

SECOND EDITION

William A. Howe
Penelope L. Lisi

Becoming a Multicultural Educator

Developing Awareness,
Gaining Skills,
and Taking Action



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Instructional Approaches Needed by Multicultural Educators

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Learning Objectives

8.1 How We Teach and How We Learn

What do we know from current research about how people learn that is useful for developing effective multicultural instructional strategies?

8.2 Popular Instructional Practices and Multicultural Education

What instructional strategies appear to hold promise for impacting the academic achievement of all students? What, if any, are the correlations to multicultural education?

8.3 Culturally Responsive Education

How does one teach in ways that respect and capitalize on the cultural backgrounds and experiences of students?

Very few teachers finish their teacher preparation programs feeling fully prepared to teach. It takes time and practice to develop a style of instruction that is personally meaningful and effective for one's students. A teacher's instructional methods evolve and change over time as the educator becomes more experienced and learns to adapt to different students and their learning styles.

What makes a great teacher? How does one become proficient at teaching? What works and does not work in today's classrooms? In this chapter, we will try to answer these questions. We will review different theories and models of teaching and what we now know about best instructional practices. This will lead us to the theory and practice of culturally responsive education. Here you will learn how to capitalize on the fact that culture affects learning and how to incorporate that into your teaching.

Aaronsohn (2003) suggested that in the past, "traditional teaching" had a much stronger focus on passing on content knowledge. Many teachers saw their role as being subject matter experts while students were to watch and listen. Students spoke only when spoken to, and discussions about the subject with other students was generally limited. This bleak perspective historically has some validity, evident in well-known phrases such as "pouring from the big jug into the little mug," "chalk-talk," and the "sage on the stage." Fortunately, the teaching profession has progressed greatly beyond this era. Aaronsohn praised the more effective teaching strategies that do not interfere with **authentic learning**. Today, much exciting and effective work and research are going on in the teaching profession, and people young and old still seek to become part of the profession (Feden & Vogel, 2003; Sadker & Sadker, 2005; Sadker & Zittleman, 2012).

Understanding how students learn is a key step to developing effective teaching practices. Teaching in ways that lead to equitable outcomes for all students is what Nuri-Robins, Lindsey, Lindsey, and Terrell (2012) called *culturally proficient instruction*. The art of teaching requires not only that we know *how* but *why* we do what we do in the classroom (Arends, 2009; Carjuzaa & Kellough, 2013). Grant and Gillette (2006) outlined three purposes of schooling: preserving and transmitting cultural heritage, selecting and preparing students for occupational status levels, and preparing students for a better society. Nieto (2005) in *Why We Teach* gathered the stories of 21 teachers who try to answer this question. What they share is a passion for teaching. Nieto goes on to summarize four critical ideas from their stories: (1) Not all teachers are "born to be teachers," (2) teaching helps them make sense of the world, (3) helping students claim their place in the world is critical, and (4) becoming a teacher helps one become more human.

"Let us remember: One book, one pen, one child, and one teacher can change the world."

Malala Yousafzai

Address at Harvard University

September 28, 2013

Malala Yousafzai is a Pakistani activist for female education and the youngest-ever Nobel Prize laureate.

CASE STUDY: TEACHERS DOING THEIR HOMEWORK

I entered the classroom and took a seat in the back of the room, ready to observe a science lesson in this small, alternative high school. The small woman standing in front of the board looked impossibly young to be the teacher, but she had a quiet confidence that was reassuring. Then the class started filing in. The 15 or so students seemed to fill the crowded classroom, and not very quietly or orderly. Most were boys. Most wore football jerseys. Most

were huge. I braced myself for an unruly class and already felt sorry for the teacher. It looked like a tough break, having to be observed teaching a class that seemed comprised of the starting lineup for the school's football team.

But for the next 50 minutes, she commanded the classroom. She was part teacher, part coach—she strutted between the rows of desks like a coach in

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front of the bench. She cajoled, joked, and used frequent football metaphors, and the students responded like it was a halftime locker room pep talk. Not being a big football fan myself but being a great fan of inspiring and innovative teachers, I congratulated her afterward for leading such a fun and informative class (on both science and football).

She confided that she had been very apprehensive when told she would be teaching this class dominated by football players. Concerned about how to connect with the students and knowing that the formal science lesson plans might not be effective, she decided to infuse her teaching with references to the sport. Fortunately, both her parents were avid

fans, and they provided her with the background she needed. Such innovation and dedication from a first-year teacher!

Your Perspectives on the Case

1. What did the teacher do that might be considered multicultural education practices?
2. From the students' perspective, how would you describe what helped facilitate their engagement in the class and understanding of the subject?
3. How might you also use the teacher's process to teach a certain class?

LEARNING OBJECTIVE 8.1 How We Teach and How We Learn

THINKING AHEAD

The history of how students have been taught follows the evolution of democratic progress and societal change in this country. Understanding where we came from will help us understand the practices we need now.

Questions

1. How has teaching changed since you were in grade school?
2. Why do you think teaching has evolved the way it has?
3. What effect do you think that civil rights, social changes, and demographic changes have had on the practice of teaching?
4. What conclusions can you draw about the current state of education in the United States?

In *Learning to Teach* (Arends, 2012) and *Teachers, Schools, and Society* (Sadker & Zittleman, 2012), the respective authors provided brief histories of teaching in the United States that are well worth reading to gain new perspectives on education. To be a teacher in the early development of the country simply meant being literate and male. Education was provided mostly in the form of tutoring the children of the wealthy. Blacks and Native Americans



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Teaching is an honorable profession that requires great skill and knowledge. The evolution of the profession has required more intensive initial and ongoing training and a much more selective process for recruiting people to these careers.

were typically denied the opportunity to attend school. Girls' education prepared them to be wives and homemakers (Sadker & Sadker, 2010).

Public education began between 1825 and 1850 and consisted of the three Rs—reading, writing, and arithmetic. This was in response to the skills needed to work in the jobs at the time. Comprehensive high schools began forming in the late 19th and early 20th centuries and included an expanded curriculum in response to a workplace that required more and different types of education. Remember that our economy has moved from primarily agricultural, to industrial and automated, to high-technology and service industries. Our education system must keep up with changes in economics and society.

Research in education has influenced changes in teaching methods and curriculum. Among the many critical issues raised in the landmark report *A Nation at Risk* (National Commission on Excellence in Education, 1983) was the realization that teaching had become a much more complex job. The era of computers plus an increasingly diverse student population called for more and different kinds of training for teachers. The nature of teaching has been rapidly adapting to keep up with changing demographics and social structures. Classrooms are more diverse. Schools realize that education requires more than basic academics; instead, it requires preparation for a global workplace.

Arends (2009) indicated that effective teaching requires at least

individuals who are academically able, who have a command of the subjects they are required to teach, and who care about the well-being of children and youth. It also requires individuals who can produce results, mainly those of student academic achievement and social learning. (p. 20)

The breadth of what students need to learn has expanded exponentially with each decade. Changes in our nation's society and increasing globalization have brought the need for more knowledge about and skills in multiculturalism. We can no longer afford to be insular but must prepare students for lives perhaps very different than the ones they lead. The teachers of today must have a very clear understanding of the purpose and content of education and their role in it.

EXERCISE 8.1 YOUR BELIEFS

Based on your years as a student or teacher, what are your beliefs about good and bad teaching and learning? Most people have some opinions about what is right or wrong about the education system.

Preparing to Write Your Personal Statement on Teaching and Learning

Consider the following:

1. What exactly is the purpose of education?
2. What is the role of students?
3. What preparation do you think students need in light of an increasingly diverse country and global workplace?
4. What are your preferred instructional approaches?
5. What should be taught—the curriculum?
6. What is the role of assessment?

After you've written your personal statement about teaching and learning, write a brief statement about how your beliefs informed the kind of teacher you are or want to be and the kind of teacher you need to be.

The Purpose of Education

How do people learn? There are three main categories of learning theory: behaviorism, cognitivism, and constructivism (Arends, 2012; Carjuzaa & Kellough, 2013; Feden & Vogel, 2003). **Behaviorism** focuses on the objectively observable aspects of learning—what you can see as a result of learning. The emphasis is on observable changes in behaviors, skills, and habits that generally happen as a result of some stimulus.

