



Source: Diego cervo/Fotolia

7

Diversity in Society and Schools

LEARNING OUTCOMES

After reading and studying this chapter, you should be able to:

1. Design ways for incorporating race and ethnicity in your classroom so that students see their cultures in the curriculum and in your instruction. (InTASC 2: Learning Differences and InTASC 7: Planning for Instruction)
2. Identify the interaction of socioeconomic status and schooling and strategies for providing educational equity across economic groups. (InTASC 2: Learning Differences and InTASC 7: Planning for Instruction)
3. Contrast different instructional strategies for assisting English-language learners in learning English and the academic content that will help them achieve at proficient levels and above. (InTASC 2: Learning Differences and InTASC 7: Planning for Instruction)
4. Analyze differences based on sex and gender that influence how girls and boys are treated and perform in schools. (InTASC 2: Learning Differences and InTASC 7: Planning for Instruction)
5. Develop strategies for supporting lesbian, gay, bisexual, transgender, and queer (LGBTQ) students and for preventing harassment and bullying of students in schools. (InTASC 2: Learning Differences and InTASC 3: Learning Environments)
6. Articulate the need for providing appropriate accommodations in the classroom for students with disabilities. (InTASC 2: Learning Differences and InTASC 7: Planning for Instruction)
7. Create strategies for incorporating the diversity of religious beliefs in schools. (InTASC 2: Learning Differences and InTASC 3: Learning Environments)
8. Develop strategies for creating a classroom that values the diversity of the student population and promotes high academic performance. (InTASC 2: Learning Differences and InTASC 7: Planning for Instruction)

Combine Some

EDUCATION in the NEWS

DIVERSITY CHALLENGES MANY AREA TEACHERS

KOKOMO TRIBUNE
(IN) on July 5, 2011

The Kokomo-Center Schools student population includes 174 children whose first language was one other than English. The majority of its English-language learners, 111, speak Spanish, but others speak Mandarin, Arabic, Punjabi, Romanian, Persian, Tagalog, Russian, Urdu and a host of others.

Even with this polyglot of first languages, the Kokomo area is not seeing the same kind of growth in English-language learners that other areas of the state are seeing, according to 2010 census data.

Across the state of Indiana, the number of ELL students quadrupled over the last decade to nearly 50,000. That's a fraction of the

state's 1.1 million K-12 students, but it is a segment with high need, with one ELL teacher to every 150 students.

In the Kokomo area, Southeastern School Corp. had the largest percentage of English-language learners, at 4 percent. Tri-Central Community Schools was second, at 3 percent. Taylor, Western, Kokomo-Center, Maconaquah, and Tipton had 1 percent ELL students, while Northwestern and Peru had less than 1 percent. Eastern-Howard Schools reported no English-language learners in 2010 census data.

Kokomo-Center Schools' public relations consultant, Dave Barnes, said 174 children qualified for the ELL designation in the 2010 to 2011 school year.

Nearly half of those students, eighty-five, are not counted as ELL students in the census data or by the Indiana Department of Education, however, because they are fluent in English and don't receive any special services with language.

Students must pass a fluency test two years consecutively to be considered fluent, and 85 of the 174 English-language learners have met that standard.

An additional sixty-two are in mainstream classrooms and receive some special instruction in English. About twenty-seven qualify for extensive language assistance.

Barnes said the number of English-language learners has been stable in the last five years, and the Kokomo-Center Schools have not experienced the growth in that population that the state has had.

Barnes said teachers do have to be aware of students who are in the regular classrooms but may have some difficulties with academic English.

"You just have to be aware, and especially when you have a written assignment, you may need to help them a little more with their grammar."

As an English teacher, he's provided a Spanish language copy of a novel he was teaching to a student who was fluent in English, but might miss the nuances because it wasn't his native language.

He had other students who carried a Mandarin/English translator, and when they would read a word they did not know, they could enter it into the translator for a definition.

"They were very intelligent kids. They would see it in Mandarin and say, 'Oh yeah, I understand,' and they could use it in a sentence in English once they understood."

For Spanish-speaking students, the school often tries to pair them up with an English-language native who also speaks Spanish, he said, and community members who speak Mandarin have also come in to help in translation, particularly for parent meetings.

Barnes said English-language learners must pass state assessments like native speakers, but can have some accommodations.

He added, though, that the students' parents can decline any language assistance, and those students still have to pass the assessments.

"The parents can decline any English language development, and there's not a thing we can do," he said.

QUESTIONS FOR REFLECTION

1. How different is the diversity in Kokomo, Indiana, from where you grew up? Why do you think those differences exist?
2. What are the challenges for teachers when immigrant students in their schools have a number of different native languages?
3. How would you categorize the instructional strategies that Mr. Barnes recommends to teachers for working with English-language learners?

Source: Diversity Challenges Many Area Teachers from *Kokomo Tribune* by Danielle Rush. Copyright © 2011 by *Kokomo Tribune*. Used by permission of *Kokomo Tribune*.

Multicultural education An educational construct that values diversity, promotes social justice, and provides equality to all students.

Race A social construct for classifying people by physical traits or ancestry.

Gender The behavioral, cultural, and psychological traits typically associated with one sex.

Multicultural education holds educators morally and ethically responsible to help all students learn regardless of their socioeconomic status, ethnicity, **race**, language, **gender**, religion, sexual orientation, or ability. In multicultural education, teachers and administrators view all aspects of education—the curriculum, teacher and student interactions, staffing patterns, discipline, and extracurricular activities—through a multicultural lens to ensure that the needs of students from diverse groups are an integral part of the education process.

In multicultural education, diverse groups and multiple perspectives are integrated throughout the curriculum and school activities. The history and experiences of groups are studied throughout the school year. Multicultural education is not simply adding information about diverse groups into a lesson because it is Black History or Women's History Month. It is much more than being reminded of the experiences of others in highlighted sections of textbooks that discuss, for example, the internment of Japanese Americans during World War II, the struggles of labor unions in the coal mines of West Virginia, or an outstanding mathematician of color. In some schools, multicultural education begins and ends with sampling ethnic foods and participating in ethnic festivals. Although these activities contribute to a superficial understanding of differences, they do not help students understand the multicultural world in which they live.

This chapter will explore the groups to which you and your students belong. Each section also discusses how a student's group memberships generally impact the student's educational experiences. At the end of the chapter, we will examine ways to make your classrooms and schools multicultural.

RACE AND ETHNICITY

American Indian tribes and Alaska Natives are the only indigenous **ethnic groups** in the United States. Therefore, more than 99 percent of the U.S. population, or their ancestors, came from somewhere else at some time during the past five hundred years. The families of your students may identify with a country of origin, although the geographical boundaries may have changed since their ancestors emigrated. A growing number of people have a mixed heritage, with ancestors from different parts of the world.

Many people identify themselves by their **panethnic membership** such as African American or Asian American. However, race is a political reality in the United States. It has become integrally interwoven into the nation's policies, practices, and institutions, including the educational, economic, and judicial systems. As a result, whites have advantages that are reflected in higher achievement on tests and higher incomes in adulthood. The issue of race encompasses personal and national discussions of affirmative action, immigration, desegregation, and a color-blind society. Race and ethnicity may be linked, but they are not the same. Both influence our cultural identity and status in society.

Having more knowledge of the history and experiences of the diverse groups attending your school will improve your understanding of your students and their families. It also sends a message to families and communities that you care about them and their experiences.

Race

Although race is no longer accepted as a scientific concept for classifying people, it and gender are among the first physical characteristics we notice when we meet a person. It has become a social construction for identifying differences. However, race does not explain differences among people's behaviors, languages, socioeconomic standing, and academic achievements.

Our ideas about race are created from experiences in our own racial group and with other groups. They are also informed by reflections of racial differences in the media. Race has become politicized and institutionalized in the policies and actions of judges, teachers, legislators, police, employers, and others who are in charge of institutions that affect people's lives. Our stereotyped views of race usually bestow positive attributes and high status on our own race and negative attributes or lower status on others.

Physical characteristics such as skin color is a signifier of race but does not capture its meaning. At one time, state laws declared a person's official race as nonwhite if a small percentage of his or her racial heritage was other than white. The official message was, and continues to be, that white is the ideal and that anything else, even small percentages of a race other than white, is less than ideal. Biracial children are generally identified by an observer as a student of color even though one of their parents is white. This example is one of many ways in which race affects our everyday lives and becomes an integral part of our identity. Whether we like it or not, race continues to be used to sort people in society.

Persons of color usually identify themselves by their race or ethnic group and are usually identified as such by others. They are confronted with their race almost daily in encounters with employers, salespeople, and colleagues or as they watch the news. Whites, on the other hand, are seldom confronted with their race; in fact, many see themselves as raceless. As a result, many whites are unable to see how their race has privileged them in society. When you are unable to recognize racist policies and practices in the school or do not confront them, you may lose the trust and confidence of students of color. Being fearful to address race and racial disparities in your classroom and school will not serve your students well.

Ethnicity

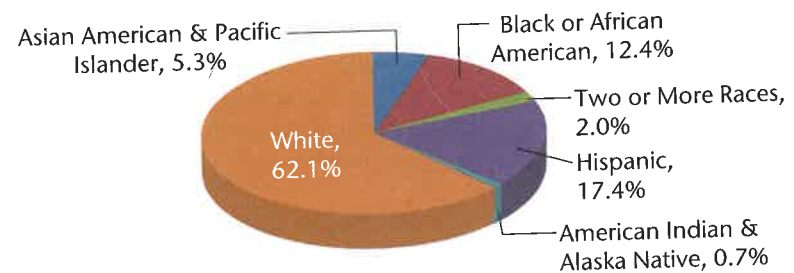
The national origin of our family is the primary determinant of our ethnicity. We share a common history, language, traditions, and experiences with other members of our ethnic group that help sustain and enhance that group's culture within the United States. Identity with our ethnic group is strongest when we maintain a high degree of interpersonal associations with other members of our group and share common neighborhoods.

Ethnic cohesiveness and solidarity are strengthened as members organize to support and advance the group, fight discrimination, and influence political and economic decisions that affect

Ethnic groups Groups based on the national origin (that is, a country or area of the world) of one's family or ancestors in which members share a culture and sense of common destiny.

Panethnic membership Ethnic membership based on national origin from a continent such as Africa, Asia, or Europe.

FIGURE 7.1 Panethnic and Racial Composition of the U.S. Population in 2015



the group as a whole. In the 1960s, civil rights struggles called for changes in schools, colleges, government programs, and employment to support equality across ethnic groups. During this period, African Americans, Hispanic Americans, Asian Americans, and American Indians called for recognition of their ethnic roots in the school curriculum. By the 1970s, southern and eastern European groups had also joined this movement. Ethnic studies programs were established in colleges and universities and some high schools to study the history, contributions, and experiences of groups that had traditionally been excluded.

The U.S. Census Bureau reports population data on the racial and ethnic groups shown in Figure 7.1, but these broad panethnic classifications do not accurately describe the ethnic diversity of a continent or a country. For example, there are more than 500 American Indian tribes. Today, 2.9 million citizens identify themselves as American Indian or Alaska Native only. Another 2.3 million indicate they are Native American or Alaska Native in combination with another race (Norris, Vines, & Hoeffel, 2012). The American Indian population identifies with one or more of the 566 tribal governments recognized by the federal government (U.S. Bureau of Indian Affairs, 2015). Others identify with a tribe that is not recognized by the federal government. The Navajo, Cherokee, Mexican American Indian, Chippewa, Sioux, and Choctaw tribes each had over 100,000 members in 2010 (Norris, Vines, & Hoeffel, 2012).

Most panethnic classifications include numerous ethnic groups with identities and loyalties linked to specific countries. Asian Americans include recent immigrants and people whose ancestors emigrated from countries as diverse as Afghanistan, India, Korea, Japan, and the Philippines. Hispanics include people from Mexico, Central America, Puerto Rico, Cuba, Spain, and South America. Although Africans continue to immigrate to the United States, most African Americans have long historical roots in this country; many have ancestors not only from Africa but also from Europe and American Indian tribes. European Americans range from western Europeans whose families may have lived in the United States for several hundred years, to those from eastern Europe whose families immigrated in large numbers during the first half of the twentieth century, to recent immigrants from Russia and other former Soviet countries. The largest number of European Americans identifies their ancestry as German (14 percent), Irish (10 percent), English (8 percent), Italian (5 percent), and Polish (3 percent) (U.S. Census Bureau, 2014b). Demographers project that European Americans will comprise less than half of the U.S. population by 2044 (Colby & Ortman, 2015).

JOURNAL FOR REFLECTION 7.1

- How do you describe your ethnic and racial heritage?
- What knowledge do you have about the history and experiences of other major ethnic and racial groups in the United States?
- What types of discrimination has your ethnic or racial group experienced?
- How could you become more knowledgeable of ethnic and racial groups different from your own?

