

# Diversity, Equity, and Inclusion in All Classrooms

Barbara Preston

2023

# Self-paced Training –How it works.....

1. Make sure you registered at [maconpiattroe.org](http://maconpiattroe.org) and click on the sign up for Professional Development box
2. When you complete the training you will receive an email that has an evaluation. Fill out the evaluation and within minutes you should get a email with the website to print off your hours.
3. Participants will go through the power point, viewing each slide and video.
- 4. Tasks will be in RED and they need to be completed and sent to me. Please send when training is completed.**
- 5. Send to [prestonb@roe39.org](mailto:prestonb@roe39.org)**
6. Please contact me if you are having any trouble with the training.

# Example for submission to me by email:

Your Name and Email: Barbara Preston

[Prestonb@roe39.org](mailto:Prestonb@roe39.org)

Title of Training: Diversity, Equity, and Inclusion in All Classrooms

Task One- answer

Task Two- answer --etc.,

**Please be aware that some hyperlinks may have to be copied and pasted into your browser to view.**

# Task One-Pre/Post Test Diversity, Equity, Inclusion in All Classrooms

The following statements related to the targets of this training session.

Please indicate your comfort level with the following:

4 = I am confident in my knowledge

3 = I am on the right track

2 = I am not sure I am doing it right or with the right amount of consistency

1 = I need more information in this area

**Copy the pre and post test and send along with Task Answers to me.**

Fluency Statements	Pre	Post
I understand <b>effective diversity/inclusivity must address all kinds of diversity especially <u>marginalization and exclusion.</u></b>		
When I build relationships with students in my classroom, I realize that <b>human beings from the same ethnic or racial group are also very diverse.</b>		
I can identify what a <b>Caste System is and how it affects my students</b> in my classroom.		
I recognize microaggressions and define three types that are commonplace in educational and community settings.		
I realize that race, nationality, ethnicity are defined as different.		
Climate and Culture in a School are two different experiences.		
I can locate resources that will help my effort in addressing diversity, equity, and inclusion.		

# A Word from Barb

This training was put together for me first.

I really feel that it is very difficult to put myself in another person's life and feel it like they feel it.

This training is being offered because it is needed in order to remember that we are all unique and our culture dictates our perception.

Teaching ALL students means we appreciate and understand ALL students and we plan and implement lessons with this in mind.

Let's make ALL classrooms safe for ALL students to learn and be successful.

# PURPOSE

Irvine and Armento say it best:

“This is a self-reflective workshop. Because there are no quick and simple solutions, no single program or packaged intervention to train teachers to teach culturally diverse students, the issue of reflection becomes critically important. Any attempt to generate “tricks of the trade” must be avoided because of the complexity of the issue and because of the individual needs, motivations, experiences, and abilities of children of color.”

From: Irvine & Armento (2001). Culturally Responsive Teaching: Lesson Planning for Elementary and Middle Grades. New York, New York: The McGraw Hill Companies, Inc.

**“When we take the time to learn from one another, to stand in one another’s shoes, and to actively listen, really listen – real change is possible.”**