Cognitivism, instead of focusing on behavior as a response to a stimulus, is more interested in understanding brain-based learning and making use of research about how the brain works. Cognitive theorists are interested in changes in behavior but only in relationship to how a person thinks, remembers, and knows. Cognitivism emphasizes problem solving, critical thinking, and higher-order thinking skills.

Perhaps the newest and currently most popular theory is **constructivism**, which views learning as a process in which the learner actively constructs or builds new ideas or concepts. Constructivists are interested in how individuals make meaning of events and activities. Learning, therefore, is the construction of knowledge.

Each of these theories will now be examined in more detail in the context of their relevance to multicultural education principles. Do they support or contradict multicultural education?

Behaviorism

Contributors to the development of this theoretical model include Pavlov (1927) through his classical conditioning experiments, Thorndike (1904/1913a, 1913b, 1913–1914) and his work on reward learning, and Watson (Watson, 1928; Watson & Rayner, 1920) and his research on human learning. B. F. Skinner's (1953) studies of **operant conditioning** have been perhaps the most influential in terms of applications to school settings.

Behaviorism is characterized by a focus on a consequences (reinforcement or punishment) control model. A stimulus is used to create a response. Program strategies such as token economies and behavior modification have been and continue in some form to be used in classrooms. Behaviors are shaped by rewarding desired behaviors for positive reinforcement and punishing undesired behaviors with negative consequences. Skills are often taught in small, sequential steps such as in programmed instructional models and evident in reading, math, and science kits.

Behaviorism tends to be a teacher-centered approach. Goals and methods for learning are predetermined for students. The “stand and deliver” method of instruction, sometimes with timed schedules, is not uncommon. The lecture or presentation method, direct instruction, and concept teaching are all typical of this approach. Supporters indicate that learning does occur through the use of strategies based on this theory, although critics believe that it supports lower-level thinking skills and discourages students’ independent thought and action.

In the behaviorist teaching model, the teacher sets clear and specific goals, gives clear and systematic praise, and recognizes genuine accomplishments readily. The mastery of learning is a key goal. Teachers attribute student success to effort and recognize positive behavior in ways that students value. Efforts are made to provide ample reinforcement when students tackle new materials. A variety of reinforcements are used. Behavioral approaches do shape behavior and work well for teaching small, discrete behaviors.

How students are educated varies among different countries. Teaching approaches vary based on tradition, culture, necessity, and other factors. In many Asian and European countries, for example, teaching has traditionally followed more of a teacher-centered, didactic approach. Students from those countries will have more familiarity with that type of teaching. When attending classes in the United States, these students may have some adjustment to unfamiliar teaching styles.

The behaviorist approach is an effective methodology for teaching at all levels of education when it is used in a carefully planned way. It can be very effective, for example, in educating English language learners; small, sequential steps are reinforced with much feedback, and acknowledgment of success is important. Students who struggle to learn concepts will benefit from clear, precise teaching in appropriate amounts.

Used too much, however, behaviorism reduces teaching to a more teacher-centered approach than is ideal. As mentioned in previous chapters, the overrepresentation of students of color in special education programs is a serious concern. Care must be taken to watch for bias when working with English language learners or students of color so that the overuse of a behaviorist approach does not limit the acquisition of higher-order thinking. The reduction of teaching, by some schools, to rote methods in order to achieve higher test scores is one of the tragedies of No Child Left Behind (NCLB).

The challenge in a multicultural curriculum, then, is to use a variety of strategies that match and support a student’s culture but also introduce new methods that advance learning to higher levels. Behaviorism, used selectively and with relevant cultural content, can be combined with challenging and enriching strategies to create a good stepping-stone tool.

Cognitivism

Cognitive theorists are interested in changes in behavior but only in relationship to how a person thinks, remembers, and knows. Cognitivism emphasizes problem solving, critical thinking, and higher-order thinking skills. Children are active agents of learning—making sense, understanding, and creating knowledge rather than just receiving it. John Dewey (1916), Lev Vygotsky (1978), Jean Piaget (1954, 1972, 1990), and Jerome Bruner (1960, 1966, 1996) are some of the most influential theorists in this field.

Dewey believed that children’s thinking is essentially problem solving. Learning is acquired when a student links new information to previous knowledge. Students learn best by being actively engaged in the learning process, instead of being passive recipients. In other words, children are encouraged to discover the learning themselves. Teachers help students focus on the most important information by learning skills such as underlining and taking notes. Teachers also help students organize information in meaningful units and provide students with opportunities to use verbal stories and visual images. They further provide review and repetition of information and focus on meaning, not memorization.

Several aspects of cognitive learning theory have important connections to multicultural theory. Multicultural education challenges students to think about social justice issues, since the ultimate goal is to be a part of creating a better society. Issues such as racism, sexism, homophobia, and anti-Muslim sentiments are not ignored but are instead incorporated into the curriculum in order to help students develop awareness of their beliefs and values. Students are encouraged to engage in higher levels of thinking, leading to the development of a much clearer personal belief system.

EXHIBIT 8.1

A Constructivist Lesson

Chances are that, as a student, you have experienced constructivism or, as a teacher, you have incorporated constructivist strategies already. The following is a simplified illustration of the differences as seen in a lesson on government and countries.

Common Lesson Plan

1. Teacher lectures on the definition of a country.
2. Teacher describes the components of a country—people, government, language, laws, constitution, and geography.
3. Teacher leads a class discussion on the components.
4. Students are assessed on their learning primarily by paper-and-pencil tests.

In the preceding teacher-centered lesson, the teacher determines the method of learning and heavily guides the students.

Constructivist Lesson

1. Teacher initiates a discussion on what constitutes a country, asking for examples from students.
2. Teacher facilitates a group discussion on what students know about other countries—perhaps other countries they have lived in, have visited, or have relatives or friends from. Students are encouraged to discuss personal knowledge and experiences.
3. Teacher divides the class into teams. Teams are assigned the task of creating a “model country.” They are encouraged to include as many aspects of a country as they choose. They must then present what they have learned to the class, using any variety of media they wish.

Comments on This Lesson

From this assignment, students have the opportunity to learn about leadership and teamwork. They are free to engage in learning using their own experiences and best methods of learning and expression. Imagine an artistic student designing a flag or a musically inclined student writing a national anthem. Imagine a discussion about what laws the country should have. Imagine students designing a model city as an art project with houses, roads, trees, and so on.

Source: Author created.

We learn and understand new things by making connections to something we already know or understand. Sometimes this is done through the use of analogy and metaphor. In the early 1980s, when personal computers became popular and affordable, students new to the equipment saw what looked like a television and a typewriter. In explaining how computers worked, teachers would often describe the hard drive as being like a “file cabinet.” Things typed on the keyboard would be saved as a “file” or document, and then these files would be stored in a “folder” just like a paper folder, in the hard drive (file cabinet). These analogies helped students understand the new concepts because they were linked to something they understood.

The key multicultural principle in cognitive theory, then, is the understanding that students of color often do not benefit from a Eurocentric curriculum because it does not relate to their experiences. The file folder and file cabinet example in the previous paragraph would not be relevant to a student from a culture where that office equipment is not used. Teachers must try to understand the cultures, experiences, and backgrounds of their students to help them link new knowledge to their past knowledge. Similar problems can occur even in monocultural European American classrooms when sports metaphors are used with students who do not understand or have knowledge of certain sports. A *bat trick* in hockey, a *free throw* in basketball, and a *mulligan* in golf are not universally understood.

The use of stories and images in cognitive learning is well suited to the understanding in multicultural education that culture influences learning and that learning styles and strengths may vary among cultures. African American students are known to have strengths in oral learning, mainly because of the strong tradition of oral history in the culture. If oral learning is not recognized or valued in the curriculum, these students suffer.

Constructivism

Dewey (1916), Vygotsky (1978), Piaget (1954, 1972, 1990), and Bruner (1960, 1966, 1996) contributed to the constructivist model of learning. In constructivism, learning is an active process in which the learner links new information to prior knowledge. Students are involved in constructing information, not simply acquiring it. Prior knowledge is used to make associations with new learning or information (Sadker & Zittleman, 2010; Sadker & Zittleman, 2012).

Students develop multiple strategies for acquiring and assessing information. Teachers create an environment that fosters critical thinking and problem solving, and they encourage student dialogue with the teacher and other students, as in cooperative learning and classroom discussions. In the multicultural classroom, social justice issues are often a focus of education. Teaching using a critically focused method “encourages a minority voice that challenges the status quo” (Cowhey, 2006, p. 13).