Immigration

The United States is often referred to as a land of immigrants who left their original homelands because of economic hardship or political repression. However, this picture is only partially

true. The groups that have suffered most from discrimination in the United States are those who are indigenous or whose ancestors entered the country involuntarily. American Indians suffered greatly as foreign intruders took over the land and almost annihilated the indigenous population. Not until the year 2000 did the U.S. government admit to the near genocide of native peoples when the head of the Bureau of Indian Affairs apologized for “the agency’s legacy of racism and inhumanity that included massacres, forced relocations of tribes and attempts to wipe out Indian languages and cultures” (From Bureau of Indian Affairs).

The ancestors of most African Americans were brought involuntarily to America by slave traders as a commodity to be sold. They were not allowed to be citizens until 1868, and males were not granted the right to vote until 1870. Although some Africans had voluntarily immigrated before the Revolutionary War, the number of Africans who voluntarily immigrated was small until the 1970s. African immigrants now make up 4 percent of the U.S. population with the largest numbers coming from Nigeria, Ethiopia, Egypt, and Ghana with a higher level of education than the rest of the foreign-born population (Gambino, Trevelyan, & Fitzwater, 2014).

Latinos have a long history in North and South America and the Caribbean islands as a result of their ancestors being among the early European explorers. When the United States won the Mexican-American War in 1848, Mexican citizens were inhabitants of the southwestern lands that were annexed by the government. Today, more Mexicans immigrate legally to this country than any other group. Other Hispanics who have crossed the border to obtain jobs and have better opportunities for economic stability have been **unauthorized**, not possessing the appropriate papers to be in the United States. The number of unauthorized workers in the country has decreased since its high in 2007 as the inflow from Mexico decreased and deportations increased (Krogstad & Passel, 2015).

Unauthorized workers and their families face possible deportation, loss of everything they have gained in this country, and separation from their families. You may know students whose parents were arrested and deported while their children were in school. Children of unauthorized immigrants may worry that this scenario will happen to their families, which could lead to inattention and stress that affects their concentration and academic performance. Around 7 percent of K-12 students have at least one unauthorized immigrant parent, but 71 percent of those students have been born in the United States (Krogstad & Passel, 2015). Regardless of their immigration status, all children must be provided an education. The U.S. Supreme Court in *Plyer v. Doe* (1982) declared that a school district could not deny a public education to children whose parents were unauthorized.

Chinese, Japanese, and Filipinos first came to the United States in the nineteenth century to provide labor needed on the West Coast for mining gold and building railroads. Early Asian immigrants were often seen as a threat to the dominant population, leading to severe restrictions on their immigration. The Chinese Exclusion Act of 1882 eliminated immigration from China for decades. During World War II, immigration from Japan was stopped, and Japanese American families were interned. Not until the Immigration Act of 1965 were Asian Americans allowed again to immigrate in any significant numbers.

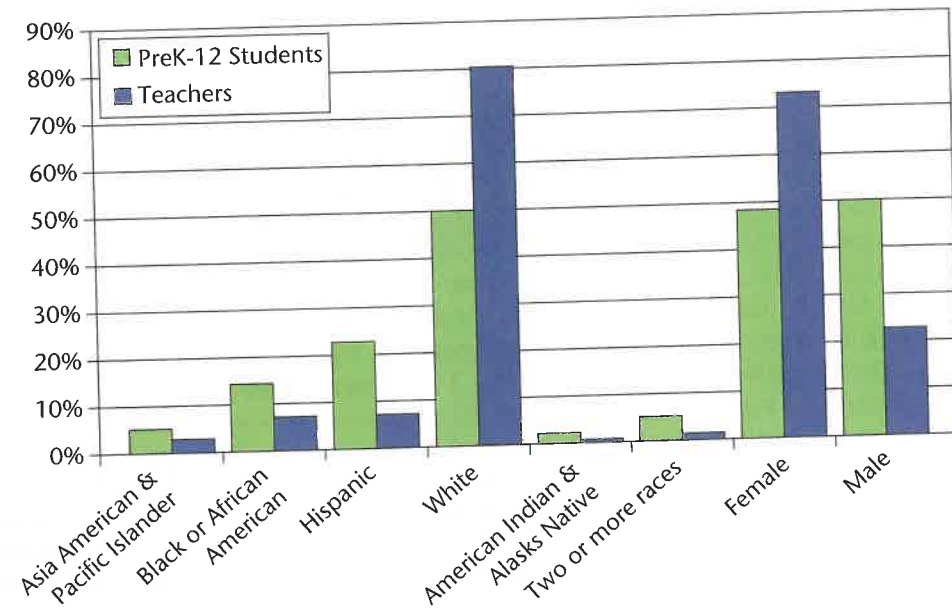
Chinese Americans are the largest Asian ethnic group in the United States today with 4.5 million, followed by Asian Indians and Filipinos with over 3.7 million each. Vietnamese, Koreans, and Japanese each include over one million members. One in five Asian American students is foreign born (Snyder & Dillow, 2015). The majority (64 percent) of Asian American students speak their native language at home, with Vietnamese, Korean, and Chinese being the most common languages (Aud et al., 2011).

Europeans from northern and western European countries comprised the major portion of immigrants to the United States in the first three centuries after Columbus arrived in the Americas. The make-up of the immigrant population began to change in the 1800s when 5.5 million Irish came to the United States. Later in the century, Jews came from Russia and Eastern Europe (Takaki, 1993). With the growing need for labor at the beginning of the twentieth century, companies recruited workers from southern and eastern Europe. More recently, the largest numbers of immigrants have come from the eastern European countries that were part of the former Soviet Union.

Schools are early recipients of new immigrants. Fewer than 4 percent of children under 18 years old in the United States are foreign born (U.S. Census Bureau, 2014a), but nearly one in four students has at least one parent who is foreign born (U.S. Census Bureau, n.d.). Immigrants today are settling beyond the traditional urban areas in California, Florida, Nevada, New Jersey, New York, and Texas. States that have had limited ethnic diversity in the past are becoming home

Unauthorized Not holding legal papers for admission into countries of which you are not a citizen.

FIGURE 7.2 Race, Ethnicity, and Gender of Students and Teachers



to students from other countries as immigrant families are sponsored by persons in these communities or settle in rural areas and towns of small-to-medium size because of jobs and values that are similar to their own. In part because the immigrant population is younger than the native population, the school population is becoming more diverse at a faster rate than the population as a whole. Figure 7.2 shows that white students are less than half of the nation's student population while the teaching force is predominantly white and female.

Racial and Ethnic Disparities in Education

Students of color have a long history of inequitable treatment in society and the education system. Although the academic **achievement gap** between students of color and white students decreased in the 1970s, it has not changed much since the early 1990s (Barton & Coley, 2010). Although today's schools place a greater emphasis on academics for all students regardless of their race, ethnicity, gender, or socioeconomic status, students of color except for Asian Americans are less likely to participate in higher level courses and programs in part because they don't always have access to those courses. They are also more likely to be in mathematics classes taught by teachers who have not majored in mathematics. The classes in which students of color sit generally have more students than other schools. They change schools more frequently than white students and have greater fear for their safety in schools. All of these factors have an effect on cognitive development and academic achievement (Barton & Coley, 2009).

The pattern of academic achievement for most students of color is similar to that of low-income students. African American and Hispanic students are over five times more likely to attend **high-poverty schools** than their white peers (Kena et al., 2015). The percent of white fourth-grade students scoring at the proficient level or above on National Assessment of Educational Progress (NAEP) tests of reading is more than twice that of Hispanic and African American students. The gap grows wider by the eighth grade and even wider by the twelfth grade. Although all students today are performing at higher levels on NAEP's mathematics test, the gap between whites and students of color is increasing (Barton & Coley, 2009).

Achievement gap The differences in academic achievement, especially as measured on standardized tests, among groups of students based on their race, ethnicity, socioeconomic status, native languages, sex, and exceptionalities.

High-poverty schools Schools in which 76 to 100 percent of the students are eligible for free and reduced-price lunch.



CHECK YOUR UNDERSTANDING 7.1

Complete Check Your Understanding 7.1 to gauge your understanding of the concepts in this section.

SOCIOECONOMIC STATUS

Most people want "the good life," which in the United States includes a decent job, affordable housing, good health, a good education for their family members, and periodic vacations. **Socioeconomic status (SES)** is one measure for identifying a family's standard of living. A family's SES also has a great impact on its members' chances of attending college and attaining a job that ensures material comfort throughout life. It is determined by one's occupation, income, and educational attainment. Wealth and power are other important factors that affect the way one is able to live, but these data are difficult to measure. We may be able to guess a family's socioeconomic status if we know such things as where they live, their jobs, the type of car they drive, the schools their children attend, and the types of vacations they take.

Social Stratification

Most societies are characterized by **social stratification**, in which individuals occupy different levels of the social structure. Wealth, income, occupation, and education help define these social positions. However, high or low rankings are not based solely on SES criteria. Race, age, gender, religion, and **disability** can contribute to higher or lower rankings as well. Although members of most ethnic groups can be found at all levels of the socioeconomic scale in the United States, those from northern and western European backgrounds historically have been overly represented at the highest levels.

Social mobility remains one of the core values of the U.S. culture. We are told that hard work will lead to better jobs, higher income, and a better chance to participate in the good life. We read stories of individuals who were born in poverty but through hard work became wealthy as corporate presidents, successful writers, athletes, or entertainers. Although upward mobility continues to occur, the chances of moving from poverty to riches, no matter how hard one works, are low without interventions such as a college education and lots of good luck. Individuals who are born into wealthy families are much more likely than others to attend high-quality schools, finish college, find high-paying jobs, and be wealthy (Stiglitz, 2013). They are raised with high expectations, have the economic resources to assist them in meeting these expectations, and usually end up meeting them.

Class Structure

Families are sometimes divided into distinct classes based on their economic level. Individuals who do manual work for a living are sometimes described as "working class" or "blue-collar" workers. When farm laborers and service workers are included in the working class, this group represents 37 percent of the employed population (U.S. Census Bureau, 2015e). Most members of this class have little control over their work. Some of the jobs are routine, mechanical, and not mentally challenging. Work sometimes is sporadic and affected by an economy in which employees face layoffs, replacement by computerized equipment and other advances in technology, part-time work, and unemployment as jobs move to locations with cheaper labor. Benefits such as vacation time and health plans are often limited. The education required for working-class jobs is usually less than that required for many middle-class positions except for skilled and crafts workers who have had specialized training and may have served apprenticeships.

Most people who don't perceive themselves as poor or rich identify themselves as middle class. If we define middle-class families as those whose incomes fall in the third or fourth quintile of income earners in the United States, which would be 40 percent of the population, salaries can range from \$52,698 to \$129,006 (U.S. Census Bureau, 2014c). The middle class includes both blue-collar and professional or managerial workers. Families in this class have very different lifestyles at opposite ends of the income continuum. A \$100,000 salary in a neighborhood where most families earn more than \$250,000 seems low; in another neighborhood, a family making \$100,000 would be considered well off.

The professionals, managers, and administrators in this group expect to move into the more affluent upper middle class as they progress in their careers with the goal of becoming one of the 15 percent of U.S. families earning more than \$150,000 annually (U.S. Census Bureau, 2015c). Professionals are men and women who have usually obtained professional or advanced degrees. They include teachers, lawyers, physicians, college professors, scientists, and

Socioeconomic status (SES) The economic condition of individuals based on their own or their family's income, occupation, and educational attainment.

Social stratification Levels of social class ranking based on income, education, occupation, wealth, and power in society.

Disability An ongoing physical, mental, or emotional condition that can make it difficult for a person to perform activities such as walking, climbing stairs, dressing, bathing, learning, or remembering.

psychologists. Excluding teachers, most of these families earn far above the median income of \$66,632 (U.S. Census Bureau, 2014d). Successful executives and businesspeople are the managers and administrators in this group. These workers usually have more autonomy over their jobs and working conditions than working- and lower-middle-class workers.

The upper class consists of wealthy and socially prominent families. The income and wealth of members of this class are far higher than those of the other classes, and the gap is growing. Protests such as Occupy Wall Street in 2011 brought attention to the high salaries earned by the top 1 percent that included corporate chief executive officers and Wall Street executives. The incomes of corporate chief executive officers have grown dramatically over the past thirty years. In 1983, they earned 46 times as much as their employees; by 1993, they earned 195 times as much, and by 2013, the multiple had grown to 331 (AFL-CIO, 2014). These great differences contribute to limited interactions with members of other classes. Children in this class rarely attend public schools, isolating them from peers of other social classes. The greatest assimilation of lifestyles and values probably occurs among members of ethnically and culturally diverse groups in the upper class.

Poverty

The U.S. government established a poverty index in the 1960s that indicated the income that would be used to determine poverty regardless of where the family lived with the exception of Hawaii and Alaska. The 2015 federal guidelines set the threshold at an annual income of \$24,350 for a family of four (U.S. Department of Health & Human Services, 2015). The National Center for Children in Poverty (2014) projects that families actually need 1.5 to 3 times the official poverty level to meet the basic needs for housing, food, child care, and transportation. As a result, many families are above the poverty level but still do not have an adequate income to purchase their basic needs. Many members of these low-income families work in full- or part-time jobs that pay such low wages they cannot pull their families out of poverty.