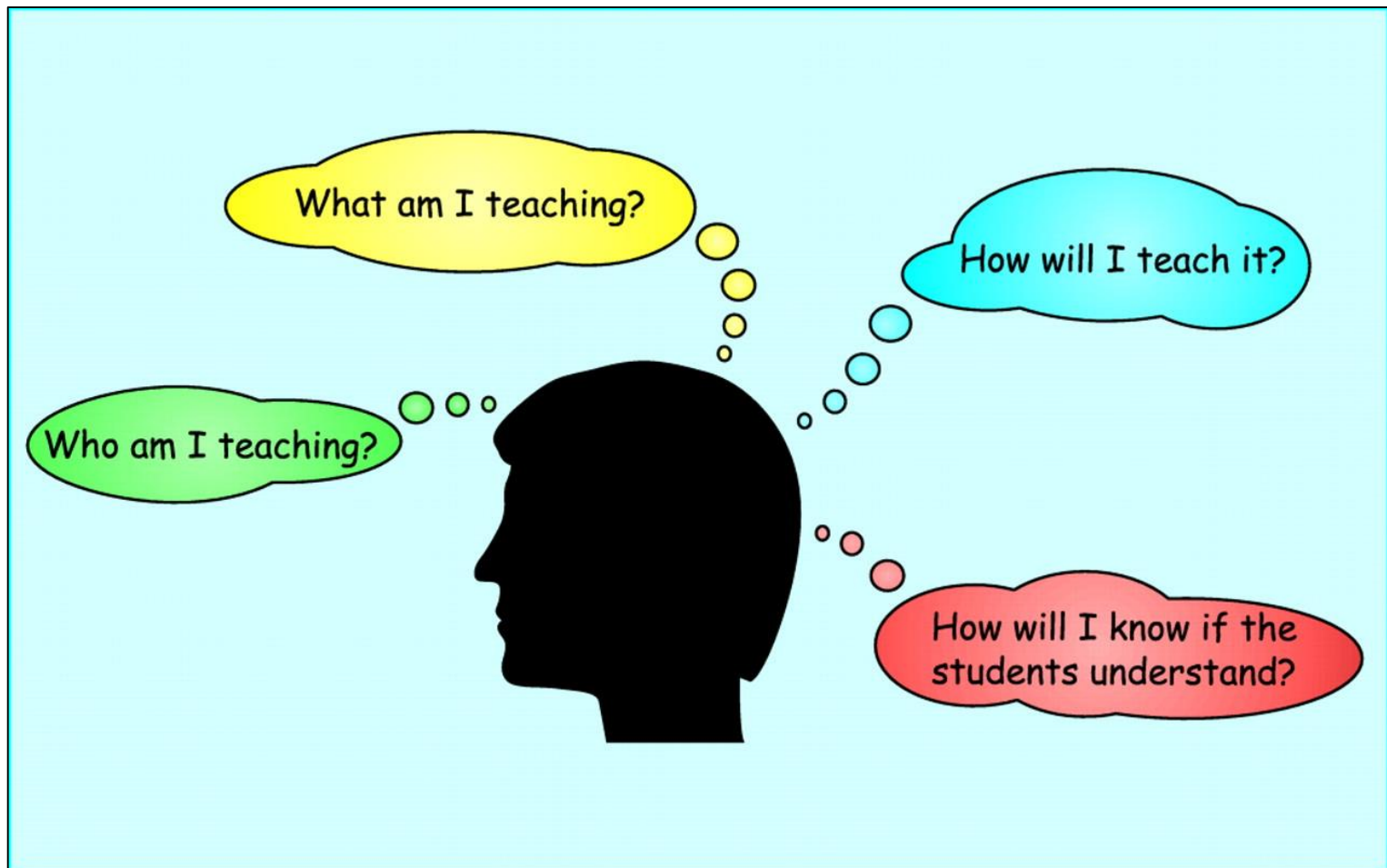
# Course Outcomes-

## WELCOME, GLAD YOU ARE HERE.

1. Appreciate that Diversity, Equity, and Inclusion must be implemented in order to have ALL students learning.
2. Comprehend the meaning of the words and how they pertain to you and your students.
3. Understand that every classroom and every student deserves to be in a equitable environment.
4. Recognize your biases and how to improve your world view of climate and culture.
5. Identify resources that will be helpful in implementing diverse, equitable learning including ALL students inside your school and classroom.

# Planning for Culturally Responsive Teaching.

Before you begin this training, have an open mind and know that each slide is research-based. When we stop learning as educators, we become stale and ineffective. This training is not to change your feelings, but to give you information that can support you in becoming a more equitable teacher. Walking in someone else's shoes takes courage and bravery.





# These are Great GOALS

- *Establishing inclusion*—creating an atmosphere in which students feel respected by and connected to one another.
- *Developing attitude*—creating a favorable disposition toward learning through personal relevance and choice.
- *Enhancing meaning*—creating thoughtful learning experiences that include student perspectives and values.
- *Engendering competence*—understanding that students are effective in learning something they value.

**A Framework for Culturally Responsive Teaching** [Raymond J. Wlodkowski](#),  
[Margery B. Ginsberg](#)

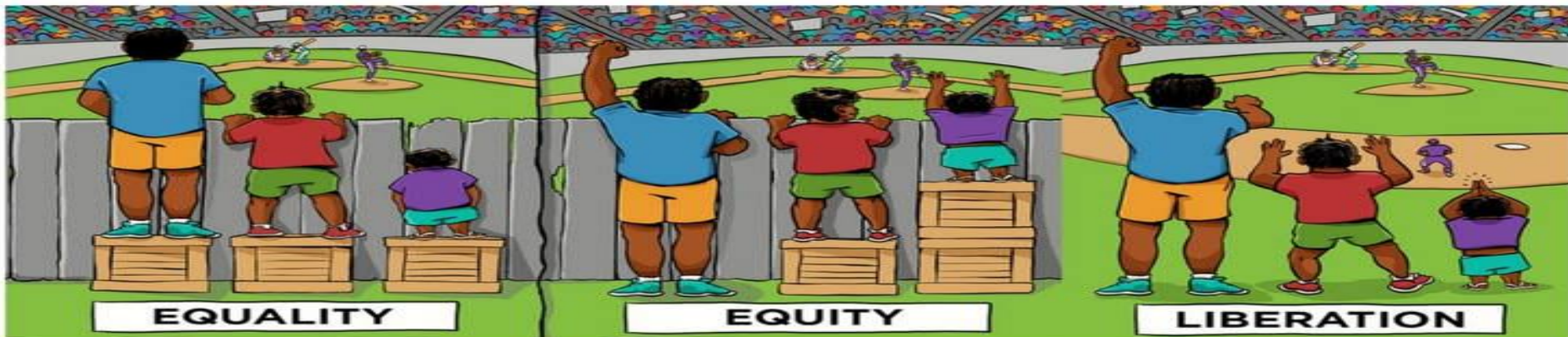
Source: <http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx> whole article here

## TASK TWO WATCH THESE VIDEOS

<https://www.youtube.com/watch?v=GPPLbsEazNc> 3.10 min  
explanation of Diversity, Equity, and Inclusion

<https://www.youtube.com/watch?v=5DcEgoK9aOg> 3 min research  
on students and DEI.

**Answer this question: What is your biggest challenge in your school or your classroom when it comes to Equity? (All students being successful at learning)**



This image depicts EQUALITY. All individuals are being treated equally with the same supports. It challenges the assumption that everyone benefits from the same supports. As shown, not all start from the same position; some have a height advantage.

This image depicts EQUITY. The people are being treated equitably. It demonstrates that when different individuals are given different supports, it makes possible for them all to have equal access.

This image depicts LIBERATION. The barriers have been removed and supports are no longer needed. The inequity has been addressed.

**Reality is perception**

**Our perceptions are reinforced by what  
we've been taught....**

Our ability to reach unity in diversity  
will be the beauty and the test of our  
civilization.