Teaching strategies are altered to use students’ ideas and responses as the driving forces in the class. Constructivist, student-centered models of learning are more cognitive and require a higher level of thinking from the student. Learning is by doing. The emphasis is on teaching the whole child through activities-based education and cooperation, not competition:

Classroom settings with students from different cultures, abilities, needs and interests provide rich learning opportunities, in part because they so clearly reflect one of the central tenets of constructivism: There is virtually an infinite variety of ways to know the world. (Marlowe & Page, 2005, p. 111)

In *Teaching to Change the World*, Oakes, Lipton, Anderson, and Stillman (2012) outlined guidelines for teachers to create classrooms in which “authentic learning” occurs in a curriculum with a focus on social justice: “Teachers and students are confident that everyone learns well; lessons are active, multidimensional, and social; assessment enhances learning; relationships are caring and interdependent; and talk and action are socially just” (p. 196). Teachers should also focus on providing broad and deep access to learning through a constructivist teaching approach and authentic assessment. A constructivist approach is one in which the students are active creators and constructors of their own knowledge. Teachers are facilitators of knowledge. The classroom is student centered. Students are encouraged to work cooperatively. Instead of the teacher orchestrating all aspects of what and how students will learn, prompts and scenarios are given out, and students are given the opportunity to learn using a variety of self-determined methods.

How would you handle a decision by a group not to allow women to vote? How could teachers guide students toward a discussion of the culture, beliefs, values, and customs of this new country? Multicultural perspectives can be raised in this activity that is enhanced by more active student engagement. The “develop a country model” can be used as a prompt for meaningful discussion. Constructivism helps free students to think on their own and draw upon their own perspectives.

Constructivist teaching is one example of how today’s classroom teacher is much more involved than teachers used to be with the lives of students, particularly with respect to how students learn. Constructivist teaching incorporates several principles of multicultural education. Teachers, to facilitate learning, need to allow students freedom to utilize learning from their cultural strengths. Students should not be constrained from using personal knowledge, experiences, and skills in order to learn.

In summary, all three main categories of learning theory—behaviorism, cognitivism, and constructivism—are fundamental theories that can be used effectively by educators who consider the culture of students. Acknowledging that culture is a powerful influence on how we learn and how we teach is essential. Understanding different cultures and how to best incorporate that knowledge into the theories of learning will benefit all students. But multicultural teaching is not just good pedagogy. It is a tool we can use to help students confront bias, bigotry, and discrimination, a critical skill to succeed in today’s world. Application of learning theory must be combined with consideration of the diverse lives and perspectives of our students.

EXERCISE 8.2 INFUSING ETHNIC/ CULTURAL CONTENT INTO TEACHING

Category or Family of Teaching	Ethnic/Cultural Infusion and Teaching Strategies
Behavioral systems	
Information processing	
Personal development	
Social interaction	

Models of Teaching

Now that we have an understanding of basic learning theory, we move on to how those theories are applied in teaching approaches or models. In *Models of Teaching*, Joyce, Weil, and Calhoun (2009) described over 20 styles, approaches, or models of teaching. Arends (2012) described the classification of these approaches based on the instructional goals or learner outcomes, the syntax or process flow of the behaviors of teachers and students, and the nature of the learning environment. These 20 models are divided into four major “families” based on their orientations toward human beings and how students learn. Teachers are not expected to routinely use all 20 models but to develop a level of mastery in four or five models across the continuum, especially in working with diverse students (Arends, 2012; Joyce et al., 2009). Table 8.1 illustrates the grouping of these models of teaching into categories. As you study Table 8.1, think about how you would infuse ethnic or cultural content into these models.

Now that you have been exposed to an overview of the teaching models, consider the question asked previously about how you would infuse ethnic or cultural content into your curriculum, keeping in mind that you are doing so to better engage students in learning and capitalize on their experiences and learning styles. Complete Exercise 8.2.

Arends (2012) focused on six models, which he believed to be a much more manageable number for beginning teachers. As illustrated in Table 8.2, Arends further divided these six models into two categories.

As you can see, teaching has become a more complicated process. The skills required of today’s modern educator vary perhaps from when you were an elementary student. The skills required have changed because the makeup of our students is much more diversified with respect to race, ethnicity, economic status, language skills, abilities, and other differences. The family, too, has changed, with many of our students living in single-parent and blended-family households, and this affects students’ experiences with school and learning. The development of a global economy and a diverse workplace also requires new skills of workers. The role of the educator has evolved from educated tutor of the humanities to highly skilled professional.

TABLE 8.1 Twenty Models of Teaching by Family

Four Major Families	Twenty Models of Teaching
<p>Behavioral systems. Focus on helping students learn basic information and attain skills. Use the concepts of observable skills and behaviors.</p>	<ol style="list-style-type: none"> 1. Mastery learning. Teach strategies in a linear fashion, starting from simple to complex, based on the student's individual pace of learning and using material appropriate for the student. 2. Direct instruction. Deliver information in controlled units while students respond accordingly. 3. Learning self-control. Teach students how their behaviors affect others as well as affect their own feelings. 4. Training for skill and concept development. Help students master new skills by modeling them and having the students engage in repeated practice and coaching. 5. Assertive training. Teach students how to express true inner feelings in ways that are nonharmful to others.
<p>Information processing. Help students learn how to use and process information and data.</p>	<ol style="list-style-type: none"> 6. Concept attainment. Teach students ways to organize data in order to learn more effectively. 7. Inductive thinking. Help students learn to find and organize information, give concepts a name, and test the relationships between different sets of information. 8. Inquiry training. Help students learn the art of asking questions to gain better understanding of the reasons behind issues. 9. Advance organizers. Teach students a method of organizing material derived from lectures, readings, and other media into a comprehensible format. 10. Memorization. Most music students know the meaning of "Every Good Boy Deserves Fudge." It is a way of remembering the names of the lines in music—EGBDF. The spaces are remembered via FACE. "My Very Exciting Magic Carpet Just Sailed Under Nine Palace Elephants" is just one of the most recent mnemonics used to memorize the now 11 recognized planetary bodies in the solar system: Mercury, Venus, Earth, Mars, Ceres, Jupiter, Saturn, Uranus, Neptune, Pluto, and Eris. 11. Developing intellect. Adapt classroom methods based on the stage or rate of intellectual development. 12. Scientific inquiry. Arrange for students to engage in activities in which they develop knowledge and understanding of scientific ideas.
<p>Personal development. Focus is on developing good self-image, positive self-esteem, a desire for continual self-improvement, and independence.</p>	<ol style="list-style-type: none"> 13. Nondirective teaching. Encourage students to become independent learners through your guidance. 14. Synectics. This form of brainstorming encourages students to challenge previously unexamined beliefs, shake up how and what they think, and develop new perspectives and understandings.

TABLE 8.1 (Continued)

Four Major Families	Twenty Models of Teaching
(Continued) Personal development.	15. Awareness training. Teach students how to develop a better understanding of who they are, how they and others see them, and the nature of interpersonal relationships. 16. Classroom meeting. Bring students together as a group to collectively develop understanding and consensus on how they will learn as a group and conduct themselves.
Social interaction. Focus is on developing the concepts and skills needed to work in groups, both for social reasons and to learn with others.	17. Group investigation. Lead groups in working together to examine social and academic problems using the scientific method for research. 18. Role-playing. Students are assigned roles to play and then act out parts. 19. Jurisprudential inquiry. Guide students to explore societal issues. Problems are identified and then examined to understand policy formulation. 20. Social science inquiry and laboratory training. Organize students to learn content by working in teams to solve problems while at the same time learning more about themselves.

Source: Adapted from Joyce et al. (2009).

TABLE 8.2 Six Instructional Approaches

A. Traditional and Teacher Centered	B. Constructivist and Student Centered
1. <i>Lecture/Presentation</i> . Three learner outcomes: <ol style="list-style-type: none"> Acquire and assimilate new information. Expand conceptual structures. Develop habits of listening and thinking. 	4. <i>Cooperative learning</i> . Three learner outcomes: <ol style="list-style-type: none"> Academic achievement Tolerance and acceptance of diversity Social skills
2. <i>Direct instruction</i> . Two learner outcomes: <ol style="list-style-type: none"> Master well-structured academic content. Acquire all kinds of skills. 	5. <i>Problem-based learning</i> . Three learner outcomes: <ol style="list-style-type: none"> Inquiry and problem-solving skills Adult role behaviors Skills for independent living
3. <i>Concept teaching</i> . Four learner outcomes: <ol style="list-style-type: none"> Specific concepts Nature of concepts Logical reasoning and higher-level thinking Communication 	6. <i>Classroom discussion</i> . Three learner outcomes: <ol style="list-style-type: none"> Conceptual understanding Involvement and engagement Communication skills and thinking processes

Source: Adapted from Arends (2012).