In 2014, 14.8 percent of the population and 12.7 percent of all families earned incomes below the poverty-level threshold. The percent of blacks and Hispanics in poverty is double that of whites, which is at 12.7 percent (U.S. Census Bureau, 2015f). The differences in poverty levels among groups are due to disparate education, incomes, and unemployment, which are affected by a history of discrimination against some groups. The median income of white non-Hispanic families was \$76,658 in 2014; African American and Hispanic families earned 57 percent and 59 percent of the income of white families, respectively (U.S. Census Bureau, 2014d). Although this income disparity among groups decreases with two-income families with the same level of education, it does not disappear. Women who worked full-time in 2014 continued to earn less than men at 83 percent of men's wages or salaries (U.S. Bureau of Labor Statistics, 2015).

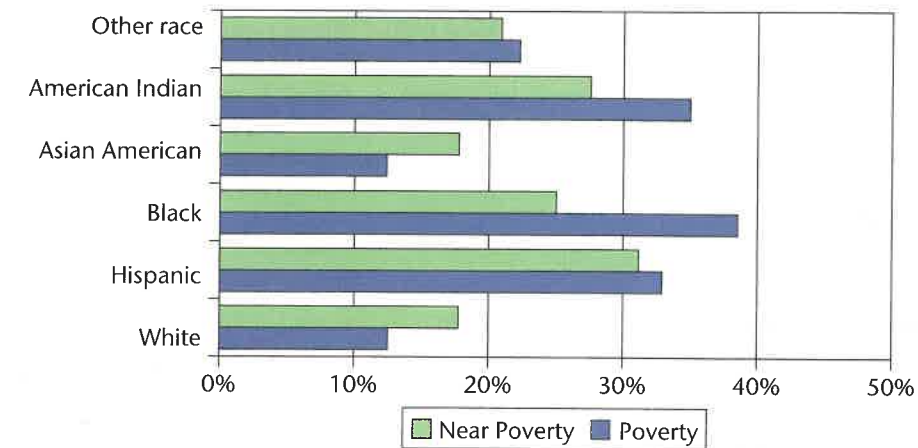
Children and many persons of color suffer disproportionately from poverty. Over one in five U.S. children was in poverty in 2013 (Jiang, Ekono, & Skinner, 2015). The percent of U.S. children in poverty is almost double that of most other major industrialized nations with only Chile, Turkey, Romania, Mexico, and Israel having a higher child-poverty rate (Organisation for Economic Co-operation and Development, 2015). Another 22 percent of the nation's children lived in low-income families above the federal poverty level. Thus, 44 percent of our children lived in low-income families (Jiang, Ekono, & Skinner, 2015), making most of them eligible for free or reduced-price lunches in schools and special academic programs. As with adults, Hispanic, American Indian, and African American children are more likely than other children to live in poverty, as shown in Figure 7.3.

Socioeconomic Status and Academic Achievement

Students whose parents have not finished high school do not perform as well on standardized tests as students whose parents have finished high school and college—factors that generally correlate with higher incomes (National Center for Education Statistics, 2013). Low-income students also do not perform as well on the National Assessment of Education Progress (NAEP) tests that are given annually to samples of fourth, eighth, and twelfth graders, as shown in Figure 7.4.

Factors outside of school contribute to the performance of students in school (Noguera, 2011). Students of color and students from low-income families are more likely to be exposed to environmental hazards such as lead and mercury. The chances of these students being hungry and eating non-nutritious foods are greater than for their more affluent peers. School factors that

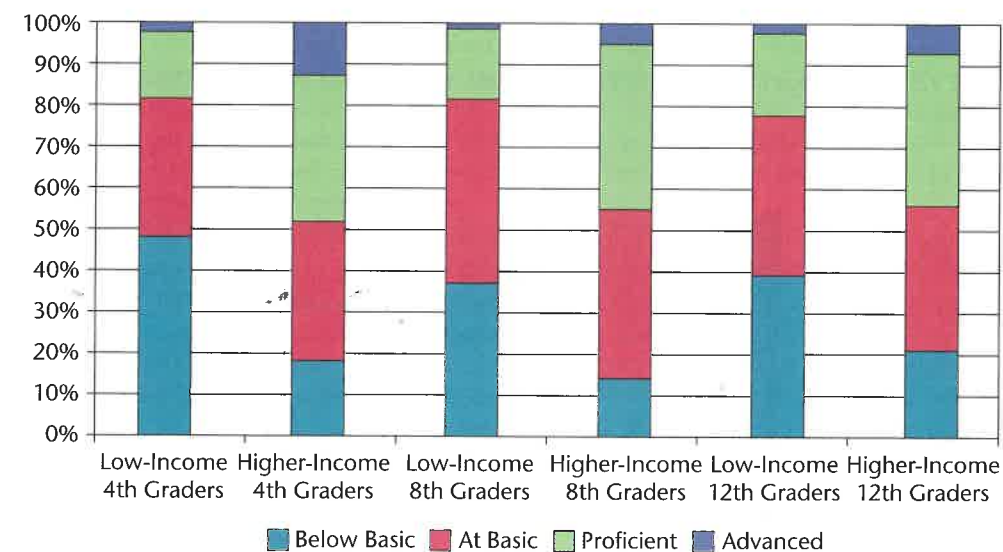
FIGURE 7.3 Percentage of Children (Birth to Age Eighteen) Living in Poverty or Near Poverty by Racial and Ethnic Group



contribute to their lower academic performance include less access to certified and experienced teachers. These students are more likely to have substitute teachers because teachers are absent more than in schools where the students are from higher income families. The turnover of teachers from year to year is also higher. These students also have less access to technology in their schools. During the summer, low-income students and students of color do not participate in education enrichment programs such as sports activities, summer camps, music lessons, and travel at the same rate as their classmates, limiting their chances to grow academically at the same rate. The richest 20 percent of families spend at least seven times as much on enrichment experiences as the poorest 20 percent of families (Duncan & Murnane, 2014).

Receiving a quality education is critical for low-income students to improve their chances of entering college and earning a middle-class income or higher as adults. As a teacher, you should hold high expectations for the academic performance of these students and ensure that they are

FIGURE 7.4 Performance on NAEP Reading Tests by Grade and Family Income*



*Low income is defined as students eligible for free or reduced-price lunches.

Note: The data for fourth and eighth graders are from the 2015 administration of the NAEP tests whereas data for 12th graders are from the 2013 reading assessment.

Source: Performance on NAEP Reading Tests by Grade and Family Income from NAEP Data Explorer. Published by U.S. Department of Education, © 2015.

learning the subjects that you are teaching. In your teacher education program, you should learn how to assess student learning and make adjustments to your instruction when students are not getting it. Understanding what students know when they enter your classroom and being able to draw on real-world experiences that are meaningful to your students will contribute to your being successful with low-income students.



CHECK YOUR UNDERSTANDING 7.2

Complete Check Your Understanding 7.2 to gauge your understanding of the concepts in this section.

LANGUAGE

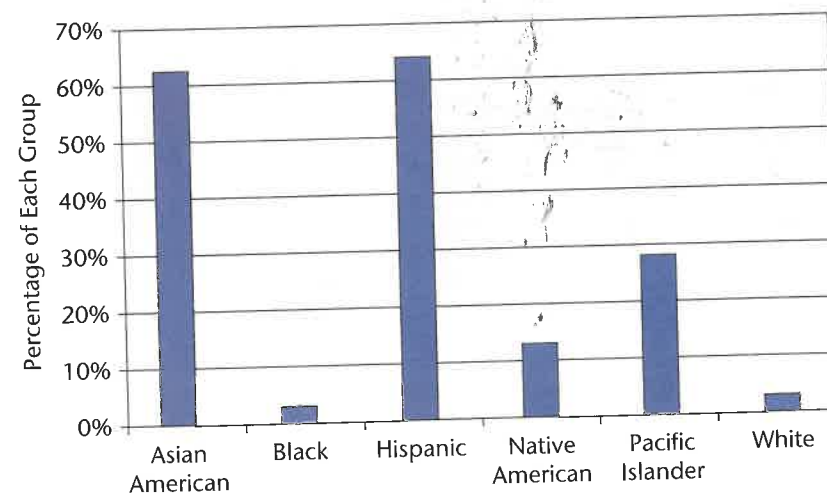
Language interacts with our ethnic and socioeconomic background to socialize us into linguistic and cultural communities. Children learn their native or heritage language by imitating adults and their peers. By age five, they have learned the syntax of their language and know the meanings of thousands of words. When cultural similarities exist between the speaker and listener, spoken messages are decoded accurately. But when the speaker and listener differ in ethnicity or class, miscommunication can occur. Even within English, a word, phrase, or nonverbal gesture takes on different meanings in different cultural groups and settings. The miscommunications between you and your students may be due to inaccurate decoding rather than the lack of linguistic ability.

Language Diversity

At least 350 languages are spoken in homes in the United States, including 150 different American Indian languages. Over half of the population in Miami and Los Angeles speak a language other than English at home with the population of New York City, Houston, San Francisco, and Riverside, California, not far behind. More than 60 million U.S. residents, or one in five of them, speak a language other than English at home. Spanish is the language used most often, followed by Chinese, Tagalog, Vietnamese, French, German, Korean, Arabic, and Russian. (U.S. Census Bureau, 2015b).

The native language of their families is used in the homes of over half of the Hispanic and Asian American students, as shown in Figure 7.5. Depending on the community in which you teach, you also may find students who speak Haitian, Creole, Urdu, Swahili, or one of the hundreds of other native languages used by families in the United States. While the majority

FIGURE 7.5 Percentage of Students by Race and Ethnicity Who Speak a Language Other than English at Home



Source: From *The Condition of Education 2011* by Susan Aud, William Hussar, Grace Kena, Kevin Bianco, Lauren Frohlich, Jana Kemp and Kim Tahan. Published by U.S. Department of Education, © 2011.

of the population whose native language is not English are fluent in English, you may have in your classroom new immigrant students who know little or no English and have very limited school experiences in their home countries. Nine percent of public school students were **English language learners (ELLs)** in the 2012–2013 school year. Over 10 percent of the student population are ELLs in California, Nevada, Colorado, New Mexico, Texas, Alaska, and the District of Columbia with one in four of California students being an ELL (Kena et al., 2015).

As immigrants assimilate into the U.S. culture, their native language is often replaced by English within a few generations. The native language is more likely to be retained when schools and the community value bilingualism. As commerce and trade have become more global, professionals and administrators have realized the advantages of knowing a competitor's culture and language. They are encouraging their children to learn a second language at the same time that many of our educational policies are discouraging native speakers from maintaining their native language while learning English. The movement in some states for English-only usage in schools, in daily commerce, on street signs, and on official government documents highlights the dominance of English desired by some citizens.



VIDEO NOTE 7.1

Hear how teachers felt as English language learners as they grew up, and watch how they now work with ELLs in their classrooms. What role does culture play in the education of ELLs?

(<https://www.youtube.com/watch?v=5HU80AxmP-U>)

In addition to **English as a second language (ESL)**, your classroom may include a student with a hearing disability. Hearing disabilities affect 0.2 percent of the school population (Snyder & Dillow, 2015). The language used by many of these students is American Sign Language (ASL) with its own complex grammar and well-regulated syntax. As with oral languages, children learn ASL very early by imitating others who use the language. To communicate with people without hearing disabilities, many individuals with hearing disabilities also use signed English in which the oral or written word is translated into a sign. ASL is a critical element in the identity of people with hearing disabilities. The language can be more important to their identity than their membership in a particular ethnic, socioeconomic, or religious group.

Dialect Diversity

The majority of the population uses Standard English for official and formal communications. However, numerous regional, local, ethnic, and class dialects are identifiable across the country. Each has its own set of grammatical rules that are known to its users. Although each dialect serves its users well, Standard English is usually viewed as more credible in schools and the work world. Although teachers may be bidialectal, they are expected to use Standard English as the example that should be emulated by students.

Many Americans are bidialectal or multidialectal in that they speak Standard English at work but speak their native or local dialect at home or when they are socializing with friends. Social factors have an influence on which dialect is appropriate in a specific situation. At one time, students were not allowed to use a dialect other than Standard English in the classroom. Some schools have proposed using the dialect of the community as a teaching tool, but such proposals usually have limited public support. Today, students are generally allowed to speak their dialects in schools but are encouraged to learn Standard English to provide them an advantage when they later seek employment.

Education for Language Diversity

The growing number of ELLs in U.S. schools calls for educators to understand language learning and how to help students learn English while they are learning mathematics, science, and other subjects. Differences between the languages used at home and at school can lead to dissonance among students, their families, and school officials. Many students who enter school with limited English skills are not only trying to learn a second language but also adjusting to a new culture.

English-language learners (ELLs)

Students whose first language is not English and who are learning English at the same time they are learning the content specified in the curriculum standards.

English as a second language (ESL)

An educational program for teaching English to speakers of other languages without the use of the native language for instruction.

Bilingual education

An educational program that uses English and the native language of students in classroom instruction.

Structured English immersion

A program in which ELLs are taught English language skills to help them transition to a mainstream classroom in which English is the language of instruction.