~ Mahatma Gandhi

**Task THREE -Please look closely at this picture. Look at it in quadrants if necessary.**



## **Task 3 Perceptual set**

- **What did you see in the art work from the previous slide?**
- **How could you interpret it to someone else?**
- **What emotions are shown?**
- **What colors are shown?**
- **What would you title this artwork?**



EDUCATION MAY BE THE ONLY PLACE ALL COLORS, RELIGIONS, AND CULTURES COME TOGETHER. THIS MAY BE THE PLACE WE NEED TO HAVE THE COURAGEOUS CONVERSATIONS WITH EACH OTHER ABOUT EACH OTHER.

**Classrooms are the few places on earth where people from so many diverse backgrounds come together for a common goal.**

**The goal may not be the same for each of us, but a classroom has the intent of learning something.**

**This may be the place to have those conversations with each other and about each other so that these classrooms can become the place of learning and understanding for ALL.**



# **Diversity Needs to be More Inclusive.**

**“Culture” is often viewed as being primarily related to race, ethnicity, and gender.**

**Effective diversity/inclusivity must address all kinds of diversity especially marginalization and exclusion.**

# Definitions You Might Need

According to Charter For Compassion, a **marginalized identity** is anyone who feels or is, **“underserved, disregarded, ostracized, harassed, persecuted, or sidelined in the community.”** Possible groups include but are not limited to: immigrants, refugees, and migrants. Women and girls.

Sep 2, 2019

The processes of **educational exclusion** are multiple and diverse. Research has shown that exclusion from **school goes far beyond access**. It is associated with crucial issues related to educational processes (belonging, recognition or representation) and results (knowledge or certificates).

Dec 29, 2017

Diversity in K-12 Classrooms. **Diversity recognizes the differences between people** and includes different factors, such as religion, political orientation, sexual orientation, gender identity, age, race, ethnicity, language, socio-economic status, and family structure.

Nov 27, 2019



# Diversity inside Diversity

**Human beings from the same ethnic or racial group are also very diverse.**

**age  
socio economic status  
education  
sexual journey  
disposition  
life experiences**



# Humans are Uniquely Multiple

## **They may be Black and ALSO**

- A female (gender)**
- Atheist (religion)**
- Questioning (Sexual orientation)**
- Low Socio-economic background**
- 35 years old and going to college (age)**
- Dyslexic (ability)**



**White students:**

**struggle with strong feelings of guilt when they become aware of pervasive racism. Even when they feel their own behavior has been nondiscriminatory.**

**These feelings are uncomfortable and can lead white students to resist learning about race and racism.**

**And who can blame them?**

**If learning about racism means seeing oneself as one of the bad guys....**

**Beverly Tatum, 1994**

# Caste System is Alive and Well in the U.S. Isabel Wilkerson's quote:

“Caste is the wordless usher in a darkened theater, flashlight cast down in the aisles, **guiding us to our assigned seats for a performance.**”

- A caste system **uses rigid, often arbitrary boundaries to keep the ranks apart, distinct from one another and in their assigned places.**”

## What is a Caste System & Why Do We Need to Know?

- “A caste system is an artificial construction,” she says: “a fixed and embedded **ranking of human value that sets the presumed supremacy of one group against the presumed inferiority of other groups on the basis of ancestry and often immutable traits**, traits that would be neutral in the abstract but are ascribed life-and-death meaning in a hierarchy favoring the dominant caste, whose forebears designed it.

[“America’s Enduring Caste System”](#) by Isabel Wilkerson in *The New York Times Magazine*, July 5, 2020; this article is excerpted from Wilkerson’s book, *Caste: The Origins of Our Discontents* (Random House, 2020)”

# Continuing with Wilkerson's quote:

**“The hierarchy of caste is not about feelings or morality. It is about power – which groups have it and which do not.”**

**“It is about resources – which groups are seen as worthy of them and which are not, who gets to acquire and control them and who does not.”**

“It is about respect, authority, and assumptions of competence – who is accorded these and who is not.”

# CASTE SYSTEMS AND THE ROLE THEY PLAY

How does caste interact with racial divisions?

- **“Race does the heavy lifting for a caste system that demands a means of human division,”** says Wilkerson. **“What people look like, or rather, the race they have been assigned or are perceived to belong to, is the visible cue to their caste... Caste and race are neither synonymous nor mutually exclusive. They can and do coexist in the same culture and serve to reinforce each other.**
- The side to which **we are assigned in the American system** of categorizing people is **proclaimed by the team uniform that each caste wears, signaling our presumed worth and potential.** That any of us **manages to create abiding connections across these manufactured divisions is a testament to the beauty of the human spirit.”**

*New York Times Magazine* article excerpted from her 2020 book, Isabel Wilkerson

# Continued with Caste and Role Play

- Race, in the United States, is the visible agent of the unseen force of caste.
- Caste is the bones, race the skin. **Race is what we can see, the physical traits that have been given arbitrary meaning and become shorthand for who a person is.**
- **Caste is the powerful infrastructure that holds each group in its place. Its very invisibility is what gives it power and longevity.**
- “Thus,” Wilkerson continues, “we are all born into a silent war game, centuries old, **enlisted in teams not of our choosing.**”



# Caste Entitlement Described

Caste entitlement crosses economic boundaries, says Wilkerson, It's "not about luxury cars and watches, country clubs and private banks,