EXERCISE 8.3 DISCUSSION QUESTIONS FOR SIX TEACHING MODELS (ARENDS, 2012)

1. How can diversity be infused into these six models?
2. What are the key features of the learning environment for each of the six models?
3. Compare and contrast the benefits and the criticisms attached to each of the six models as they relate to diversity.
4. What factors should teachers consider when they think about how to assess student achievement in each of the six models?

REFLECTING BACK

Consider all the ways you have been taught.

Questions

1. Can you think of various times in which you have experienced some of the 20 models of teaching?
2. Which models did you find most enjoyable and/or educational? Why?
3. Which models did you find less effective and why?
4. Analyze the various models and try to predict what cultural groups might flourish or struggle in each one and discuss the rationale for your decisions.

LEARNING OBJECTIVE 8.2 Popular Instructional Practices and Multicultural Education

THINKING AHEAD

In the course of a teaching career, different pedagogical trends come and go. Some are short-lived experiments. Other models have become cherished standards.

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Questions

1. What do you believe are the fundamental components of a good instructional model?
2. What theoretical concepts or instructional practices do you consider ill-conceived or ill-advised?
3. Why do you think there are so many different instructional models?
4. Develop a new instructional model that encompasses what you believe are the best components derived from the various existing models. Name it after yourself—the Chris Teacher Model. How would you “sell” it?

One of the benefits of the NCLB legislation has been an increased focus on examining how and what we teach, what theories are relevant, what strategies are effective, and what programs really work. This section will look some of the more popular trends in education and their relationship to multicultural education.

In a study of achievement test scores of more than 100,000 students, it was found that the single most significant factor in improving education was improving the effectiveness of teachers (Marzano, Pickering, & Pollock, 2001). Quality teaching combined with a quality curriculum are therefore essential for optimization of learning. The criteria for quality teaching have been drawn from the emerging body of literature on constructivist teaching and learning (Brooks & Brooks, 2001; Oakes et al., 2012), a powerful model that, as explained above, is based on current research on cognition and emphasizes meaning making and problem solving. The constructivist model seems to hold greater promise for achieving optimization of learning than does the earlier “behaviorist” or “teacher effectiveness” model, which was too teacher centered.

In *A Theory-Based Meta-Analysis of Research on Instruction*, Marzano (1998, pp. 134–135) described the following nine instructional techniques that should be used by teachers regardless of the instructional goals of a unit of instruction. After the description of each technique, consider its relationship to multicultural education.



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We know far more now than ever about how to best educate children. It is important to keep abreast of current practices. Learning is a lifelong endeavor for the professional educator.

1. When presenting new knowledge or processes to students, provide them with advanced ways of thinking about the new knowledge or processes prior to presenting them.

Multicultural connection. A popular classroom activity is the creation of a *Jeopardy* board game to introduce and test knowledge. It is based on the popular American TV game show that might not be familiar to newcomers, younger students, or those less exposed to television. Introducing the concept of the game first, where students must provide the question in response to being shown the answer, would be an important first step.

2. When presenting students with new knowledge or processes, help them identify what they already know about the topic.

Multicultural connection. Many people remember the “food pyramid,” now known as the food plate (USDA, 2015) that introduced the public to a proper diet based on US foods. The new food plate is a graphic that breaks a healthy diet into four main sections: fruits, vegetables, grains, and proteins, with a small side of dairy. However, it suggests a mainstream American diet that might consist of bread and cereal for breakfast. Not all students have toast and cereal for breakfast. Have students create their own food plate based on what they eat at home or another culture. Have students compare the similarities and differences between their food plates and the newly prescribed USDA food plate.

3. When students have been presented with new knowledge or processes, have them compare and contrast them with other knowledge and processes.

Multicultural connection. In the *Jeopardy* board game mentioned previously, a follow-up activity might be for students to create new categories of answers based upon their own culture or another culture that they must research. This affirms students’ cultures and perspectives, as well as creating new knowledge for all.

4. Help students represent new knowledge and processes in nonlinguistic ways as well as linguistic ways.

Multicultural connection. Other cultures have stronger oral or visual traditions than written traditions. Using this technique allows all students to benefit from their cultural learning strengths. For example, in studying slavery in the United States, in lieu of, or in addition to, a traditional written paper describing the tragic era, have students write a poem or song, draw a picture, create a sculpture, or perform a play.

5. Have students use what they have learned by engaging them in tasks that involve experimental inquiry, problem solving, and decision making and investigation.

Multicultural connection. Multicultural education is not only about content but also about process. Creating classroom learning experiences that encourage students to work with others who are different from them helps forge new relationships and cultural sensitivity. For example, have students form pairs or small groups and then immerse themselves in a cultural experience together that is foreign to them all. Students could attend religious services in different denominations, attend cultural events where English is not spoken, or join in a social event sponsored by a lesbian, gay, bisexual, and transgender (LGBT) group. From these experiences they could prepare a PowerPoint presentation for the rest of the class.

6. Provide students with explicit instructional goals and give them direct and precise feedback relative to how well those goals were met.

Multicultural connection. This is a fundamental technique for educating English language learners. Teach in small steps, checking for understanding at each step. Have students use a thumbs up or thumbs down to indicate understanding.

7. When students have met an instructional goal, praise and reward their accomplishments.

Multicultural connection. This is another fundamental technique for educating English language learners. Students must experience academic success in order to encourage meaningful engagement. Devise fun ways to acknowledge progress, such as learning how to give praise in multiple languages—good work, buen trabajo, bon travail, gute Arbeit, buon lavoro, Bom trabalho, dobry praca, tốt công việc. When students repeat these phrases, they not only learn a little of other languages but also receive validation for their own culture.

8. Have students identify their own instructional goals, develop strategies to reach their goals, and monitor their own progress and thinking relative to those goals.

Multicultural connection. This technique allows students to learn using examples and strategies more familiar to them, instead of always having to follow a Eurocentric curriculum and approach. As part of an economics class, each student must raise half of the cost of a field trip to Washington, D.C. Each student must devise his or her own strategies to meet those goals. This would be in lieu of all students being required to use one fundraising method.

9. When presenting new knowledge or processes, help students analyze the beliefs they have that will enhance or inhibit their chances of learning the new knowledge or processes.

Multicultural connection. Uncovering biases, prejudices, perspectives, beliefs, values, and understandings of diverse fellow students is an important goal of a multicultural curriculum. There are numerous simulations and other activities listed in this text that would help facilitate this.

We can see that Marzano's theories are not only good pedagogy but also a strong ally to multicultural education when culture and cultural learning styles are taken into consideration. What follows are some of the more common programs in use today.

Differentiated Instruction

It is clear that teachers must focus on the needs of the learner and vary the methods that they use, an approach to teaching referred to as differentiated instruction. Differentiated instruction follows the motto "One size does not fit all" (Gregory, 2008). It is a culturally responsive model that meets learners where they are and addresses their individual needs (Sadker & Zittleman, 2010, 2012). "In a differentiated classroom, the teacher proactively plans and carries out varied approaches to content, process, and product in anticipation of and response to student differences in readiness, interest, and learning needs" (Tomlinson, 2005, p. 7). Differentiated instruction is linked to best practices and what we know about learners: Content must be personally meaningful, material should be challenging, power of choice is essential, construction of new knowledge is a main factor in learning, social interaction is a key part of the learning process, students need relevant learning strategies, and the creation of a positive emotional climate is central to teaching (Sprenger, 2008). Three key questions need to be addressed as you decide to differentiate:

1. What is the content to be learned?
2. Who will have a problem with it?
3. What do I need to do differently so that everyone can learn it?

Differentiated instruction redefines the role of teacher to be that of facilitator of time, space, and activities; assessor of students; and person who helps students learn to plan and learn to assess the effectiveness of their planning. The teacher uses a variety of instructional strategies to help target instruction to student needs (Glasgow & Hicks, 2003). Students are assessed in multiple ways; assessment is ongoing and guides instruction. Tomlinson, Brimijoin, and Narvaez (2008) in *The Differentiated School* provide case illustrations of how schools can transform into settings using this method.