Sheltered English instruction

Programs that use English to make academic content understandable to ELLs.

Specially designed academic instruction in English

Programs for ELLs with intermediate English fluency and fluency in their native language that uses resources in the students' native language.

Content-based ESL

Programs that use instructional materials and strategies from academic content areas to help ELLs learn both English and the academic content.

Pull-out programs

Programs in which ELLs are removed from their regular classroom to learn English.

Transitional bilingual education

Programs in which academic subjects are taught in students' native languages as students learn English.

Developmental bilingual education

Programs in which both English and students' native languages have equal status in the classroom and are used for instruction.

Members of Congress, state legislators, and school board members debate strategies for teaching English-language learners. The debate centers on whether to use students' native languages in instruction. One instructional program is **bilingual education**, which uses both English and the native language. Another program immerses English-language learners in English-only classrooms. Other programs bridge the two. Many school districts and some states require bilingual education if a specific number of students who speak the same native language are enrolled in a school. This approach requires teachers or teacher assistants who are fluent in both English and the native language.

The Every Student Succeeds Act, which replaced No Child Left Behind in 2015, calls for ELLs to become English proficient, develop high levels of academic achievement in English, and meet standards as measured by state standardized tests. Some states have initiatives that limit the number of years that language assistance can be provided to ELLs. The problem with this approach is that research shows that one year of English instruction is generally not enough time to develop proficiency for academic success in classes taught only in English. The amount of time required for English proficiency depends on multiple factors such as age, prior schooling experiences, parents' education level, instruction provided, exposure to English, and teacher quality. For most ELLs, the development of language skills and academic achievement requires four to seven years (Civil Rights Project, 2002; Thomas & Collier, 2001; and Hakuta, Butler, & Witt, 2000). The result is that these students may fall further behind their classmates in conceptual understanding of the subjects being taught while they learn English.

ENGLISH-ONLY PROGRAMS. All states have programs for ELLs, but eight states (Alabama, Arkansas, Hawaii, Kentucky, Missouri, New Hampshire, Vermont, and West Virginia) allow language educational programs to be offered in English only. The English-only programs supported by the U.S. Department of Education under Title III include (1) **structured English immersion**, (2) **sheltered English instruction**, (3) **specially designed academic instruction in English**, (4) **content-based ESL**, and (5) **pull-out ESL** (U.S. Department of Education, 2015).

Structured English immersion (SEI) programs teach English language skills to help ELLs transition into English-only classrooms with native English speakers. Instruction in SEI programs allows limited use of students' native languages. In pull-out ESL programs, ELLs are removed from their regular classrooms to learn English. Teachers in these pull-out ESL programs may also help students with the academic areas in which they are struggling to keep up with their English-speaking peers.

Sheltered English instruction programs focus on teaching academic content in English in ways that make it understandable to ELLs. Teachers use physical activities and visual aids to teach academic concepts and vocabulary. Content-based ESL is a program that uses instructional materials, learning objectives, and classroom strategies from academic content areas to help ELLs learn English and the academic content. The language of instruction for these programs is English (U.S. Department of Education, 2015). Another language program that focuses on helping ELLs learn the academic content while they are learning English is **specially designed academic instruction in English (SDAIE)**. Students in SDAIE programs should possess intermediate English fluency and be fluent in their native language. These programs use cooperative and thematic learning, relate concepts to students' experiences and prior knowledge, encourage reading of fiction related to the academic content, promote multicultural development and awareness, and use resources in students' native languages (Genzok, 2011).

PROGRAMS USING ENGLISH AND NATIVE LANGUAGES. Language instruction programs that use students' native languages and English are used in forty-one states that allow schools to offer programs in both English-only and English and students' native language. These programs include dual language; transitional bilingual; two-way immersion; heritage language; and developmental bilingual programs (U.S. Department of Education, 2015). In these programs, students develop proficiency in both the home language and English, are usually available at the elementary level, and include both English speakers and speakers of the second language.

In **transitional bilingual education**, academic subjects are taught in the native language as students learn English. Gradually, more and more of the instruction is conducted in English. **Developmental bilingual education**, by contrast, supports bilingualism and literacy in both English and the native language. Both languages have equal status, and both are used for

instructional purposes. The goal of **heritage language programs**, which are sometimes called indigenous language programs, is literacy in English and the home language, especially for endangered languages. In all of these programs, teachers should be fluent in both English and the second language.

Another type of immersion program uses a second language for instruction and helps students understand and appreciate a second culture while maintaining their own native culture and language. **Dual language programs** are designed for students to develop language proficiency in English and a second language such as Spanish, French, Chinese, Japanese, or Farsi. **Two-way immersion programs** are a version of dual programs in which half of the students in the class are native English speakers and the other half are native speakers of the second language. Issues around students becoming competent in two languages are debated in the "Differing Perspectives" feature. Two-way immersion is used to develop bilingualism in all students as language training is integrated with academic instruction. Classes usually have an equal number of English speakers and speakers of another language.

NEWCOMER PROGRAMS. Newcomer programs are designed to help immigrant students develop basic English skills, study core content areas, learn the common culture, and develop or strengthen their native literacy skills (Short & Boyson, 2012). These programs are designed for large numbers of new immigrants who have limited or no experience with English and often have limited literacy skills in their native language. They are sometimes found within a school, but some large school districts have one or more schools specifically for new immigrants.

PARENT INVOLVEMENT. As a school decides the appropriate approach for teaching English-language learners, parents should be involved in the discussions and decisions. Together, educators and parents will have to decide whether they want to promote bilingualism among all students or only among the English-language learners. Is the goal for English-language learners to become competent in both English and their native language or to move into English-only instruction as soon as possible? Each approach has learning implications for students and cost implications for school systems.

CHECK YOUR UNDERSTANDING 7.3

Complete Check Your Understanding 7.3 to gauge your understanding of the concepts in this section.

GENDER

We are culturally different because of our biological sex and our gender, which are our feminine and masculine traits, even when we are members of the same socioeconomic, ethnic, and religious group. These differences are not just physical appearance. We segregate ourselves by gender at social gatherings, seek different types of jobs, and are expected to take on different family roles. We think and act differently in a number of settings and situations. We treat boys and girls and young women and young men differently in our classrooms. What is the cause of these differences? Some of them may be the result of biology, but others are based on the expectations of our culture and society. In this section, we will explore these differences and similarities and their impact on student behavior and learning.



Source: Hero Images/Getty Images

Bilingual education uses both the native languages of students and English in classrooms to ensure that students learn the academic concepts being taught.

Heritage language programs Programs that promote the development of the native language of students' families as well as English. These programs are designed for indigenous student populations.

Dual language programs Programs in which instruction is delivered in both English and the second language that students are learning with the goal of helping students develop high levels of language proficiency and literacy in both languages.

Two-way immersion programs A version of a dual language program in which the class includes a balanced number of English speakers and native speakers of the second language.

DIFFERING PERSPECTIVES

SHOULD ALL STUDENTS BE BILINGUAL?

Many immigrant students enter school using a language other than English. The role of schools in teaching them English and encouraging the maintenance of their own native language has long been debated. How important is bilingualism? Should schools promote learning of a second language by all students? This debate illustrates two teachers' perspectives on these issues.

YES

Douglas Ward is a bilingual learning disabilities resource teacher at William Nashold Elementary school in Rockford, Illinois. He is in his third year of teaching and is certified in bilingual special education and several other fields.

Yes, all students should be bilingual. Unfortunately, in the United States very few students become truly proficient in a foreign language. That is one reason for the shortage of foreign language and bilingual teachers.

Before the world wars, many immigrants in the United States used their native languages daily while they learned English. But the world wars and isolationist policies created a climate in which it was unpopular to speak anything but English. In some cities, fines were imposed on anyone caught speaking a foreign language in public business.

Many descendants of immigrants never learned their parents' or grandparents' native languages—in my case, Polish and German—because of these attitudes. My grandparents and parents, pressured by society, did not understand the importance of passing on their languages to me.

Learning a foreign language involves more than learning how to read, write, and speak. More important, it teaches students about a culture. Lack of understanding of cultural differences causes intolerance and war.

The people of the United States and the world need to be, not just tolerant, but accepting of other cultures. We need to embrace and celebrate our many cultures. Studying a foreign language and becoming bilingual opens one's mind to new thinking and creates new opportunities to communicate with other people.

Language can be the key to a lasting peace between enemies. Learning another language is the best way to make friends.

Students in many other countries learn at least one foreign language in their public schools. In the United States, few schools even offer a foreign language in elementary school.

As global businesses and trade expand, the need to know a second language is growing tremendously. Many businesses in other countries want to do business with us. Their salespeople speak English and know our customs. We need people who know other languages and cultures so that our exports will increase and our economy will become stronger.

Learning another language may also spill over into other areas. Research shows that bilingualism leads to cognitive advantages that may raise scores on some intelligence tests.

Studies also show a correlation between knowing two languages and linguistic abilities that may facilitate early reading acquisition. That, in turn, could boost academic achievement.

NO

Suzanne Emery retired last year after thirty-five years of teaching English and journalism, the last twenty-five at San Diego's Mira Mesa High School. She reviews questions for California's high school exit exam and edits the San Diego Education Association newsletter.

American education cannot be all things for all people.

We've agreed generally on the need to improve achievement in the basic curriculum. Bilingualism should not be added to the mix. Nor should it join all the other mandates that politically correct states and school districts impose: cultural holidays, parenting classes, good health activities, well-rounded social growth, adequate physical activities, proper nutrition, and suicide prevention.

A second language is always a luxury. It is needed only for the college bound and then only in certain majors.

We're told that European countries require two languages. But many European countries are very small, so bilingualism is a survival skill. And few other countries try to educate 100 percent of their children, as we do. In Europe, education is at the top of parents' priorities. Need we talk about the distractions here?

And what is the second language of bilingual children around the world? It is English. We need to educate our own kids for success in that universal language. Our schools can barely gather materials and teachers for the standard curriculum, let alone for another language.

If schools required a second language, what would it be? Spanish, Japanese, or French? How should we decide? What about all our students who speak Hmong, Farsi, or Tagalog? Would we mandate a third language for them?

Comfort in two languages is valuable in many venues and often desired for reasons of tradition. But families that want another language can do what they've always done: Saturday school, magnet schools, and temple classes.

If a district is so insular that it lacks the diverse quilt of contemporary America, its sterility and guilt should not be visited on the rest of the country.

So many American schools are like mine in San Diego where students regularly exchange videos with relatives in Vietnam, make the annual family pilgrimage to Mexico, edit the Islamic Center's

youth newsletter, and produce pamphlets in graphic arts class for the Buddhist temple.

Here in California, with the nation's largest enrollment of newcomers, the challenge is to prepare all students for world-class competition, culminating with a high school exit exam in English,

because English communication is key to success in academics and in adult life. That also applies to the rest of the country.

We cannot afford another diversion added to the overflowing plate of public education.

WHAT IS YOUR PERSPECTIVE ON THIS ISSUE?

Source: Should Teachers Express Their Views on Controversial Topics in Class from *NEA Today*, Volume: 24, Issue: 02, p. 40. Copyright © 2005 by National Education Association. Used by permission of National Education Association.

Differences Between Females and Males

Learning the gender of a baby is one of the important rites of parenthood. However, the major difference between infant boys and girls is the way adults respond to them. There are few actual physical differences, particularly before puberty. By age two, children realize they are a girl or a boy; by five or six, they have learned their gender and stereotypical behavior. In most cultures, boys are generally socialized toward achievement and self-reliance, girls toward nurturance and responsibility. Differences in the expectations and behaviors of the two genders may be rooted in their groups' ethnicity, religion, and socioeconomic status.

In schools, girls and boys have different participation rates in academic subjects and behave differently in the classroom. For years, boys outperformed girls in mathematics, and girls had higher scores than boys on reading achievement tests. However, these gaps between the two sexes are decreasing. For example, women are now majoring in mathematics in college at a higher rate than in the past, earning over 40 percent of the undergraduate math degrees (Snyder & Dillow, 2015). Differences in performance on achievement tests continue to narrow, although girls generally outperform boys on reading and writing achievement tests while boys score slightly higher than girls on national assessments of mathematics (Kena et al., 2015). On tests for college admission, males perform at higher levels than females on both the critical reading and mathematics sections of the SAT; females score higher on the writing section (Snyder & Dillow, 2015).

Some researchers attribute these gender differences to the development of specific hemispheres at the top of the brain. Females tend to have a well-developed left side of the brain, which is associated with verbal skills such as reading, speaking, and writing. The right side, which boys use more often, is associated with spatial skills of measuring and working with blocks or other objects (Eliot, 2009). Other researchers dispute the claim that differences are based primarily on biology (Eliot, 2009; Jordan-Young, 2010).

