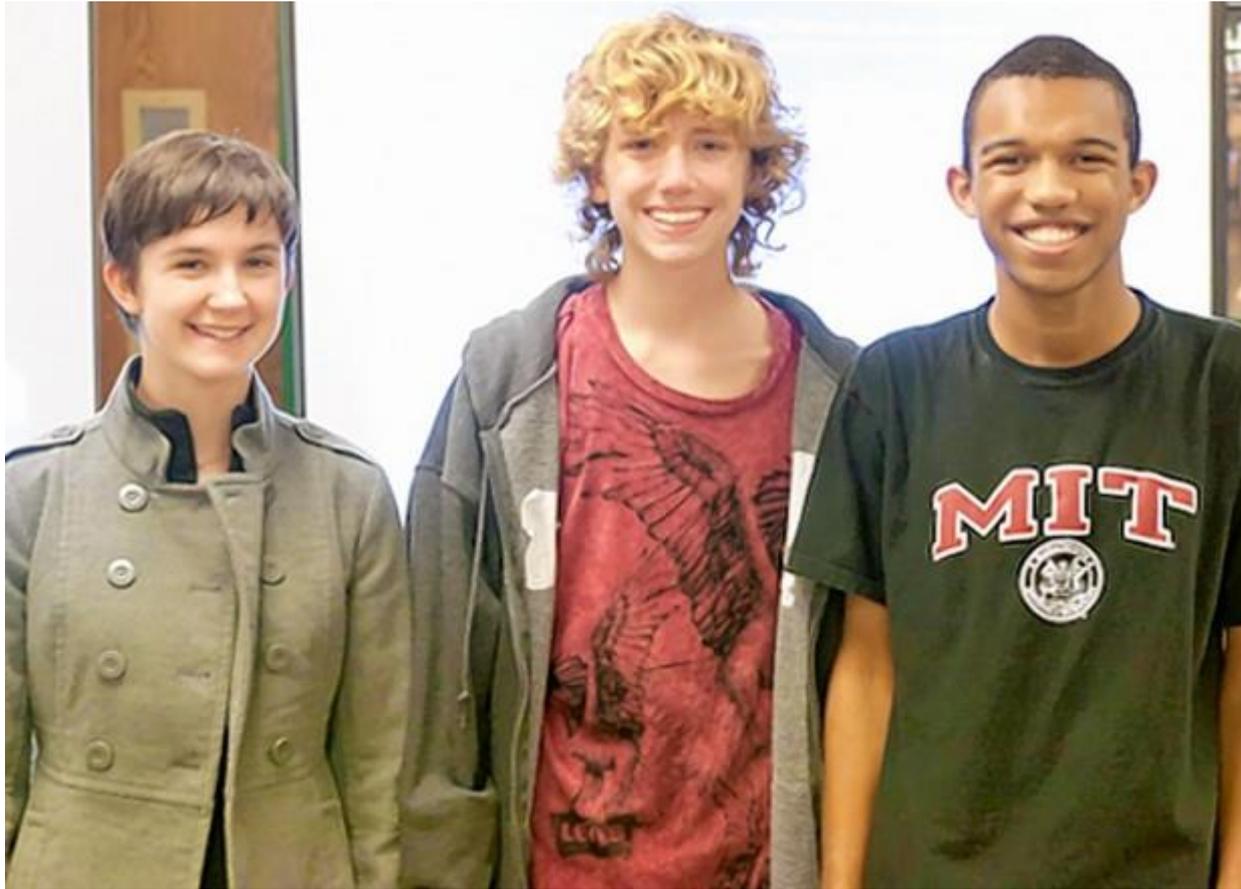


ACTIVITY



ACTIVITY





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.



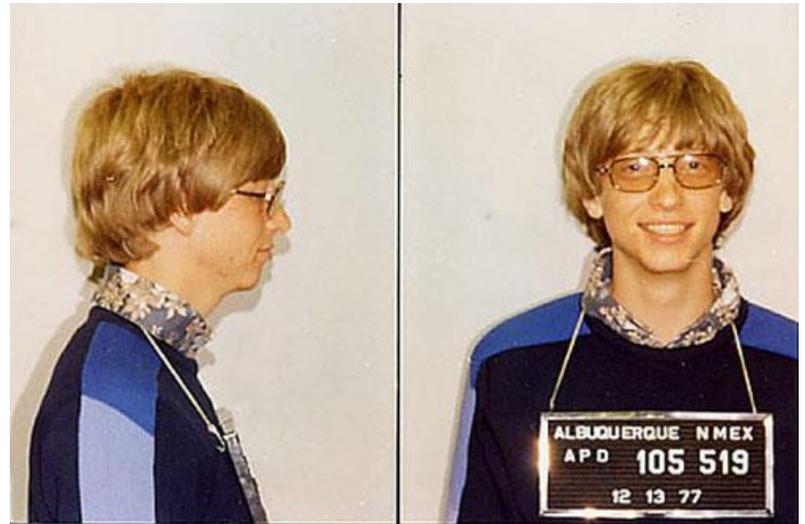
Shawn Samic, 11, helped a fellow student, 11-year-old Asha Mohamed, when she was accidentally run over by her mother after school on Monday. Samic ran home to get a car jack, which was used to help free the girl, who was pinned under the car.

Would you have invested?