All students participate in work that is challenging, meaningful, interesting, and engaging. Students often have choices about topics they wish to study, ways they want to work, and how they want to demonstrate their learning. Students work in a variety of group configurations, as well as independently. Flexible grouping is evident. Students and teachers collaborate in setting class and individual goals, at the same time accepting and respecting similarities and differences. Assessment also is ongoing, varied, and observant of students in a natural setting, not just in a rigid, formal test situation (Smutny & Von Fremd, 2010).

Note that direct instruction is compatible with multicultural theory because it is important to use a variety of teaching strategies to match the needs of the learner, to use multiple forms of assessment so as to not penalize students based on their culture, to encourage students to use their experiences to make connections with new knowledge, and to foster an environment in which students learn to work with others. It would be an error to assume that direct instruction can be effective; however, without preparation for and education about cultural bias, prejudice, discrimination, equity, and cultural learning styles.

Extended Explorations: On Gender Equity

Create a lesson plan in which your goal is to teach students to appreciate gender equity—that females have equal skills, abilities, worth, and potential. What would that lesson look like? Consider several alternative teaching strategies as well as experiences that students could have.

Multiple Intelligences

Howard Gardner's (1983, 1993, 2000) work on multiple intelligences offers a unique model for varying teaching strategies. His theories about the eight intelligences that humans possess provide a valuable approach to developing multiple teaching strategies that can support learning as well as encourage new learning processes in students. Since we all possess these eight intelligences innately, we are strengthened when we can learn using our dominant intelligence and can grow by developing those in which we are weaker.

Our comfort level with certain intelligences and not with others can also be seen translating into our teaching styles. We tend to focus on the areas in which we have more comfort. Exercise 8.4 will help you become more aware of where your preferences lie.

TABLE 8.3 Multiple Intelligences

The theory of multiple intelligences was developed in 1983 by Howard Gardner. It suggests that the traditional notion of intelligence, based on IQ testing, is far too limited. Instead, Gardner proposed the following eight intelligences to account for a broad range of human potential in children and adults:

Types of Intelligence	Commonly Known As
Linguistic intelligence	“word smart”
Logical-mathematical intelligence	“number/reasoning smart”
Spatial intelligence	“picture smart”
Bodily-kinesthetic intelligence	“body smart”
Musical intelligence	“music smart”
Interpersonal intelligence	“people smart”
Intrapersonal intelligence	“self smart”
Naturalist intelligence	“nature smart”

Source: Author created.

EXERCISE 8.4 MY MULTIPLE INTELLIGENCE TEACHING PROFILE

	Rarely	Sometimes	Often
1. Linguistic intelligence. I use the lecture method in teaching.			
2. Logical-mathematical intelligence. I teach incorporating mathematics.			
3. Spatial intelligence. I use art or visual images in teaching.			
4. Bodily-kinesthetic intelligence. I involve students in activities requiring physical movement.			
5. Musical intelligence. I incorporate music strategically in my lessons.			
6. Interpersonal intelligence. I create activities in which students work with each other.			
7. Intrapersonal intelligence. I incorporate self-reflective thinking in activities.			
8. Naturalist intelligence. I teach using the outdoors.			

Imagine going to the weight room at the gym and doing curls using the dumbbells with just your right arm for 15 minutes. When the time is up, you leave. You come back the next day and then the next day for 6 months, each time just exercising your right arm with the dumbbells. What would you look like? Might your right arm be much more muscular than your other limbs?

Most of us know that in using resistance weights, it is important to achieve some degree of balance so that the body becomes uniformly developed. The same concept holds for exercising the eight intelligences. If we use only one or two of them, then the others will languish and not develop. We can also think of teaching skills in this way: If teachers only incorporate one or two intelligences into their methods, the others remain dormant, and students who do better using the other intelligences will not benefit. Then everyone loses due to not uniformly developing overall. Table 8.4 illustrates how a teacher might develop lesson plans to systematically ensure that all eight intelligences are used. Complete the chart considering methods you would use.

TABLE 8.4

Diverse Teaching Strategies

Strategy	1	2	3	4	5	6	7	8
1. Write and deliver a speech about homophobia.	X							
2. Interview Vietnam veterans about their experiences.	X							
3. Create a graphic organizer explaining your family.	X							
4. Chart the diversity in the class.		X						

TABLE 8.4 (Continued)

Strategy	1	2	3	4	5	6	7	8
5. Create a crossword puzzle.		X						
6. Develop a new card game based on numbers.		X						
7. Draw, sculpt, or create other artwork on the Nazi Holocaust.			X					
8. Create a photo montage of urban blight.			X					
9. Illustrate a book cover for a novel.			X					
10. Create a new country using modeling clay.				X				
11. Collect samples of wasteful trash.				X				
12. Build/invent a new device for people with disabilities.				X				
13. Pick a popular tune/song to illustrate homelessness.					X			
14. Use creative movement or dance to illustrate slavery.					X			
15. Write a rap, blues, or country song about war.					X			
16. Role-play male and/or female roles.						X		
17. Draw political cartoons.						X		
18. Create a documentary.						X		
19. Tell your cultural story.							X	
20. Keep a reflective journal.							X	
21. Start a listserv.							X	
22. Collect samples of trash for recycling.								X
23. Count stray animals in your community.								X
24. Use a microscope to examine water samples.								X
25.								
26.								
27.								
28.								
29.								
30.								

Source: Author created.

Multiple intelligence theories are a natural support to multicultural education in that they acknowledge that we learn in different ways and that different cultures have certain ways of learning that are more dominant. It encourages focusing on learning strengths (understanding your own culture), as well as increasing skills in other ways of learning (learning about other cultures).

Extended Explorations: Difficult Conversations

Studying and fully understanding the impact of major historical events, particularly around social justice, is an essential component of a multicultural curriculum. However, subjects such as slavery, the Japanese-American internment, the **Jim Crow** era, and the Holocaust can also elicit very powerful, emotional reactions from students. What safeguards would you put into place to ensure that students, as well as faculty, are protected in terms of their psychological and emotional safety? Develop a set of classroom guidelines for engaging students in challenging dialogues and activities. Be prepared to share your guidelines with colleagues and come to a group consensus about a universal set of guidelines.

Response to Intervention

The Individuals with Disabilities Education Improvement Act (IDEIA), passed in 2004, included specific language that stipulated that schools assessing a student for a possible learning disability use scientific, research-based interventions. The National Association of State Directors of Special Education (NASDSE; 2005) defines Response to Intervention (RTI) as the practice of providing high-quality instruction and intervention matched to student needs, monitoring progress frequently to make decisions about possible changes in instruction or goals, and applying child response data to important educational decisions.

The RTI model emphasizes a three-tiered process of decision making and delivery of services. It flows from Tier I, which is the general good practices of educating any group of children; to Tier II, which calls for using benchmarks to track the progress of at-risk children; to Tier III, which is intensive intervention. RTI calls for a strategic process of evaluating and delivering of services. Data-driven decision making therefore is an essential part of this model.

The effectiveness of the RTI model is bolstered when it includes consideration of cultural learning styles. Educational decisions should always take into account the influences of home, family, and culture to avoid focusing on strategies that may not fit with the best learning styles of that culture.

Responsive Classroom

Responsive Classroom has been in existence since 1981 (Northeast Foundation for Children, 2011). Developed by a group of teachers working with elementary school children, this model emphasizes that children learn best when encouraged to excel in both academic and social-emotional skills. There are seven core principles. Learning social skills is a major focus, and this goes hand in hand with the need to prepare students for a diverse, global workplace in which students must be able to work well with others. Process and content are both seen as critical elements so that teaching effectively is as important as what we teach. From a multicultural perspective, then, a focus on culturally responsive teaching could be meaningfully paired with culturally relevant instructional materials. Understanding children as individuals and knowing and including families from a cultural perspective are Responsive Classroom tenets that match the principles of multicultural education.

Responsive Classroom is commonly used in schools, and the practices should be very familiar to anyone who has spent time visiting elementary schools.

EXERCISE 8.5 RESPONSIVE CLASSROOM APPLICATION

Fortunately, the Northeast Foundation for Children has listed all seven core principles plus extensive additional information on its website at <http://www.responsiveclassroom.org>. After viewing the site, provide examples of how you might implement the seven core principles.