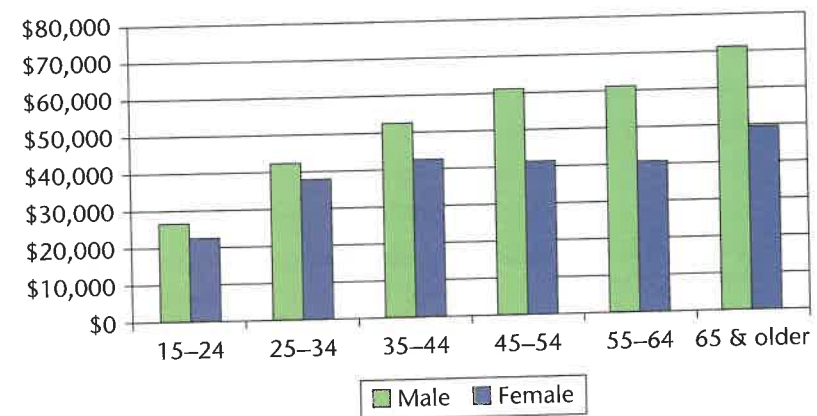
A major difference between males and females is how they are socialized for their roles as men or women. Men are generally found in positions of superiority as evidenced by their disproportionate employment in the highest status and highest paying jobs, leading to inequitable earnings by women across their life span as shown in Figure 7.6. Sometimes this relationship extends into the home where the father and husband may both protect the family and rule over it. At times, this relationship leads to physical and mental abuse of women and children.

Gender Equity in Education

Gender-specific behavior is sometimes stereotypically reinforced in classrooms. Girls and young women are more likely than boys to be quiet, follow the rules, and help the teacher. Boys and young men tend to be rowdier and less attentive. Researchers who claim that sex differences are biologically determined find that classrooms are girl friendly, ignoring the ways that boys learn (Cleveland, 2011). However, teachers may reinforce or counteract these stereotypical behaviors in appropriate ways to support learning for the two sexes.

The number of single-sex classes and schools has increased significantly since 1992 when the U.S. Department of Education allowed public funds to be used to support single-sex education. Some educators have found that academic achievement has improved for both girls and boys when they are in classrooms with students of the same sex. These schools may focus on developing the confidence, academic achievement, and leadership skills of young women or men by using the

FIGURE 7.6 Median Income of Males and Females Working Full-Time Year-Round



Source: From Table PINC-01. Selected Characteristics of People 15 Years and Over, by Total Money Income in 2014, Work Experience in 2014, Race, Hispanic Origin, and Sex. Published by U S Census Bureau, © 2015.

learning styles and cultural experiences related to their gender. Schools in some urban areas have been designed for African American young men to validate their culture and develop their self-esteem, academic achievement, and leadership capacities in order to confront the hostile environments they sometimes face in society. Although parents and educators may be encouraged by the classroom environment and performance of some students in single-sex classrooms, the research has not yet shown that they improve academic performance (Pahlke, Hyde, & Allison, 2014).

Schools can play an important role in helping young women and men realize their potential. If gender **equity** existed, females and males would be expected to participate at nearly the same rates in academic courses. Let's look at some of today's realities. Girls are more likely than boys to participate in advanced placement (AP) and international baccalaureate (IB) courses (Snyder & Dillow, 2015). They are enrolling in higher-level mathematics courses at about the same rate as boys. Boys continue to enroll in high school physics courses at higher rates than girls (39 percent versus 33 percent), and only two in five of the college graduates in physical sciences are female. Females earn 18 percent of the bachelor's degrees in engineering and engineering technologies and 18 percent of the bachelor's degrees in computer and information sciences. On the other hand, girls are likely to complete more years of foreign language than boys. Girls take high school biology courses at a slightly higher rate than boys, females earn more than half of the college degrees in biological and biomedical sciences and are 78 percent of new veterinarians (Snyder & Dillow, 2015). To promote gender equity, females should be encouraged to become involved in mathematics, science, and computer science. Males should be encouraged to participate in areas in which they are underrepresented: the fine arts, foreign languages, advanced English, and the humanities.

A gender-equitable education does not mean that all students are always treated the same. Different instructional strategies may be needed for the two groups to ensure participation and learning. Understanding cultural differences among females and males is important in developing appropriate teaching strategies. Not all girls and young women respond to instruction in the same way. Their other group memberships intersect with their gender in determining their interactions with teachers and effective instructional strategies. Multicultural teaching affirms students' gender and experiences in ways that promote learning for both males and females.

Teachers in gender-sensitive classrooms monitor interactions among girls and boys as well as their own interactions with the two genders. They intervene when necessary to equalize opportunities between them. If boys are not performing as well as girls in language arts or if girls are not performing as well in mathematics, the challenge is to develop approaches that will improve all students' performance.

Title IX

Title IX of the 1972 Higher Education Amendments is the major legislation that addresses the civil rights of girls and women in the education system. It requires federally funded colleges and schools to provide **equal educational opportunity** to girls and women. Title IX has been credited for increasing

Equity The state of fairness and justice across individuals and groups; it does not require the same educational strategies across groups but does expect equal results.

Equal educational opportunity Access to a quality education for all students regardless of their gender, cultural background, or family circumstances.

the number of girls and young women participating in college preparatory courses, completing professional degrees in college, and participating in sports. In the year that Title IX passed, only 7 percent of law degrees were earned by females as compared to 47 percent in 2012. Eight percent of the medical degrees and 13 percent of the doctorates were awarded to females in 1970, but by 2012, women received 48 percent of all medical degrees and 51 percent of all doctorates (Snyder & Dillow, 2015).

Participation in sports is associated with higher levels of family satisfaction. However, many families report that their daughters do not have the same opportunities to participate in organized sports at school as their sons (Sabo & Veliz, 2008). Although Title IX has led to a dramatic increase in the number of females involved in sports, providing them equal opportunities has been the most controversial part of Title IX. It requires the percentage of male and female athletes to be substantially proportionate to the percentage of males and females in the student population. In addition, the school must have a history and continuing practice of expanding opportunities for the underrepresented gender to participate in sports. Even if a school is not meeting the proportionate expectation, the school must be fully and effectively meeting the interests and abilities of the underrepresented gender (Staurowsky, Hogshead-Makar, Kane, Wughalter, Yiamouyiannis, & Lerner, 2007).

The number of girls and women participating in sports has increased dramatically since Title IX was passed. Fewer than 300,000 girls participated in high school sports in 1972 compared to more than 3.3 million high school girls now participating (National Federation of State High School Associations, 2014). The number of women participating in college sports has increased from 30,000 in 1972 to nearly 200,000 (Wolverton, 2012). Although access to school sports is similar for girls and boys in many communities, a gap exists in low-income and urban schools where fewer girls participate in athletics and physical education (Staurowsky et al., 2007).



Source: Amy Myers/Fotolia

Title IX prevents discrimination in education programs based on gender. Schools must make provisions for girls and young women to participate in intramural, club, and interscholastic sports.



CHECK YOUR UNDERSTANDING 7.4

Complete Check Your Understanding 7.4 to gauge your understanding of the concepts in this section.

SEXUAL ORIENTATION

Although the common understanding among the research community is that sexual orientation is not chosen (Ost & Gates, 2004), some cultural and religious groups believe that homosexuality is a choice of lifestyle. These groups place high value on heterosexuality and denigrate or outlaw homosexuality as part of their religious doctrine or community mores. Heterosexuality has long been the norm against which sexual identity is measured, and, to many people, the only acceptable sexual orientation. These different perspectives about sexual orientation are reflected in state and national discussions about civil unions and marriage among gays and lesbians. They are also reflected in schools that may ban holding hands or attending proms with a same sex partner. Lesbian, gay, bisexual, transgender, and queer (**LGBTQ**) students are harassed in their schools and communities. How will you handle issues related to sexual orientation when they arise in your classroom or school?

Sexual Identity

Unless teachers or students are LGBTQ, they may have limited knowledge about sexual identities other than heterosexual. They know they are expected to date a person of the opposite sex, marry, and have children. To do otherwise would disappoint their families. To be LGBTQ could be devastating to a family who thinks sexual orientation is a choice made by their child or that any orientation other than heterosexuality is wrong. A number of groups—such as the Gay, Lesbian

LGBTQ Acronym that refers to lesbian, gay, bisexual, transgender, and queer individuals or issues.

and Straight Education Network (GLSEN) and Parents, Families, and Friends of Lesbians and Gays (PFLAG)—help families and teachers be supportive of LGBTQ family members and friends. However, many LGBTQ students do not have supportive families or friends and sometimes are either thrown out of their homes or harassed to a level that leads them to choose to leave home. As a result, they comprise the largest number of homeless youth on the nation's streets.

Based on the study of the sexual behavior of the adult population by Alfred Kinsey in the 1940s and 1950s, 90 percent of the population was projected to be exclusively heterosexual. More recent data indicate that 3.5 percent of the population identifies themselves as LGBT (Keen, 2011). What terms describe the sexual orientations of the population? Heterosexual refers to being sexually attracted to members of the opposite sex. Lesbians are women who are sexually attracted to other women; gay men are sexually attracted to other men; and bisexuals are sexually attracted to both sexes. Transgender refers to people whose biological sex (i.e., male or female) does not match their psychological view of themselves. It is a biological male who identifies as a female or a female who identifies as a male. Some transgender individuals have surgery to alter their physical gender characteristics.

The “Q” in LGBTQ refers to questioning or queer. “Queer” is a political term that challenges the status quo and rejects assimilation into the dominant society. Some members of the LGBTQ community remember queer as a derogatory term used against them in the past and do not use the term to identify themselves. Questioning individuals are unsure about their sexuality or are not ready to accept a predetermined label (Savage & Harley, 2009). Many youth do not accept the current labels for their sexual orientation and identify themselves by different terms in blogs and other forums.

Supporting LGBTQ Students

Harassment of LGBTQ students at school is far too common. GLSEN's National School Climate Survey (Kosciw, Greytak, & Boesen, 2014) found that one in three LGBT students had been pushed or shoved at school. Seven in ten of these students heard “that's so gay” or other negatives uses of the word “gay” by their peers. Two in three students heard other homophobic remarks such as “faggot” or “dyke” frequently or often. Harassment is not always face-to-face—almost half of the students in this study were harassed by classmates through text messages and postings on Facebook. Half of the respondents reported hearing homophobic remarks from their teachers or other school staff (Kosciw, Greytak, Palmer, & Boesen, 2014). It is not only LGBTQ students who are victims of this harassment; students who are perceived as gay, whether or not they are, are also targets of these comments. The suicides of a number of students who have been harassed have received media attention, which has helped bring the seriousness of the harassment to the attention of the public.

LGBTQ students also experience invisibility and isolation in school (Savage & Harley, 2009). They do not generally see positive images of themselves—if they are discussed at all—in textbooks or the curriculum. The school and public library may have been stripped of books and other information on LGBTQ issues. They do not learn that different sexual orientations are normal in a society (American Psychological Association, 2008). They have no place to turn for information on their sexuality other than the Internet.

Educators must be aware of students' safety. A number of court cases have reinforced the need for schools to become intolerant of the harassment of LGBTQ students. Such a strategy will require teachers to intervene when students are verbally or physically harassing each other for whatever reason, including bullying gay, lesbian, and transgender students. A growing number of states and schools are developing policies for treating all students with equal respect and dignity that explicitly indicate the **inclusion** of LGBTQ students. As a number of school districts are learning, these policies must also include transgender students and their rights to use the appropriate bathroom and to participate on the appropriate sports team. Laws are moving in the direction of acceptance and nondiscrimination to support a student's psychological well-being (Darden, 2014).

The link between student engagement and academic success applies to all students. When LGBTQ students do not regularly attend school in order to avoid the expected harassment, they are not engaged. Their grades drop, and they are more susceptible to dropping out of school. They are more likely than their heterosexual peers to engage in high-risk sexual behaviors or drug and alcohol abuse (Meyer, 2010). Educators could more proactively include LGBTQ people in the curriculum and be open about acknowledging the contributions of LGBTQs to society. Educators can also provide

Inclusion The integration of all students, regardless of their background or abilities, in all aspects of the educational process.

an environment that promotes the healthy development of LGBTQ students. Students report that they feel safer in schools with a student-initiated Gay-Straight Alliance club (Kosciw et al., 2014).



CHECK YOUR UNDERSTANDING 7.5

Complete Check Your Understanding 7.5 to gauge your understanding of the concepts in this section.