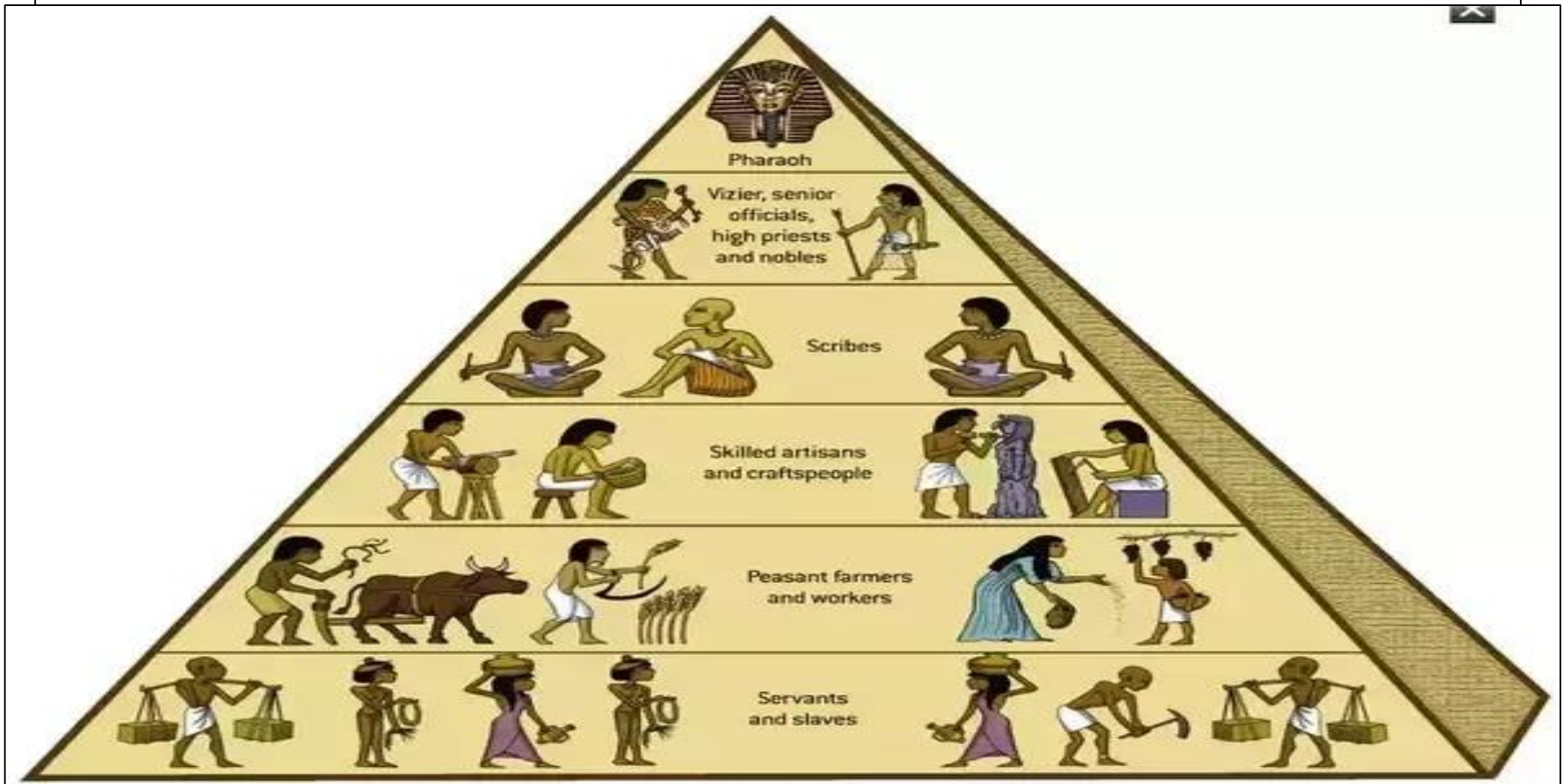
- but knowing without thinking that you are one up from another based on rules not set down on paper but reinforced in commercials, television shows and billboards, from boardrooms to newsrooms to gated subdivisions to who gets killed first in the first half-hour of a movie, and affects everyone up and down the hierarchy.

This is the blindsiding banality of caste."

*New York Times Magazine* article excerpted from her 2020 book, Isabel Wilkerson

# Task FOUR-Caste System Why???

- Why do we need to know what a Caste System is as a teacher in the United States?



# Don't Make It So personal

As white humans, we hear the words of diversity and racism and how our white culture brought about these differences.