Research-Based Instructional Strategies That Enhance Student Achievement

Based on an extensive study of the research about instructional strategies that have a high probability of enhancing student achievement of all students, Marzano et al. (2001) identified nine categories of instructional strategies that have a high probability of enhancing academic achievement of all students in all subject areas at all grade levels.

1. Identifying similarities and differences. Of the nine categories, this one has been shown to have the greatest potential impact on student achievement. Students are taught to take apart and analyze complex issues by dividing them into like and unlike components. Four specific forms of this instructional category appear to be highly effective in supporting student achievement: comparing, contrasting, creating metaphors, and creating analogies. For this category of instructional strategies to be used effectively, students need explicit instruction. A particularly promising approach to using this category is to engage students in portraying their work in graphic form by using, for example, Venn diagrams.

Multicultural example. Students compare a variety of aspects—demographic data, costs, roles of women, and people of color—of the Vietnam War with the war in Iraq.

2. Summarizing and note taking. Research indicates that verbatim note taking is the least effective means of taking notes in class. To counteract this problem, students can be taught new approaches to taking notes that help them analyze concepts and topics. For example, students can be taught to complete an analysis of a subject by determining key points and restating the subject in their own words. Students can be given “summary frames” or sets of questions to use to “frame” the topic.

Multicultural example. Requiring reparations from a country defeated in war is not uncommon. Germany made payments to victims of World War II. Should African Americans receive compensation for slavery? State a summary of the issue and provide arguments for and against.

3. Reinforcing effort and providing recognition. Teachers focus on helping students understand the importance of making good efforts and specifically show the connection between students’ efforts and their achievement. This may necessitate use of an effort rubric along with an achievement rubric.

Multicultural example. Have students work with a variety of partners, varying sex, race, and religion.

4. Homework and practice. Teachers educate children, through a clear policy, on the value of homework. Homework should be meaningful assignments that are given to extend learning beyond the classroom. The purpose of homework is clearly articulated, and feedback is detailed and meaningful.

Multicultural example. Establish study buddies or homework partners, varying sex, race, and religion.

5. Nonlinguistic representations. This category of strategies follows the theory that knowledge is captured in two forms—linguistic and visual. The more students experience both forms in the classroom, the more knowledge they will retain. Useful activities include creating graphic representations, making physical models, drawing pictures, and engaging in kinesthetic activity.

Multicultural example. Have students illustrate the evil of the Holocaust through an artistic representation in any form.

6. Cooperative learning. Students are placed into groups to work together in supportive ways. This enhances learning as well as develops social and communication skills. The key elements are positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small-group skills, and group processing.

Multicultural example. Create multicultural triads and assign each person at different times to be the leader.

7. Setting objectives and providing feedback. Create a broad goal and then work with students to identify specific objectives that are of interest to them. By narrowing down their objectives, students personalize teacher goals. Feedback should be corrective and specific to meeting stated standards or expectations. A powerful feedback tool is a rubric.

Multicultural example. Create groupings that bring together students of different racial, religious, economic, and social backgrounds. Have them identify specific objectives that are of interest to them.

8. Generating and testing hypotheses. Teachers present a problem or situation to students, based on a premise or hypothesis. Students, in turn, develop solutions or conclusions and justify them.

Multicultural example. The US Congress is comprised mainly of wealthy European American men. Have students discuss the merits and drawbacks of this reality. Develop solutions or conclusions and justify them.

9. Cues, questions, and advance organizers. Teachers use highly analytical cues, questions, and advance organizers with students to prepare students for new learning activities. Examples of advance organizers include telling stories, having the students skim a passage, using graphics, and describing new content.

Multicultural example. In a bilingual, English as a second language (ESL), or dual-immersion language class, present the lesson written or spoken in two languages. Require students to work in groups to decipher the lesson and complete it.

Schools will often adopt one instructional methodology to provide a consistent curriculum across grade levels and subject areas. External experts usually provide intensive professional development in preparation for implementation. Parents are usually informed of the program so that it has their support.

REFLECTING BACK

Consider the teaching strategies that are outlined in this section.

Questions

1. What similarities and differences do you see among the different instructional strategies?
2. What would you combine to come up with your ideal model of teaching?
3. Based on what you know so far about culture and learning styles, what concerns or cautions might you have?
4. How does one go about developing a teaching style? What are the influences? Explain the development of your own teaching style, including influences, at this point.

LEARNING OBJECTIVE 8.3 Culturally Responsive Education**THINKING AHEAD**

Our culture influences much of our lives, from the type of food we eat to the music we enjoy.

Questions

1. What connections can you make from your culture to the type of learner that you are?
2. What new cultural influences have influenced your life recently?
3. What do you know now about specific cultural influences on teaching and learning?
4. Be honest. What aspects of which cultures make you feel uncomfortable and why?

Being technically proficient at teaching and being a subject matter expert are important but not sufficient unless teachers appreciate and understand how to incorporate the cultures, experiences, and needs of their students into their classrooms (Darling-Hammond & Bransford, 2005).

Geneva Gay (2010) stressed that culturally relevant pedagogy is imperative because it uses

the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant to and effective for them. It teaches *to and through* strengths of these students. . . . It is *validating and affirming*. (p. 31)



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A multicultural educator knows that culture influences learning. Years of research and practice tells us that the effective teacher uses a student's experiences to help make important connections to what needs to be learned and understood.

Gay (2010) identified the power of caring as being one of the most important components of culturally relevant pedagogy.

Culturally relevant education (CRE) was coined by Gloria Ladson-Billings (2009) to describe “a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (p. 20). Participating in culturally relevant teaching essentially means that teachers create a bridge between students’ home and school lives, while still meeting the expectations of district and state curricular requirements. Culturally relevant teaching uses the backgrounds, knowledge, and experiences of students to inform the teacher’s lessons and methodology.

According to Ladson-Billings (2009), CRE has three criteria:

1. **Students must experience academic success.** Teachers must believe that all students are capable of academic success.
2. **Students must develop and/or maintain cultural competence.** Teachers must focus on developing cultural competence while at the same time encouraging students to learn to maintain their “cultural integrity.”
3. **Students must develop a critical consciousness through which they challenge the status quo of the current social order.** Students are taught to become active and show deep interest in societal matters.

CRE recognizes that all students are cultural beings, that is, that they reflect a variety of ways of being in the world. While culture does not define or determine individuals, it does influence how they view and participate in the world, including how they learn. This recognition has important implications for school and classroom practices and policies. For one, it means that curriculum should reflect the rich cultural heritage and history of all students without falling into simplistic or formulaic definitions of culture. It also implies that teachers must be aware of their students’ histories and community strengths. Support for CRE means taking into account the various styles and strategies that students employ for learning, styles that are influenced by their individual personalities, cultural backgrounds, and life experiences. As a result, teachers employ multiple pedagogical strategies so that students of all backgrounds learn in ways that are most comfortable for them while also expanding their learning repertoires. Assessment, a key element of learning, builds on the prior knowledge, culture, and language of all students. Rather than neglecting these elements of students’ lives as superfluous to the teaching and learning experience, CRE recognizes them as fundamental to learning. As a result, classroom and schoolwide traditions, values, and practices reflect respect for family and community assets, including students’ native languages, cultural experiences, and family knowledge.

Culturally responsive schools exhibit the traits listed in Exhibit 8.2.

In preparation for today’s global workplace, CRE better prepares students academically and socially by understanding and using their rich cultural backgrounds in teaching and learning. CRE also instills in students a lifelong appreciation for understanding and valuing diverse cultures in all settings of life. In this way, schools can play a strong role in readying students for full participation in a democratic society.

EXHIBIT 8.2 Traits of Culturally Responsive Schools

- The curriculum content is inclusive, meaning it reflects the cultural, ethnic, and gender diversity of society and the world.
- Students are recognized and treated as intellectually capable, with particular attention paid to those whose futures are most tenuous.
- Instructional and assessment practices build on and legitimize students’ prior knowledge, real-life experiences, cultures, and languages.
- Classroom practices stimulate students to construct knowledge, make meaning, and examine cultural biases and assumptions drawing on the linguistic and experiential resources they bring.
- Within the classroom and school, students practice participating as citizens in a diverse and democratic society.
- Schoolwide beliefs and practices foster understanding and respect for cultural diversity and celebrate the contributions of diverse groups.
- School programs and instructional practices draw from and integrate community and family language and culture, and they help families and communities to support students’ academic success.