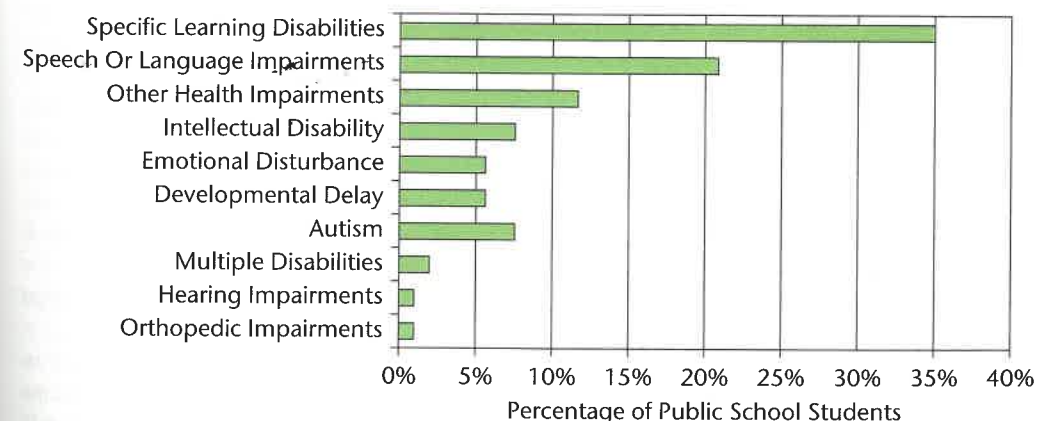
EXCEPTIONALITIES

More than 56 million people, or 19 percent of the population, have a disability; almost 13 percent of the population has a severe disability (Brault, 2012). Some people are born with a disability. Others develop a disability as they age or have an accident or illness that leads to a disability. Older people are more likely to have disabilities with almost half of the population over age sixty-five having a disability (Brault, 2012). The 13 percent of the public school population who receive special education services have the disabilities listed in Figure 7.7. In addition, approximately 6 to 10 percent of the student population are gifted and/or talented (National Association for Gifted Children, n.d.).

Some educators make a determination about the potential of students with disabilities as early as kindergarten, which can lead to low academic expectations for students who could perform at high levels if appropriate accommodations were made for their disability. These low expectations can contribute to academic performance that lags behind their peers. Only 64 percent of the students with disabilities earned a high school diploma in 2011, although another 15 percent of them received a certification of attendance. Students with disabilities are 11 percent of the undergraduate population and 5 percent of the enrollment in graduate and first professional degree programs (Snyder & Dillow, 2015). School dropout rates for this population are relatively high. Persons with disabilities are disproportionately underrepresented in the labor force—sometimes because they are unable to go to work, but more often because the workplace has not made the accommodations that would make it possible for them to work productively.

Persons without a disability may react with disdain toward individuals with disabilities, viewing them as inferior. But like all other individuals, people with disabilities want to be recognized as persons in their own right. They have the same needs for love and the same desire to be as successful as persons without disabilities. However, society has historically not accepted them as equals. Some individuals with severe disabilities are placed in institutions out of the sight of the public. Others are segregated in separate schools or classes. Too often they are rejected and made to feel inept and limited in their abilities. As educators, we should be helping students with disabilities develop their academic potential and skills for college and employment. This goal will require overcoming the prejudice and discrimination that many of these students face in school and in their communities.

FIGURE 7.7 Percentage of Public School Enrollment Served Under the Individuals with Disabilities Education Act (IDEA) by Disability



Source: From *The Condition of Education 2011* by Susan Aud; William Hussar; Grace Kena; Kevin Bianco; Lauren Frohlich; Jana Kemp; Kim Tahan. Published by U.S. Department of Education.

VIDEO NOTE 7.2

Watch this video to see how a student with a disability is integrated into a regular preschool classroom. What is meant by the inclusion of children with disabilities in a classroom? What is the role of a general education teacher in an inclusive classroom?

https://www.youtube.com/watch?v=x8TnKi_YblQ

Inclusion

Historically, inclusion referred primarily to the integration of students with disabilities in general education classrooms. Today it is used more broadly to define the practice of fully integrating all students into the educational process, regardless of their race, ethnicity, gender, socioeconomic status, religion, physical or mental ability, language, or sexual orientation. Ideally, all students see themselves represented in the curriculum as well as in classes for the gifted.

As students with disabilities or giftedness are integrated into classrooms, collaboration is required among the adults, including parents, who work with these students. You should not be expected to serve as both the teacher and special education specialist. Ideally, teachers of general education collaborate with a special education resource teacher, a teacher's aide when needed, and appropriate specialists such as a speech/language pathologist, occupational therapist, physical therapist, vision specialist, adaptive physical education teacher, school psychologist, or school nurse. As a member of the team, you are expected to individualize instruction by following each student's **individualized educational program (IEP)**. At times, students with disabilities may be pulled out of the classroom for special services, but these special sessions should be limited and should be used only to meet complex individual needs.

VIDEO ANALYSIS 7.1

View the following video in which general education teachers discuss with a parent and special education teacher the progress a freshman with a disability is making on his individualized education program (IEP). Then answer the questions that follow the video in your Pearson eText.

Following Congress's passage in 1975 of Public Law 94-142, which later became the Individuals with Disabilities Education Act (IDEA), the number of students with disabilities in regular classrooms grew dramatically. Ninety-four percent of children and youth with disabilities are enrolled in regular schools; the other 6 percent are in separate special education schools, in residential facilities, at home, or in a hospital. Of the students with disabilities in regular schools, three in five spend at least 80 percent of their school days in classes with peers without disabilities. However, many teachers have limited preparation for working effectively with students with disabilities and often do not know the accommodations that should be provided to support their learning. An example of the challenges you may face in an inclusive classroom is described in the "Teaching in Challenging Times" feature. It is quite likely that you will have a number of students with disabilities in your classroom during your career. How could you prepare yourself to provide them the equitable education they deserve?

One of the goals of inclusion is to provide students with disabilities the same opportunities for learning academic content to which others are exposed. Most students with disabilities can achieve at the same levels as their peers without disabilities, but they may require accommodations that allow them to access the content, the instruction, and the tools for learning. These accommodations may require physical changes in the classroom, such as increasing the height of a desk so that students in wheelchairs have a work space. It may require the provision of computers for students who cannot hold or control a pencil. It may require books in Braille or the use of sign language and taped books.

Researchers are finding improved student outcomes for students with disabilities who are in inclusive classrooms. Students without disabilities also receive positive benefits. Inclusion helps them become more tolerant of others, appreciate diversity, and be more responsive to the needs of others (Lipsky & Gartner, 1996).

Individualized education program (IEP) A program designed to meet the needs of a child eligible for special education services. The program helps educators understand the child's disability and provides directions for the services to be provided by teachers and other school professionals.

TEACHING IN CHALLENGING TIMES**Inclusion of Students with Disabilities**

Over time, classroom teachers have been given increased responsibility for making sure the needs of a child with an IEP are met in their classroom. Although a child may enter the classroom with an IEP requiring support from special educators, ultimately and legally, it is the teacher's responsibility to make sure the IEP is implemented in the classroom. It is also the teacher's responsibility to handle any behavior or social difficulties that may occur in the classroom. Furthermore, the teacher must work with special educators to adapt lessons and assignments to the ability level of all students. Teachers must promote success for all learners rather than expecting failure.

Picture yourself as a teacher in an inner-city second-grade classroom. You have twenty-five students from low-income homes and several children for whom English is their second language. Among these students are three children with IEPs and four learners who are making limited academic progress but do not qualify for special education services.

The three children with IEPs have varied needs. One child is a girl in a wheelchair with physical needs requiring a nurse to accompany her in the classroom. Another child is an eight-year-old boy who was born with Down syndrome. He too has multiple needs, including speech/language therapy, occupational therapy to work on his fine-motor skills, and a behavior plan monitored by the school psychologist. The third child has attention deficit/hyperactivity disorder (ADHD). His academic skills lag a full year below grade level, and his attention span is minimal during periods of instruction.

In addition to these three children with IEPs, four children are reading at the first-grade level. Although these children are obviously having difficulties with reading, writing, and spelling, they do not currently qualify for special education services because their performance level is not two standard deviations below their intelligence quotient-derived ability level.

Unfortunately, there is no reading specialist in your school to help teach the learners performing below grade level. Furthermore, the special education teacher is required to provide direct services to the students with IEPs for only two hours a week. A special education assistant has been assigned to assist with the children with IEPs in your classroom, but her time is split between all six first- and second-grade classes in your school building, so you are lucky to have her assistance on a daily basis. If the special educator or assistant is out for any reason, a substitute is rarely provided.

WHAT ARE MY CHALLENGES?

1. What would you do to include the student in the wheelchair in as many classroom activities as possible and to encourage social interactions with her peers?
2. What would you do to make sure the child with Down syndrome is accepted and included by his peers?
3. What would you do to differentiate instruction to meet the needs of the children who aren't reading at grade level but do not receive special education services?

Disproportionate Placements

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be provided a free and appropriate public school education. African American students, English language learners, and students from low-income families are more likely than their peers to be in special education classes. Students labeled intellectually disabled or emotionally disabled are disproportionately from low-income and African American families while white children are disproportionately overrepresented in categories of autism and other health impairments such as ADHD (Harry & Klinger, 2014; Colker, 2013). This pattern is also found in the placement of males and students of color in special education and gifted classes: African American and American Indian students, like males in general, are overrepresented in these disability categories (Kena et al., 2015). At the same time, Hispanic, African American, and American Indian students are underrepresented in gifted and talented programs. You will need to monitor the reasons for your referrals of students to be tested for placement in these classes to ensure that you are providing equity in the delivery of education services.

Disproportionate placements of students in special education and gifted education programs may be due to a number of factors. Tests used for placement may be biased against low-income students, English-language learners, and students who have not assimilated into the common culture. Some educators who recommend students for special programs are intolerant of cultural differences and do not want students in their classes who they believe will disrupt the classroom. Schools should monitor recommendations and placements to find out if students from some groups are being disproportionately placed in these special programs and take corrective action if needed.

Response to Intervention

The regulations for the IDEA, which was reauthorized by Congress in 2004, promote the Response to Intervention (RTI) instructional model for identifying special education students. A growing number of early childhood and elementary teachers link lessons with frequent monitoring to identify students who may need special education services. RTI is a multitiered screening system that allows teachers to support learning by using interventions as necessary. The first two tiers are instruction for all students in general education. The next tier is generally small-group instruction for students who are having difficulty learning. The final tier is individualized instruction for students who need a more intensive level of instruction. Students in the final tier may be eligible for special education services (RTI Action Network, n.d.). The RTI screening process is replacing other procedures that have been used in the past to identify special education students.



CHECK YOUR UNDERSTANDING 7.6

Complete Check Your Understanding 7.6 to gauge your understanding of the concepts in this section.

RELIGION

Religion can have a great influence on the values and lifestyles of families and can play an important role in the socialization of children and young people. Religious doctrines and practices often guide beliefs about the roles of males and females. They also provide guidance regarding birth control, marriage, child rearing, friendships, and political attitudes.

By age five, children are generally able to identify their family's religious affiliation. Although 56 percent of the population reports that religion is an important part of their daily life, less than 40 percent attend a religious service on a weekly basis (Newport, 2013). However, strong religious perspectives are reflected in the daily lives of many families.

Religious Identity

Religious pluralism flourishes in this country. With the influx of immigrants from Asia, Africa, and the Middle East during the past few decades, religious diversity among the population has increased further as more families practice non-Western religions such as Islam, Hinduism, and Buddhism. Other families declare themselves atheists or simply do not participate in an organized religion. Some religious groups believe that their religion is the only correct and legitimate view of the world. Other groups recognize that religious diversity has grown out of different historical experiences and accept the validity of diverse groups. At the same time, every major religion endorses justice, love, and compassion as virtues that most individuals and nations should try to achieve. Most Western religions are compatible with the values of the common culture; they also usually promote patriotism and emphasize individual control of life.

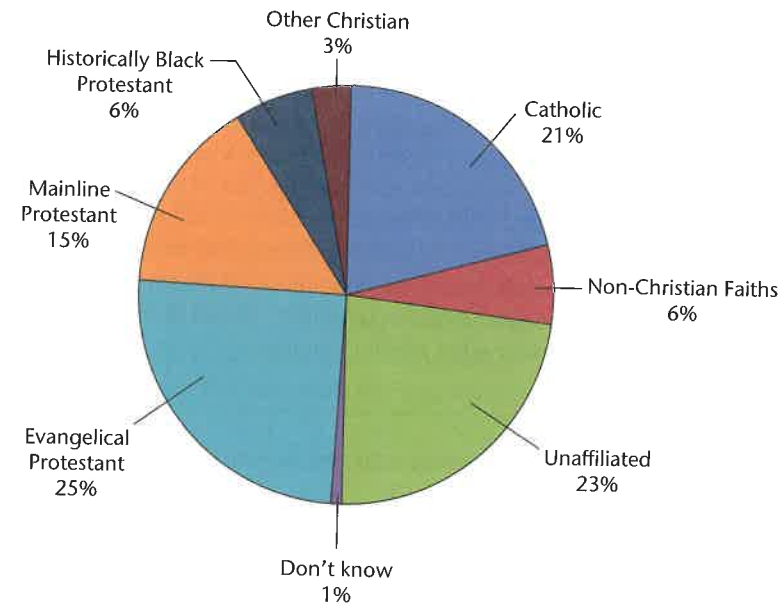
Seventy-one percent of the adults in the United States identify themselves as Christian; 6 percent

Source: Lon Diehl/PhotoEdit



Public schools cannot advance a religion, but neither can religion be ignored in the curriculum. Diverse religious beliefs should be acknowledged and respected in classrooms and schools.