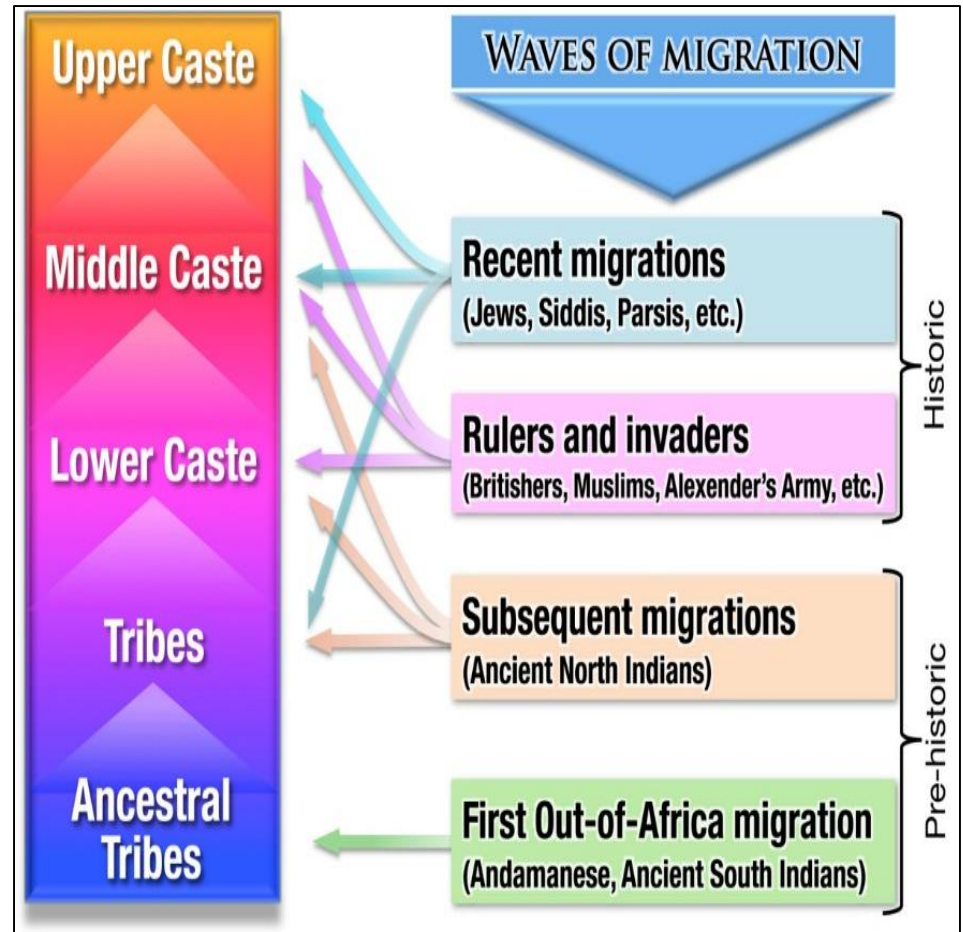
But in equally important ways the words are not about me because they name something larger than me, something I didn't create or invent but that was passed on to me as a legacy of being born into this society.

Johnson 2006

Cultural Diversity and Ethnic Minority Psychology

# Developing Cross Cultural Competence

- **Socio-economic status**
- **Religion**
- **Sexual orientation**
- **Race & Ethnicity**



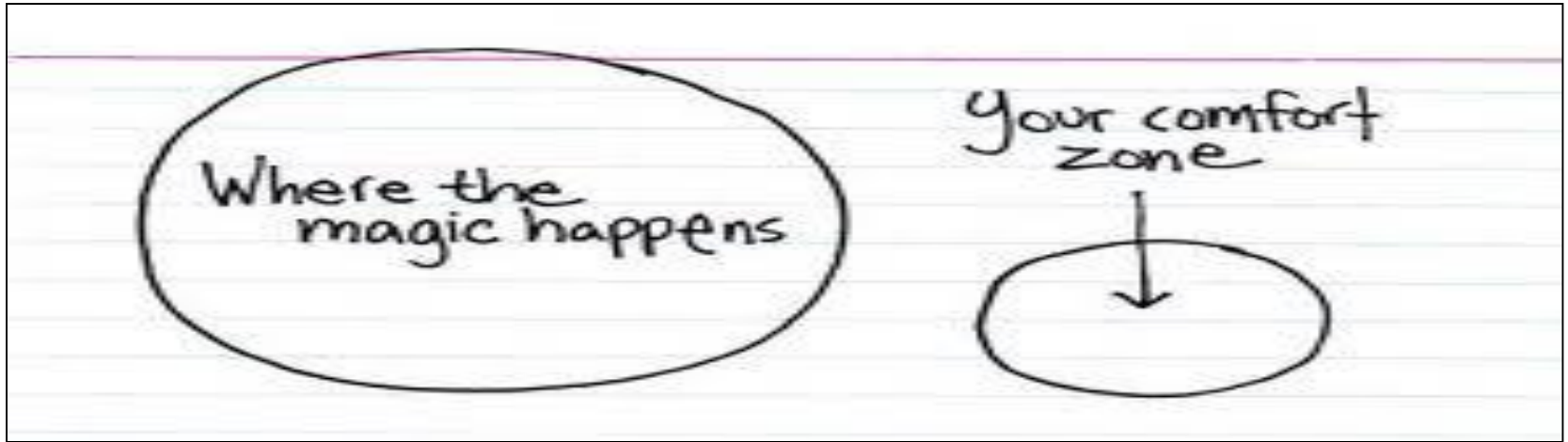
# Task Five

**Think about this:**

**No matter what race, religion, or political inclination-Educators must look inward so that ALL students we teach are learning in an equitable environment.**

**What do you need, as a teacher, to make this happen in your school?**

When teaching or talking about challenging subjects: Support Students in Uncomfortableness



**Challenge and support them to stretch their comfort zone.**

# Why does diversity matter?

## For Students:

*By incorporating diverse content, perspectives, and approaches into the curriculum it strengthens scholarship and prepares students for engagement with today's complex world.*

“Teaching Diversity and Democracy Across the Disciplines: Who, What & How,  
*Diversity & Democracy*, Fall 2009

# Diverse learning experiences benefit students

- Diversity has **positive effects on students' cognitive development**,
- Students who interact with racially and ethnically diverse peers show **greater intellectual growth** and academic skills.
- Both in-class and out-of-class interactions and **involvement with diverse peers foster critical thinking**

Benefits and Challenges of Diversity, Eve Fine, 2004

An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity.