Microsoft Corporation, 1978

Bill Gates



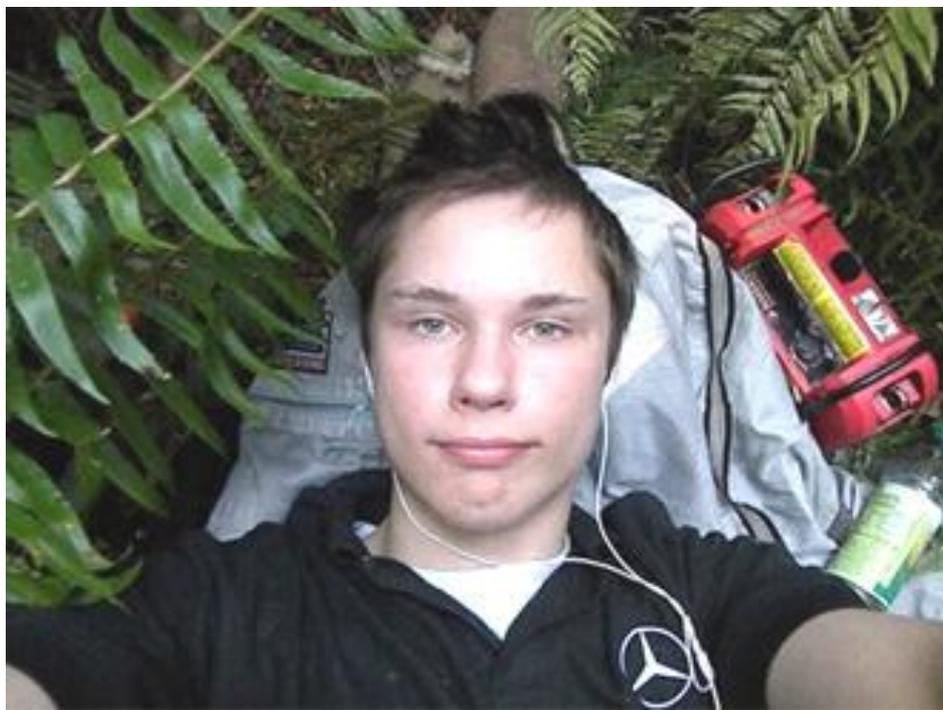


Tevin Hood is a walk-on freshman defensive lineman for Duke University. He is a National Merit Scholar .
(September, 2010)



Former Pope Benedict XVI





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.

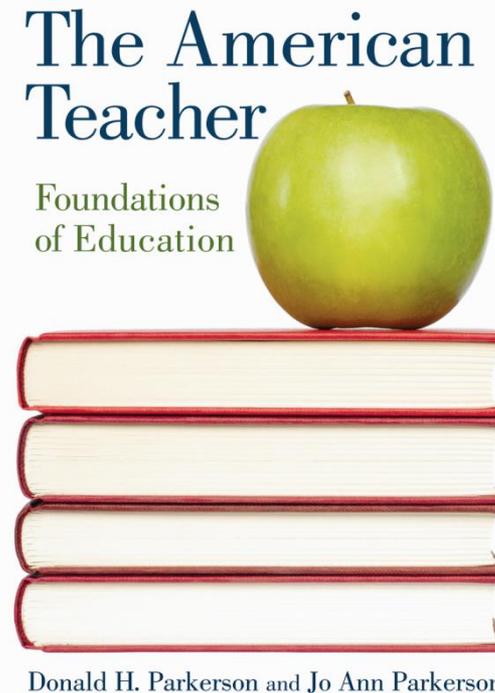
Gaps in academics, access, opportunities, and services may exist within a school or school system based upon others' first impressions of them.

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

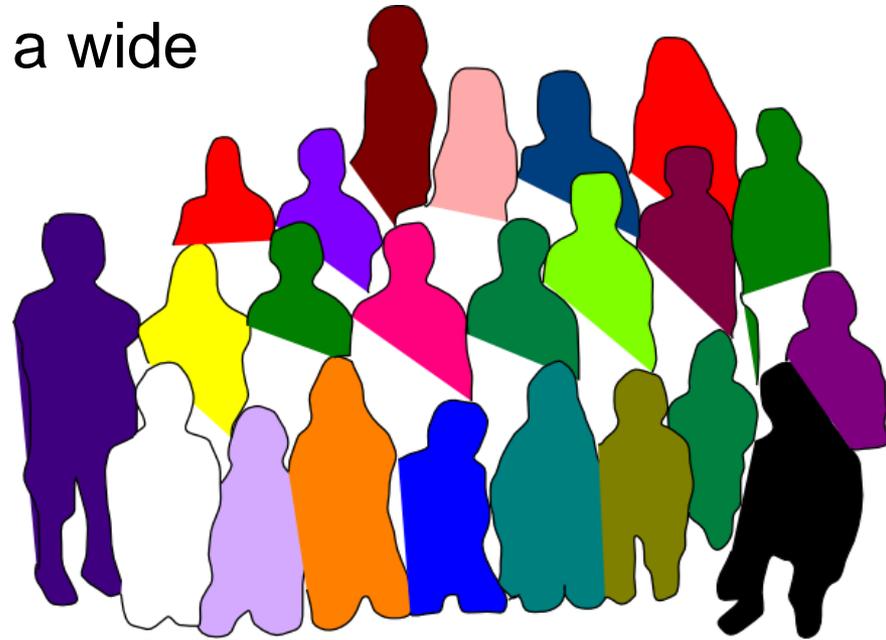
Multicultural education also aims to ensure equitable individual participation in all aspects of society and to enable people to maintain their own culture while participating together to live in a common society.



The Multicultural Curriculum

Schools have a responsibility 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.



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



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 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.

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).

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 2020-2021 school year.

**Thank you for your
participation!**