FIGURE 7.8 Religious Diversity of the U.S. Population



identify themselves as Jews, Buddhists, Muslims, or members of other world religions; and 23 percent are atheists, antagonists, or otherwise unaffiliated with a religious faith (PewResearch-Center, 2015). Although they are not as dominant as they were earlier in U.S. history, Protestants comprise 46.5 percent of the population and Catholics 20.8 percent of the population. Within each of the major religious groups, distinct denominations and sects have the same general history but may differ greatly in their beliefs and perspectives on morality and life. The churches that serve the largest percentages of the Christian community are shown in Figure 7.8 along with the other world religions with the largest memberships in the United States.

For many people, religion is essential in determining their cultural identity. Some religious groups, such as the Amish and Hutterites, establish their own communities and schools to maintain their religion, foster mutual support, and develop group cohesiveness. Members of religious groups promote primary relationships and interactions with other members of the same faith. Most social activities are linked to religion, and institutions have been developed to reflect and support their religious beliefs. In many rural areas, the church is the center of social and community activities.

Religion in Schools

Learning to read the Bible and applying its moral lessons were the foundation of early public schools. Gradually, the Bible was removed from public schools as the curriculum became more secular. However, Bible verses were still being read or prayers being said to open school days in some public schools well into the twenty-first century.

The First Amendment indicates that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." Many court cases during the past century have helped to sort out the application of this section of the amendment to schools. Families are generally satisfied with schools when the schools reflect the values that are important in their religion. But they may attack schools when the curriculum, assigned readings, holidays, school convocations, and graduation exercises are perceived to be in conflict with their religious values. Court cases have addressed the teaching of evolution, religious clubs in schools, the Pledge of Allegiance, citing of the Bible, religious holidays, school prayer, and teaching about religion. Other cases address teachers' religious-liberty rights when teachers have been released from their jobs because they have been promoting their own religious ideas in their classrooms or because students think that a teacher is denigrating their religion while teaching.

There are many misperceptions about how religion can be addressed in public schools. Educators cannot say prayers or require students to pray in public schools. However, students can

Secular Not based on or related to religion.

pray in school as long as it is not disruptive and doesn't infringe on the rights of others. Teachers can teach about religion, but they cannot privilege a religion, promote their religious faith, nor denigrate the beliefs of religious groups or nonbelievers. The Equal Access Act of 1984 allows students to establish religious clubs in secondary schools if other clubs exist at the school.

The Pew Forum on Religion & Public Life (2010) reports that we have little knowledge about religions other than our own. This religious illiteracy may contribute to the growing intolerance among groups. Nearly 19 percent of reported hate crimes are motivated by religion with the largest number against Jews followed by hate crimes against Muslims (Potok, 2015). Other individuals have been targeted because of their religious beliefs as occurred in the 2012 massacre at a Sikh temple in Oak Creek, Wisconsin. The teaching of religions may be helpful in improving our tolerance of our neighbors from religious and faith traditions different from our own. Religions are included in national and state standards for social studies as well as textbooks. Public schools can offer courses on world religions or other religious studies.

JOURNAL FOR REFLECTION 7.2

- How has your religious background had an influence on your perceptions of persons with other religious beliefs?
- How will you respond if the school district in which you teach asks you to teach something that is against your religious beliefs?

CHECK YOUR UNDERSTANDING 7.7

Complete Check Your Understanding 7.7 to gauge your understanding of the concepts in this section.

MULTICULTURAL EDUCATION

Diversity, **social justice**, and equality provide the foundations for multicultural education. However, multicultural education does not have universal acceptance. It has been the subject of public and academic discussion during the past fifty years. Editorials, television programs, radio talk shows, and debates among college students and faculty periodically focus on the importance of diversity in society and the school curriculum. Campaigns for political office include debates about immigration, provision of services to unauthorized workers and their children, English-only policies, affirmative action, women's health, and gay rights. Simply put, the perspective of one side is that the recognition and promotion of diversity will strengthen the nation. The other perspective views the promotion of diversity as dividing the nation and leading to greater conflict among groups. This second perspective also argues that the Western tradition is denigrated when diversity and **multiple perspectives** are highlighted.

Multiculturalists argue that multicultural education will help unify a nation comprised of numerous cultural groups who have long faced discrimination. They believe that individuals should have the opportunity to learn more about one another and to interact on an equal basis in schools and society. They also believe that members of diverse groups can maintain their diverse history, traditions, and cultures while together developing a common civic culture. An outgrowth of these debates has been the establishment of general education requirements for ethnic, religious, women's, and global studies in colleges and universities. Most states also expect teacher education candidates to study diversity and to be able to incorporate it into their teaching. Most of the developing state and national standards for preschool through college curricula include references to the diversity of the U.S. population and world.

Students in some schools are from the same racial, ethnic, and socioeconomic group. They have little exposure to the racial, language, and religious diversity or the multicultural reality of the country as a whole. Even with limited ethnic and racial diversity, most schools have males and females with different sexual identities and from different religious and socioeconomic backgrounds. The ethic of social justice is just as important in these settings as in those with greater ethnic and language diversity. To provide a well-rounded and balanced curriculum for these students,

Social justice A value system in which justice for all people, equality, and fairness are valued and promoted.

Multiple perspectives Views from people or groups of people whose histories and experiences provide different ways of interpreting a current or past event, policies, research, and practices in the world.

you may need to work hard at bringing different perspectives to presentations and discussions, especially in your first years of teaching. You probably will need to develop innovative strategies for providing direct exposure to diversity and issues of equality. Technology could be used to connect your students to students in other parts of the country or world. They can explore other groups and perspectives on the Internet or social networking outlets.

Classrooms and schools that are multicultural are models of democracy and equity. This effort requires educators to:

1. Place the student at the center of the teaching and learning process.
2. Promote human rights and respect for cultural differences.
3. Believe that all students can learn.
4. Acknowledge and build on the life histories and experiences of students' group memberships.
5. Critically analyze oppression and power relationships to help students understand racism, sexism, classism, and discrimination against persons with disabilities, gays, lesbians, the young, and the aged.
6. Critique society in the interest of social justice and equality.
7. Participate in collective social action to ensure a democratic society. (From *Multicultural Education in a Pluralistic Society* by Donna M. Gollnick and Philip C. Chinn. Published by Pearson, © 2017.)

Although you should begin to grapple with these issues now, the process of learning about others and reflecting on one's attitudes and actions in these areas is a lifelong activity.

Incorporating Diversity

For centuries, women, people with low incomes, and members of oppressed ethnic and religious groups have fought for an education equal to that available to persons with high incomes and power. Courageous educators established schools to educate students of color when they were not allowed to attend school. Early in the twentieth century, Carter G. Woodson established the Association for the Study of Negro Life and History to study and write about the history and culture of African Americans. Along with Woodson, W. E. B. DuBois, Charles C. Wesley, and other scholars provided the foundation for the study of racial and ethnic groups. By the 1920s, the Intercultural Service Bureau in New York City was promoting the incorporation of intercultural education into the curriculum to increase knowledge about new immigrants, improve tolerance among groups, and reduce prejudice against them. In 1954, the Supreme Court declared illegal separate-but-equal education for black and white students in *Brown v. Board of Education*. The civil rights struggles of the 1960s laid the groundwork for new curriculum content about African Americans, Hispanics, American Indians, and Asian Americans. Attention to equity for women, individuals with disabilities, and English-language learners soon followed. These events led to the development of multicultural education.

CULTURALLY RESPONSIVE TEACHING. Teaching is complex. You cannot determine the learning styles, prior knowledge, or cultural experiences of students by simply knowing that they are from a specific ethnic group or SES level. You will need to observe and listen to students and their parents as well as assess student performance to develop the most effective teaching strategies. When teachers validate and incorporate the cultures of students and communities in the curriculum, they are practicing culturally relevant or **culturally responsive teaching**. As a result, students begin to feel that teachers care about them, which is a first step in building a foundation for trust between teachers and students who are from different racial and ethnic groups. A part of building trust is to teach the history of a group truthfully and not gloss over the contributions of men and women of color or the discrimination faced by groups throughout history.

VIDEO NOTE 7.3

Watch this video about the meaning of culturally responsive teaching. Why is it important for a teacher to use culturally responsive pedagogy?

<https://www.youtube.com/watch?v=uV36efjBKRU>

Culturally responsive teaching A pedagogy that recognizes, values, and incorporates the cultures of students in the learning and teaching process.

A culturally responsive curriculum reflects the reality of our multicultural world rather than only the piece of it that belongs to our own culture. For example, learning science and mathematics would be enhanced for American Indian and other students if the knowledge and traditions of various tribes and nations were incorporated into the curriculum. The presentation and discussion of topics from multiple perspectives allow students to see that there are many ways to view a topic based on one's own perspective, experiences, and interpretations. For example, a study of pioneers moving westward would look different from the perspectives of pioneers, Congress, and American Indians. By viewing many academic and controversial topics in today's news from the multiple perspectives of different groups discussed in this chapter, we can help students learn to listen to others as well as analyze their perspectives and weigh them in determining their own views. The "Perspectives on Diversity" feature shows the dilemma that an elementary teacher faces in teaching about Thanksgiving and American Indians.

Many students will be more willing to learn if they find their cultures in the curriculum and feel that their cultures are valued in their interactions with you and school administrators. Adding a course on ethnic studies or women's studies to the curriculum is an easy way to introduce students to the culture, history, and experiences of others, but it is not enough. The history, contributions, and experiences of racial, ethnic, socioeconomic, and religious groups can be integrated in most social studies courses. The struggles for equality faced by these groups, women, English-language learners, LGBTQs, and persons with disabilities should be included in the curriculum. Issues such as racism, sexism, classism, ableism, **anti-semitism**, **Islamophobia**, and discrimination against other groups should be confronted in the classroom as they arise. The stories, books, and songs used by students should reflect diverse cultures and be written by authors from diverse groups. The word problems used in mathematics and science can be pulled from diverse cultures. You may have to think about groups or perspectives that have been omitted from the curriculum or book you are using and develop supplementary materials to ensure that the curriculum is multicultural.

To demonstrate respect for students' backgrounds and experiences, you should help students see the relationship between subject matter and the world in which they live. Students should see themselves in the representations (that is, books, examples, word problems, Internet searches, apps, and videos) that are used in a classroom. An effective teacher teaches the same concept by

Anti-semitism

Prejudice or discrimination against or hatred of Jews.

Islamophobia Hatred of persons who practice or identify with the Islam religion or who live in or have immigrated from countries that are primarily Muslim countries.

PERSPECTIVES on DIVERSITY

Teaching about Thanksgiving

It's November—the time of the school year that many elementary teachers teach about American Indians and Thanksgiving, even though the traditional story does not match reality. Mrs. Starkes was no different. She was setting up her PowerPoint presentation to introduce the unit to her fourth graders in rural Texas.

"Are we going to talk about Indians today?" Joe asked excitedly.

"Yes," Mrs. Starkes replied.

"I am so excited," the petite blond girl in the first row squealed.

"My great, great grandmother was Cherokee."

Mrs. Starkes was always surprised at how many of her students claimed to have American Indian ancestors, especially in November. She was determined to break the stereotypes that her students had of American Indians. She knew that some of the other teachers were teaching the Thanksgiving story with toothpick tipis, feathered headdresses, and paper-bag Indian vests. She wanted to break the Disney World view of American Indian princesses who saved early European settlers.

How could she break the myth that the Pilgrims provided a great feast for their American Indian neighbors to celebrate the harvest? It's the same story that the parents of most of her

students learned when they were in school. The truth was difficult and depressing. Do her students have any idea that the Cherokees were driven from their homes in the Southeast and forced to walk the "Trail of Tears," which killed one in four of them, to their new government homes in Oklahoma?

"Do you know where Indians live today?" she began the lesson.

"In tipis," a number of students shouted. "In a longhouse," another student offered.

WHAT IS YOUR PERSPECTIVE?

1. How would you respond to the stereotypes the students have about American Indians, and how would you help them develop a better understanding of the real history and current experiences of American Indians?
2. What is appropriate to teach fourth graders about the history of Thanksgiving?
3. Why do many myths and untruths about ethnic groups persist in our classrooms?

explaining it in different ways, relating it to something meaningful in students' lives, and demonstrating it in multiple ways. For most beginning teachers, these various explanations may be limited; with experience, however, you should be able to draw on many different strategies to take advantage of each student's learning style and cultural patterns.

VALIDATING STUDENT VOICES. In multicultural education, all participants have voice. Teachers do not dominate the dialogue. Students, especially low-income students, students of color, students with disabilities, and English-language learners, may think that teachers are not interested in them, their cultures, or their perspectives when they are seldom asked to respond in class, their opinions are never requested, and they are never assigned to lead a group.

Including student voices in the classroom dialogue is not always easy. Many students have limited experience with active participation in their own learning. When the classroom climate begins to include student voices, students may express anger and be confrontational; they may test the limits of the language that can be used and the subjects that can be broached. Allowing student voices to be an integral part of classroom discourse may test your patience as you and your students figure out how to listen and contribute to the learning process. At the same time, tolerance, patience with one another, and the willingness to listen will develop as student voices contribute to the exploration of the subject matter.