~ Martin Luther King, Jr



## **Task SIX Look at this resource and answer some questions below.**

<https://www.teachforamerica.org/one-day/ideas-and-solutions/when-teachers-struggled-to-address-racism-these-students-showed-them> This website holds words and videos that students used to teach teachers about Equity. It is really worthwhile to view.

**Scroll through the website that addresses racism and students of color. I want you to look at the entire site, watch the videos, and choose one video or one text that stood out to you.**

- 1. Why did you choose this particular part of the website?**
- 2. What did you learn from it?**
- 3. How do you feel about it?**
- 4. Did it change how you look at racism?**

**5. Then look at this website and choose the areas you could improve upon, list them and send them to me along with the answers to the questions above.**

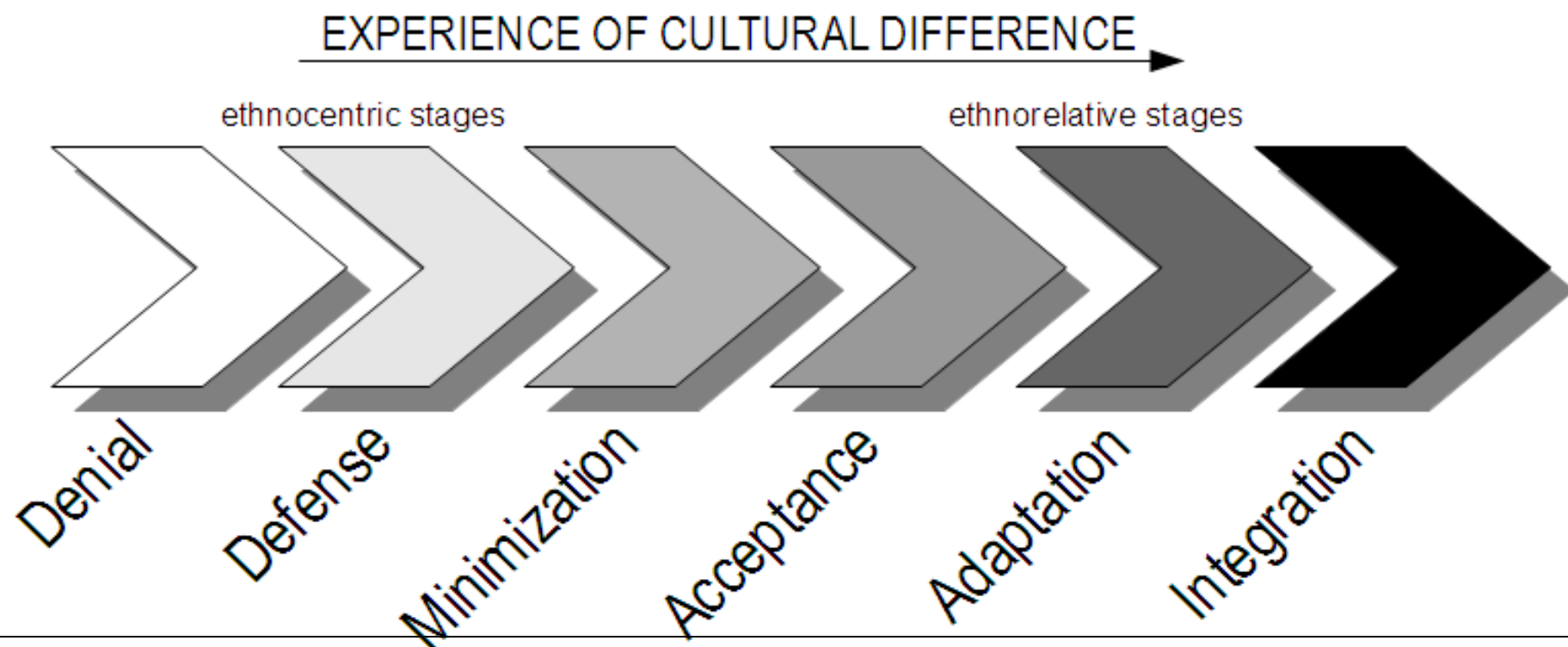
<https://rossier.usc.edu/seven-effective-ways-to-promote-equity-in-the-classroom/>  
This website addresses what you can do to start in your classroom or school.

**Understanding cultural difference doesn't make the difference go away.**

**However, the person who understands how difference causes communication to break down can take the initiative to try and make the communication work.**