Source: Adapted from NCREL (1995).

In *Culturally Proficient Instruction*, Nuri-Robins et al. (2012) outlined five guiding principles of cultural proficiency:

1. **Culture is a predominant force.** Everyone has a culture. It forms our beliefs, values, and behaviors. It determines what kind of person we are and how we interact with others. Teachers must recognize this fact and that the cultures of diverse students may differ dramatically across the classroom and school.
2. **People are served in varying degrees by the dominant culture.** McIntosh (1988) outlined so well the argument that White males have privileges and advantages over all others. To recognize that students of color do not lead the same lives or have the same status or experiences in life that White, male students enjoy is important for the classroom.
3. **People have personal identities and group identities.** In *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race*, Tatum (2003) discussed the importance of students' need to develop a cultural identity. Teachers must treat students as individuals while recognizing that identification with their cultural groups is often an evolving process.
4. **Diversity within cultures is vast and significant.** Not all stereotypes are entirely true, nor are they accurate for all people within that group. Vast differences can apply. Teachers must take care in making assumptions about students and their cultures. First-, second-, third-, and so on generations of Americans vary and evolve, while often still sharing common cultural traits and traditions.
5. **Each group has unique cultural needs.** The educational needs of students vary depending on their cultural backgrounds. For students of some cultures, linear, concrete teaching methods are preferred. Others understand better through random, abstract ideas. For others, a blend is needed. Respecting cultural educational needs is essential for the teacher.

EXERCISE 8.6 FIVE GUIDING PRINCIPLES OF CULTURAL PROFICIENCY

Using Nuri-Robins et al.'s (2012) five guiding principles, work with a partner to answer and share your answers to the following:

1. Culture is a predominant force. Everyone has a culture. Give examples of the beliefs, values, and behaviors of your culture. How do they match or differ from those of your partner?
2. People are served in varying degrees by the dominant culture. What experiences have you had that illustrate how some have privileges and advantages over all others?
3. People have personal identities and group identities. Where do you sit when you go to the cafeteria? Who are you sitting with and why? Who are you not sitting with and why? What other groups have you noticed?
4. Diversity within cultures is vast and significant. What stereotypes come with your culture?
5. Each group has unique cultural needs. Describe your educational needs in a cultural context. How do they differ from those of other people you know?

Nuri-Robins et al. (2012) also described five essential elements of cultural proficiency: assessing culture, valuing diversity, managing the dynamics of difference, adapting to diversity, and institutionalizing cultural knowledge.

Ladson-Billings (2009) incorporated knowledge about multicultural education into six practices of culturally responsive teaching:

Extended Explorations: The Digital Divide

How might you need to adapt your curriculum to accommodate gay students, transgender students, low-income students, ELL students, and students who lack adequate internet access? To be culturally responsive what are some of the considerations that need to be addressed? Draft a policy statement that you might use, and share with others, about what you would do to adapt the curriculum to address diverse student needs.

1. Teachers focus attention on students from traditionally **marginalized** backgrounds, who are also at the most risk of failing, so that they can become empowered “intellectual leaders” in the classroom.
2. Teachers involve students meaningfully and fully in the learning community instead of teaching them in isolated ways.
3. Teachers acknowledge and use students’ true-life experiences as legitimate parts of the curriculum. This requires compassion for and understanding of the lives students lead.
4. Teachers view literacy as not only written words but also oral contributions.
5. Teachers and students work together to learn how to overcome the dominant social and political culture in order to succeed. Racism, classism, and other forms of bias and oppression continue to limit the success of many of our students.
6. Teachers realize that the education of students involves more than just the rote mechanics of passing on knowledge. Teachers are also part social worker, part therapist, and part advocate. The unjust lives that students may lead cannot be ignored in the continuum of education. Multicultural education, as emphasized in this text, is about educational equity *and* social justice.

REFLECTING BACK

This section focuses heavily on the importance of understanding students’ cultures and incorporating that knowledge into teaching strategies.

Questions

1. What concerns might you have about your knowledge of cultures?
2. Are there cultures about which you feel very knowledgeable and that you are ready to begin integrating into your teaching?
3. What do you bring from your personal cultural background and experiences?
4. Predict the outcomes if the United States continues to educate students to be monocultural and monolingual. Consider implications at the local, national, and international levels.

PROFILES IN MULTICULTURAL EDUCATION: CHRISTINE IVERSON BENNETT

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Christine Iverson Bennett, PhD, is Professor Emerita of Social Studies and Multicultural Education at Indiana University (IU). During her 31 years at Indiana, Professor Bennett developed the first multicultural education course, now required for teacher certification, and taught graduate and undergraduate courses

in social studies and multicultural education. She also initiated and directed the Teacher as Decision Maker Program; the Research Institute on Teacher Education; and Project TEAM, a program to recruit and support students from underrepresented minorities. Bennett has worked with a number of other universities and public school systems to strengthen multicultural teacher education and her *Comprehensive Multicultural Education: Theory and Practice* (7th edition, 2011) is one of the most popular texts on multicultural education. Bennett served as director of IU's China Exchange Program with Hangzhou University and conducted seminars for faculty at Al-Ain University in the United Arab Emirates and for visiting international scholars at Indiana University. Her funded research and publications focused on the multicultural social studies curriculum for African American, Anglo, and Latino youth; classroom climates in desegregated middle schools; causes of racial inequities in school suspensions and expulsions in desegregated high schools; explanations of minority student attrition in predominantly White universities; and the impact of multicultural teacher education coursework on preservice teachers. She earned her BA in Sociology at Northwestern University, her MA in Social Studies Education at Stanford

University, and her PhD in Social Science Education at the University of Texas in Austin. Prior to her doctoral studies, she taught high school history and government courses in San Jose and Los Angeles.

Authors: What would you say is your most important contribution to the field of multicultural education?

Dr. Bennett: My work in multicultural education began in the late 1960s. Looking back, I realize that visions of students and teachers in many different classroom settings have guided and inspired my work over the years. All of my writings, research projects, and teacher education programs have our nation's schoolchildren in the forefront, and I have tried to connect with teachers in a way that allows them to choose the ideas that are most useful and appropriate for their students. After college studies in sociology and political science in the Chicago area in the 1960s, including work with the Lawndale tutoring project, followed by a variety of cross-cultural encounters and teaching high school in the vicinities of San Jose, Los Angeles, and Austin during the days of desegregation, I wanted my students and colleagues to understand the damaging power of cultural assumptions in the teaching and learning process, as well as the institutional structures (hidden and obvious) that result in racial inequalities in our schools and society. Perhaps the best written example of this is my textbook, *Comprehensive Multicultural Education: Theory and Practice*, where I pull together a conceptual framework that combines multiple historical perspectives, social science theory and research, intercultural studies and global education, and social action aimed at eradicating racism. Equitable classroom climates based on respect and trust, multicultural curriculum decision making, multicultural competence, and social justice are at the heart of teachers' work throughout the book. My persistent assumption is that every teacher wants to help *all students* reach their fullest potential and,

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(Continued)

with societal and community support, they can do so through curriculum reform and culturally competent teaching. Several programs I initiated at Indiana University put these ideas into practice: a required course in multicultural education for all preservice teachers; a graduate-level teacher certification program for career changers (Teacher as Decision Maker Program); and Project TEAM, a program to recruit and support students from underrepresented minorities who want to become teachers.

Authors: What is the most persuasive argument that you could give to preservice teachers as to why they should be multicultural educators?

Dr. Bennett: The need for multicultural educators has never been greater. Changing demographics due to reform of the nation's immigration laws has transformed our population dramatically since the 1960s, and we are much more diverse in terms of race and ethnicity, religions, languages spoken at home, and nations of origin. Over the past decade, the top 10 countries of birth for persons who obtained legal permanent resident status are Mexico, India, China, Philippines, Vietnam, Dominican Republic, Cuba, El Salvador, Colombia, and Haiti. About 20% of the nation's schoolchildren are immigrants or the children of immigrants, and more of the nation's newcomers are settling in the nation's heartland and in small towns, where people of color have been rare or where the population has been primarily African American and European American. The new second and third generations of color (children and grandchildren of contemporary-era immigrants from African, Asian, and Latin American countries) vary in their school success, depending on their family's wealth and educational level and their experiences with prejudice and discrimination. Schools are the major milieu of introduction to American society and culture for immigrant and refugee children and youth, and teachers play a crucial role in how this experience unfolds. Multicultural educators are also needed to help us end the nation's achievement gap, wherein students of color and low-income students score lower on national assessments of educational attainment than White and higher-income students and

drop out of high school at higher rates as well. Multicultural educators are better prepared to recognize cultural bias in standardized tests and press for more authentic assessments. There is no more important work in our society than teaching, as our nation faces critical challenges at home and in the world. In fact, our hopes for the future rest with teachers who can help *all* learners succeed and grow into contributing world citizens. I think President Barack Obama would agree with me, based on his memoir, *Dreams From My Father: A Story of Race and Inheritance* (Times Books/Random House, 1995).