Respect for differences is key in affirming student voices. For many educators, this affirmation requires relinquishing the power they have traditionally had as the voice of authority with the right answers. Class time no longer is monopolized by teacher talk. The meaningful incorporation of student voices requires the development of listening skills and the validation of multiple perspectives, languages, and dialects. It should allow students to participate in the dialogue and the learning process through speaking, writing, and artistic expression. It should allow them to use the modes of communicating with which they feel most comfortable while teaching them other modes.

The affirmation of student voices requires that educators listen to the voices of all students. The stories or narratives of others will increase student knowledge and tolerance of differences. Many students will learn to value both their own culture and those of others. In the process, teachers and students will also learn that they have much in common.

Ensuring Equality

Schools and educators should question whether their policies and practices are equitable. One step in this investigation might be an examination of how accessible gifted, talented, and honors programs are to students from diverse groups. A truly egalitarian society ensures not only that their schools are safe, adequately staffed, and supportive of learning but also that the schools of other people's children have the same amenities. Such a society works toward the elimination of racism, sexism, and other forms of discrimination in education.

JOURNAL FOR REFLECTION 7.3

- How has your own education reflected diversity, social justice, and equality?
- Why do you think multicultural education should or should not be integrated into the school curriculum and environment?
- What role do you think multicultural education will play in your own teaching?

Schools reflect the inequities of the broader society. As you consider some of these inequities, ask yourself the following questions:

- How fair is it for some students to attend school in dilapidated, foul-smelling, crowded buildings while others attend classes in beautiful buildings with future-oriented technology and well-groomed grounds?
- How fair is it that wealthier students are exposed to an intellectually challenging curriculum and experiences while many low-income students have only a limited number of advanced placement classes offered in their schools?
- How accurate are curricula and pedagogy that do not reflect the rich plurality of the people, histories, experiences, and perspectives of the groups that make up the United States and the world?

EQUAL EDUCATIONAL OPPORTUNITY. One way to address equality in the educational system is to offer equal educational opportunity, which should provide all students, regardless of their backgrounds, with similar opportunities to learn and benefit from schooling. Neither educators nor policy makers agree on what constitutes equal educational opportunity. On the surface, it would seem that all students should have access to high-quality teaching, small classes, up-to-date technology, college preparatory courses, buildings that support learning, and safe environments. In reality, most equal educational opportunity programs have been designed to overcome educational deficiencies of underserved students by providing compensatory or remedial programs to reduce the educational gaps that have given advantaged students a head start.

Even when a school has the latest technology, is clean and well maintained, and is staffed by qualified professionals, equal opportunity is not automatically guaranteed. Many other factors need to be considered. What percentages of students in advanced mathematics and science classes are female or students of color? Which students make up the college preparatory and advanced placement classes? Who is assigned to or chooses a general or vocational track? Who is referred to special education classes? Who has access to the best teachers? Who participates in which extracurricular activities? Who is suspended? If the percentages of students from diverse groups in these various school settings are somewhat proportional to their representation in the school population as a whole, equal educational opportunity may be approaching the goal of its supporters.

EQUALITY OF RESULTS. Schools today are expected to provide all students with the opportunity to learn the skills outlined in national standards for mathematics, science, English, the arts, foreign languages, history, geography, civics, and economics. Policy makers expect U.S. students not only to meet minimal standards but also to achieve higher scores on tests than students in other countries. If educators actually believed that all students could learn, they would ensure that all students have access to higher level knowledge. Students would not be tracked into low-ability and boring classes. Educators would promote critical thinking and the ability to view the world and academic subjects from multiple perspectives.

When the goal is to ensure equality of results, students who are not performing well academically or in other ways could become intellectual challenges for a team of teachers and other support personnel. The focus would be on ensuring learning rather than simply moving students from one grade to another.

PRACTICING EQUITY IN THE CLASSROOM. Caring and fairness are two qualities that students praise when describing successful teachers. Students know whether teachers view them as special or as incompetent or worthless. Teacher perceptions may be based on a student's personal characteristics; sometimes they are based on group membership. A teacher may feel that homeless children who arrive in dirty clothes and smell badly have little chance of success. Teachers may pity children from one-parent homes and blame their lack of academic achievement on not having two parents. Teachers may ignore English-language learners until they learn English. Are these fair practices?

A school that provides multicultural education will not tolerate such unjust practices by teachers. Both the classroom and the school will be models of democracy in which all students are treated equitably and fairly. In such a school, teachers and instructional leaders confront their own biases and develop strategies for overcoming them in their own interactions with students and colleagues. They learn to depend on one another for assistance, both in developing a multicultural curriculum and in ensuring that students are not subject to discrimination. As a result, students learn to respect differences and to interact within and across ethnic and cultural groups as they struggle for social justice in the school and in the community.

Teachers sometimes give more help to some students than to others. They might praise some students while correcting and disciplining others. Teachers' expectations for academic success may differ depending on students' family income or ethnic group. Most teachers do not deliberately set out to discriminate against students, especially in any harmful way. The problem is that we have been raised in a racist, sexist, and classist society in which biases are so embedded that it is sometimes difficult for us to recognize anything other than the very overt signs. We often need others to point out our discriminatory practices so that we can correct them.

A good pattern to begin to develop even now, early in your teacher education program, is to reflect on your own practice. A key to ensuring that interactions with students are equitable is the ability to recognize our own biases and make appropriate adjustments. We must be able to admit that we sometimes make mistakes. An ability to reflect on our mistakes and why they occurred should lead to better teaching.

Teaching for Social Justice

Social justice focuses on how we help others who are less advantaged than we are. Most religions measure the quality of a society by the justice and care it gives to those in the greatest need—the homeless, the sick, the powerless, and the uneducated. The ethic of social justice, especially as it relates to teacher–student relationships, is essential in the teaching profession, along with other moral commitments. Social justice in education requires schools to provide all students equal access to a high-quality education. Practices that perpetuate current inequities are confronted and strategies for eliminating them are employed. Social justice, democracy, power, and equity become more than concepts to be discussed in class; they serve as guides for action in the classroom, school, and community. Social justice educators become advocates not only for their own empowerment but also for students and other powerless groups.

A theory of social justice suggests that school systems give those students with the fewest advantages the most advantages in their education and schooling to begin to ensure an equal and fair playing field. The goal might be to use the best-funded and most successful schools as the norm for all schools with the least advantaged receiving the greatest resources for education. Practices today are usually the reverse with the most economically advantaged students attending attractive and safe schools with the greatest resources and most qualified teachers. Resources for education are not shared equally across groups.

Multicultural teaching helps students struggle in class with social problems and issues that many students face daily in their lives both within and outside of school. Racism, sexism, classism, prejudice, and discrimination are felt differently by students of color than by other students. Anger, denial, guilt, and affirmation of identity are critical elements of learning about and struggling with the inequities of society. Although it is sometimes difficult to discuss these issues in the classroom, doing so can lead to a more diverse and equitable classroom.

In teaching for social justice, teachers help students understand the inequities, oppression, and power struggles that are realities in society. But this kind of teaching does not stop there. It provides hope for a world that is more equitable and socially just. Students and teachers become engaged in confronting injustice and working to remove the obstacles that prevent equality.

Students learn to apply the knowledge and skills they are learning to a local, regional, or global issue. The learning becomes authentic because it is related to the world that students care about. Students can take on community projects that examine pollution in their neighborhoods, political stances in their regional area, or the cost of food in their neighborhood versus another part of town. Students and teachers who tackle social justice as an integral part of their classroom work are providing multicultural education and **reconstructionism**. They are doing more than learning about the world; they are also working toward making it better for those who are least advantaged.



CHECK YOUR UNDERSTANDING 7.8

Complete Check Your Understanding 7.8 to gauge your understanding of the concepts in this section.



Source: David Grossman/Alamy Stock Photo

Teachers must be able to transcend their own cultural backgrounds to develop learning experiences that build on the cultural backgrounds of all of their students.

Reconstructionism A philosophy that contends that educators can analyze societal issues and problems and redesign schools to overcome problems such as racism and sexism.

SUMMARY

RACE AND ETHNICITY

- Although race is not accepted as a scientific concept for classifying people, it has become a social construct that sorts people in the United States.
- Ethnicity is determined by the national origin of one's ancestors.
- As a result of immigration from Asia, Mexico, Central America, and the Middle East after immigration laws changed in 1965, the United States has become more racially and ethnically diverse.
- Because of the lack of opportunities to learn at the same high levels, a disproportionately high number of students of color are not achieving academic proficiency on required standardized tests.

SOCIOECONOMIC STATUS

- The way students and their families live is greatly affected by their socioeconomic status, which is determined by income, wealth, occupation, and educational attainment.
- The population is socially stratified, providing affluent groups more advantage and prestige than others in society and schools.
- Students from higher income families almost always score higher on achievement tests than their middle- and low-income peers.

LANGUAGE

- Nearly one in five residents of the United States speaks a language other than English at home, contributing to a growing number of English-language learners in schools.
- A number of students use a dialect other than Standard English in their home environments and at school.
- Schools select from among a number of educational programs designed to help ELLs learn English.

GENDER

- Some theorists and researchers credit differences between males and females to biology; others have found that culture and society teach stereotypical differences between the two sexes.

- Educators can help reduce the differences between girls and boys in their participation and achievement in academic areas.
- Title IX has contributed to equalizing the participation of males and females in academic courses and sports.

SEXUAL ORIENTATION

- Students struggle with their sexual identity in part because of societal discrimination against people who are not heterosexual.
- More than half of LGBTQ students report verbal, physical, or sexual harassment by other students while they are in school.

EXCEPTIONALITIES

- Today's teachers are likely to have one or more students with disabilities in their classrooms.
- Like members of other underserved groups in society, students with disabilities are often labeled and stereotyped in ways not conducive to learning.
- Response to Intervention (RTI) is a popular approach to identifying students with disabilities.

RELIGION

- Religious diversity in the United States is increasing beyond Protestants, Catholics, and Jews to include other religions from around the world.
- Families who are not Christian do not always see their traditions and values reflected in the public schools and often feel discriminated against because of their religion.

MULTICULTURAL EDUCATION

- Multicultural education is based on the principles of democracy, social justice, and equality.
- Educators who value the diversity of students strive to provide educational equality in which all students are provided challenging and stimulating learning experiences that help them learn at high levels.
- Social justice education promotes equity for all students, abandoning practices that sort students and give privilege to those from advantaged backgrounds.

DISCUSSION STARTERS

1. Racial and ethnic groups are not always integrated throughout the school curriculum. What are some ways in which you can integrate the racial and ethnic cultures

of your students into the curriculum? How can you learn more about the ethnic and racial groups that may be represented in your future classroom?

2. Over 40 percent of the nation's children live in families that fall below the official poverty level or are from low-income families, lacking the resources that more affluent students have to be academically successful in school. What could you do as a teacher to increase the chances of students from low-income families being at the proficient levels on the assessments used at your school?
3. Policy makers and politicians disagree on the importance of helping English-language learners maintain their native languages. What is your position on this issue? What programs would schools provide to ELLs if your position became policy in a school district? What results would you expect if your position became policy?
4. Research shows that some students perform better academically and socially when they are segregated in single-sex classrooms. In which cases do you think such segregation is appropriate?
5. Most LGBTQ students report that there are few teachers with whom they can talk or report harassment related

- to their sexual orientation. How do you see your role in supporting LGBTQ students in your school? In what ways could you support them?
6. Most classrooms today include one or more students with disabilities. Where will you turn for assistance in providing the necessary accommodations to help those students learn at the levels they are capable of learning?
7. You may be assigned to a school in which the community includes families who are Christian, Muslim, and Jewish. How will you ensure that you are respecting their perspectives on how their children should be treated in school? When will their perspectives impact school practices?
8. Diversity, social justice, and equality are concepts that support multicultural education. What conditions and practices in schools suggest that these concepts are undergirding the education system as you know it? What are signs that these concepts are being addressed and implemented in schools?

SCHOOL-BASED OBSERVATIONS

1. Examine the curriculum, textbooks, bulletin boards, and other materials used in a classroom that you are observing to determine which groups studied in this chapter are included and which never appear.
2. In a school with English-language learners, interview two or more teachers about the programs they use to ensure that students do not fall behind academically because their native language is not English. How do the teachers rate the effectiveness of these programs?

PORTFOLIO DEVELOPMENT

1. Identify one cultural group with which you have limited or no experience and write a paper on the group's historical and current experience in the United States. What other information would be helpful to you if students from this group are in your classroom when you begin teaching? How will you work effectively with the families from this group?
2. Select two schools in different parts of your state and analyze the student achievement data in one of the

subject areas tested in your state. (You should be able to locate these data on the website of the school or school district.) How are students in the grade that you plan to teach (or closest to the grade you plan to teach) performing on the test? What differences exist among groups of students in the school? What should teachers consider in improving their students' test scores in the next testing cycle?

WEB SOLUTIONS

As the number of English-language learners (ELLs) increases in schools across the country, teachers need to have the knowledge and skills to help students learn both English and the subject being taught. What are your state's policies on the use of bilingual education in classrooms? What strategies for

teaching ELLs are recommended by the state? What are the state's requirements for becoming certified in English as a second language (ESL)? For information on state policies and requirements, check the website of your state department of education.