***You Just Don't Understand***  
**Dr. Deborah Tannen, 2000**

# Developmental Model of Intercultural Sensitivity



**ethnorelative**, meaning that one's own culture is experienced in the context of other cultures

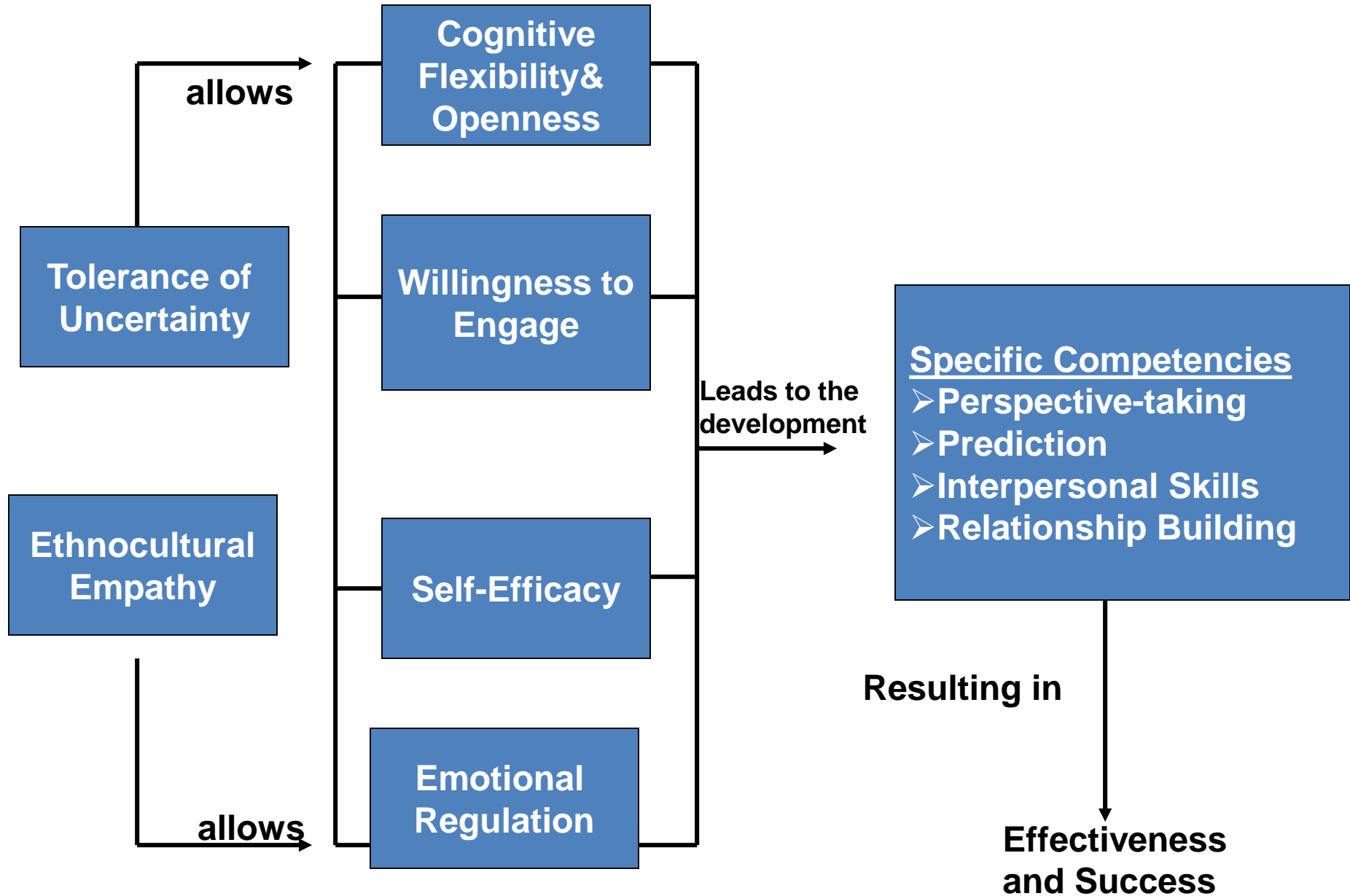
Adapted by Mark Sample from Bennett, M. J. (1993). Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity. In R. M. Paige (Ed.), *Education for the Intercultural Experience* (pp. 21-72). Yarmouth, ME: Intercultural Press.

# Being Competent Cross Cultural Capacity

- Developing an awareness of one's own culture, existence, sensations, thoughts, and environment;
- Accepting and respecting cultural differences;
- Resisting judgmental attitudes such as "different is not as good;" and
- Being open to cultural encounters;
- Being comfortable with cultural encounters.

**“The Purnell Model for Cultural Competence”**  
***Journal of Multicultural Counseling and Health***  
**Summer 2005**

# Theoretical Model of Cross Cultural Competence



# Developing competence is a process

- Cultural competence is not acquired quickly or casually, rather it **requires an intentional examination of one's thoughts and behaviors.**
- The first step toward becoming culturally competent is realizing that you probably aren't.

“Cultural Competence in the Biology Classroom”

Kimberly Tanner & Deborah Allen, 2007

# Diversity and Education

- Diversity capitalizes on the unique experiences and common wisdom of all cultures by providing a fertile ground for contrast and comparison.
- Provides a view of other peoples so distinct from, yet similar to, ourselves that our own lives and experiences are given new perspective and meaning.
- Diversity is an enriching and necessary component of the total educational experience.

**Southern Oregon University**

# Cross Cultural Competence includes:

## Having the capacity to:

- value diversity
- conduct self-assessment
- manage the dynamics of difference
- acquire and institutionalize cultural knowledge
- adapt to the diversity and cultural contexts of individuals and communities served.





**Racial characteristics are only minor variations among people groups.**

**Racial characteristics (e.g., skin color, eye shape, hair texture) account for 0.012 percent of human biological variation.**

**Susan Cameron & Susan Macias Wycoff**

***Journal of Counseling & Development, 1998***

# No scientific basis for race?

The belief that a classification based on skin color and other skin-deep properties like body shape or hair style maps onto meaningful, important biological kinds—is a pseudo-biological concept that has been used to justify and rationalize the unequal treatment of groups of people by others.

Social Construction and the Concept of Race  
Edouard Machery and Luc Faucher, 2004

Diversity and inclusivity are about *understanding*...not necessarily agreeing.

## TASK SEVEN

Science suggests the differences that set us apart are not racial, they are more likely to be cultural.

The “problem” emerges because we live in a world that encourages people to use differences to include or exclude, reward or punish, credit or discredit, elevate, or oppress, value or devalue, leave alone or harass....