All of this suggests that one big reason to become a multicultural educator is the intrinsic reward gained from serving society and making a difference for justice and "the good" in one's community. But there are tangible personal rewards as well; I will mention four. First, the students of multicultural teachers are more likely to be academically and personally successful, and that makes teachers feel affirmed. Second, multicultural teaching requires lifelong learning, and that is enriching and energizing. Third, a career ladder and a range of opportunities are available, such as writing curriculum materials or creating new courses; joining community and university partnerships in teacher education and research; becoming a lead teacher or multicultural curriculum coach; leading cultural immersion and international travel programs for student groups; and gaining local, state, and federally funded grants aimed at school improvement. And four, there are spiritual rewards (not necessarily associated with religion) that come with this work. The work of multicultural educators is guided by core values and ethical principles that create concern for the common good and feelings of interconnectedness with humanity at home and across the world. This spiritual aspect of multicultural education gives teachers the courage to keep going and a feeling of peace during difficult times.

Follow-up Question for the Reader

Dr. Bennett outlines four tangible personal rewards for becoming a multicultural educator. Do you agree with her? Suggest other personal rewards that you feel are significant.

CASE STUDY: A CHANCE TO START A NEW SCHOOL

Key Issues to Be Explored in the Case

1. Understanding how students learn is important in using a student-centered approach versus a teacher-centered classroom.
2. With experience, teachers learn a variety of teaching theories and models, which they can adapt to the classroom based on the students and the subjects taught. Having skills and knowledge in many teaching methods is an asset in being able to adapt to the needs of students.
3. Teachers can be more effective in their teaching by learning about the cultures of their students and using that information in developing lessons and enriching teaching strategies.

President Barack Obama's election platform of 2008 contained high praise for charter schools—schools operated by an independent board, often with a curriculum different from that of the local school system. You, although new to teaching but obviously highly skilled and motivated, have been hired as one of the lead teachers who will help create the curriculum for a new charter middle school.

Your school is in a renovated office building in the industrial part of a midsized New England town. The town is quickly changing from a blue-collar, factory economy to a more residential, small-business community. Young, professional couples are moving into the town, along with immigrants and refugees attracted to the still somewhat affordable homes and the promise of work. The town is racially mixed and growing. As with many towns, a section is inhabited by more economically disadvantaged people, the majority of whom are people of color. Racial tension is subtle, but palpable. There is an undercurrent of resentment by established residents toward the influx of more families of color and limited English ability.

Students will come from all schools within the system. Most have not had a diverse school experience. Most of the community is Protestant with very little, if any, exposure to people of the Jewish or Muslim faiths. Your school model prides itself on accommodating students of all learning needs, so you expect a certain number of children with special needs. Your fellow teachers will be somewhat diverse and of all ages and levels of experience. Not all positions have been filled, and you have the opportunity to help select the balance of the faculty and staff.

Despite what might appear to be a bleak outlook for other schools, your school is imbued with optimism and a can-do philosophy. The school director and the school board have placed great faith in you and your promise to create a model culturally responsive curriculum.

Where do you start?

Discussion Questions

1. Where would you look for professional development for yourself and the faculty?
2. What role would parents play in the development of the school? How would you use parents in the future?
3. What would you look for in a fellow teacher?
4. How would you prepare yourself and your students for cultural diversity?
5. What teaching skills do you have that you feel most secure about?
6. What teaching skills do you feel less secure about?
7. What theories of learning do you feel you would want to follow?
8. What model of teaching would you want the school to use?
9. What would you do in class on Day 1? Week 1?
10. Write down your action plan, at least the first 10 things you would do in starting this position.

CHAPTER SUMMARY

In this chapter, we have discussed instructional approaches needed by multicultural educators. We have addressed several key factors.

8.1 How We Teach and How We Learn

What do we know from current research about how people learn that is useful for developing effective multicultural instructional strategies?

- Not everyone learns the same way. Understanding students' cultures and learning styles are important steps in developing teaching strategies that are culturally responsive.

8.2 Popular Instructional Practices and Multicultural Education

What instructional strategies appear to hold promise for impacting the academic achievement of all students? What, if any, are the correlations to multicultural education?

- There are many popular instructional practices in existence today. Becoming an effective multicultural educator may require choosing specific strategies or practices from a variety of theoretical perspectives. Educators will be successful when they are able to adapt strategies to match their orientation to teaching and learning. Strategies may also differ depending on the students that one teaches. There are numerous styles of teaching that give teachers flexibility in adapting to student needs.

8.3 Culturally Responsive Education

How does one teach in ways that respect and capitalize on the cultural backgrounds and experiences of students?

- Education goes beyond basic academics to the skills needed to flourish in a diverse, global world. A culturally responsive educator learns to match the culture and experiences of students to teaching strategies that are effective. Sometimes the skills and attitudes needed in the modern workforce may conflict with the beliefs and traditions of students and their families. The skillful teacher knows to develop a relationship with students and their families so that they understand that their culture is not being disrespected and students are being taught skills that are necessary in the world of work.

KEY TERMS

authentic learning 217

behaviorism 220

cognitivism 220

constructivism 220

Jim Crow 234

marginalized 240

operant conditioning 220

APPLICATION: ACTIVITIES AND EXERCISES

Individual

1. There are several lists of best teaching strategies in this chapter. Write down your top 10 strategies. Explain why you selected the ones you did.

2. Create a teaching model of your own. What would you call it? What would be the three main foundation statements of your model?
3. Observe several teachers at work. Put a name to the model or models of teaching that they are using.

Group

1. With a group of your colleagues, analyze the teaching that you have experienced in your teacher preparation, from a student perspective. Describe a composite of the teaching models. What name would you use to describe it? What are the strong points and the areas that you would suggest changes in?

Self-Assessment

1. Imagine that you are interviewing for a teaching position. Answer the question: “What kind of teacher are you?”
2. Describe what experiences you might have had in school that you could equate with those students whom this chapter has described as “marginalized.” If you could go back in time, how would you advise your teachers?
3. How well did your elementary and secondary education prepare you for college and for life in general?

ANNOTATED RESOURCES

ASCD (formerly Association for Supervision and Curriculum Development)

<http://www.ascd.org>

ASCD addresses all aspects of effective teaching and learning, such as professional development, educational leadership, and capacity building. ASCD also offers broad, multiple perspectives—across all education professions—in reporting key policies and practices.

National Association for Multicultural Education (NAME)

<http://nameorg.org>

NAME is a nonprofit organization that advances and advocates for equity and social justice through multicultural education.

National Association of State Directors of Special Education (NASDSE)

<http://www.nasdse.org>

NASDSE offers strategies and tools to implement best practices through communities of practice; training on current issues; technical assistance; policy analysis; research; national initiatives; and partnerships to enhance problem solving at the local, state, and national levels. NASDSE works to engage students, families, communities, professionals, and policy makers as full partners. It engages in ongoing collaboration with the National Association of State Title I Directors.

National Center for Culturally Responsive Educational Systems (NCCRESt)

<http://www.nccrest.org>

NCCRESt, a project funded by the US Department of Education’s Office of Special Education Programs, provides technical assistance and professional development to close the achievement gap between students from culturally and

linguistically diverse backgrounds and their peers and reduce inappropriate referrals to special education. The project targets improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports.

Northeast Foundation for Children

<http://www.responsiveclassroom.org>

The nonprofit Northeast Foundation for Children was founded in 1981 by a group of public school educators who had a vision of bringing together social and academic learning throughout the school day. It is dedicated to helping those who want to learn about elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. It is the sole source provider of the Responsive Classroom approach.

Visit the student study site at study.sagepub.com/howe2e for additional study tools including:

- eFlashcards
- Web Quizzes
- SAGE Journal Articles
- Video Links
- Web Resources
- Assessments from the text
- Access to Author's Blog

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