Johnson, 2006

Please look at this website and pick one free article you are drawn to. Scroll through and click on any of them, but choose one. Click on it, read it, and summarize it for me. Why did you choose it?

<https://www.facultyfocus.com/articles/equality-inclusion-and-diversity/teaching-for-change-through-equity-inclusion-and-diversity/>



**Culture is learned.**  
**You are not born with culture.**  
**Cultures differ from one another in the ways they view the world—worldviews.**





**Culture is learned first in the family, then in school, then in the community and other social organizations such as the church.**

**Purnell, 2005**





# TASK EIGHT

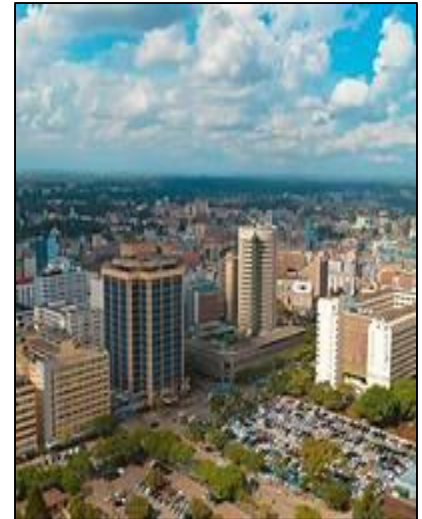
## Cultural Classroom Encounter Building Cultural Bridges

[https://educatorsusa.org/our-programs/bcb-program/?gclid=EAlaIQobChMlrLWfvfOa9AIVEmpvBB2e\\_gW0EAAYAiAAEgKF6fD\\_BwE](https://educatorsusa.org/our-programs/bcb-program/?gclid=EAlaIQobChMlrLWfvfOa9AIVEmpvBB2e_gW0EAAYAiAAEgKF6fD_BwE)

Start video at 3.46 to see the students from Nairobi interact virtually with US students.

Nairobi is the capital and the largest city of Kenya. The name comes from the Maasai phrase Enkare Nairobi, which translates to "cool water", a reference to the Nairobi River which flows through the city. The city proper had a population of 4,397,073 in the 2019 census, while the metropolitan area has a population of 9,354,580. The city is popularly referred to as the Green City in the Sun. [en.wikipedia.org](https://en.wikipedia.org)Text

**Look at video starting at 3.46 (you can watch it all if you want). After looking at the tone, facial expressions and the ending of the interaction, tell me if this is something that could be done in your classroom and how you would proceed.**

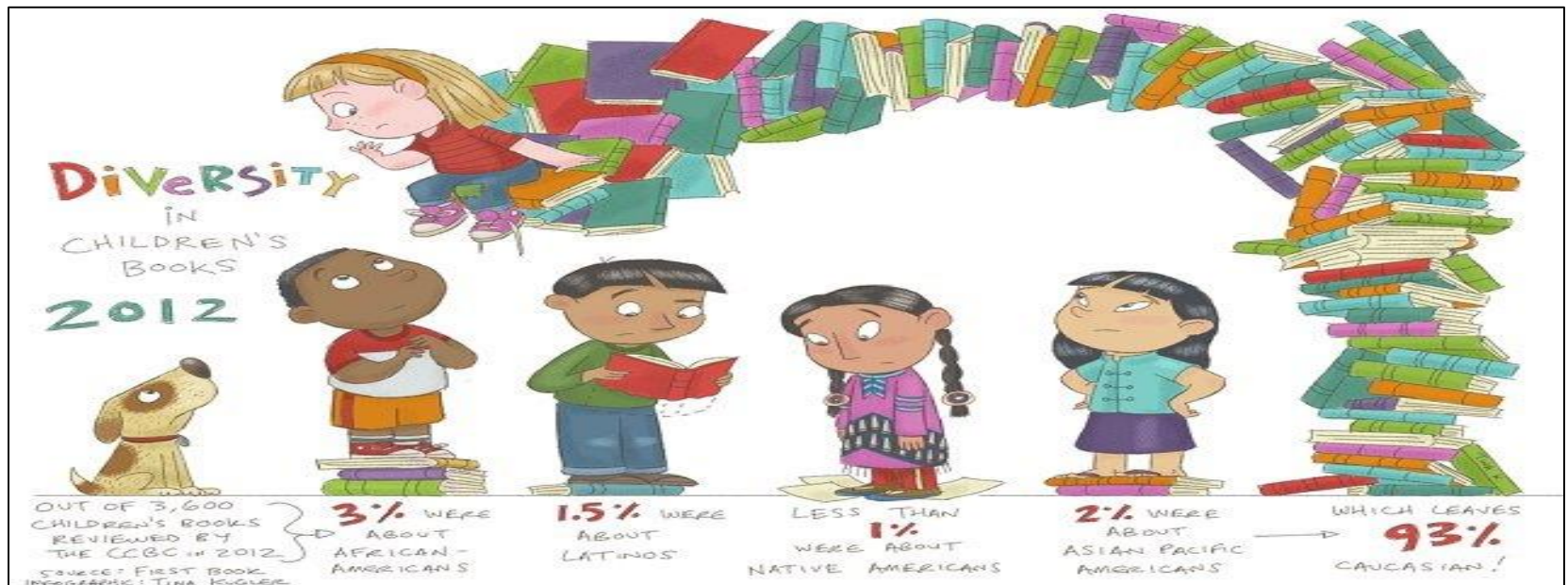


# Learning about your own culture through learning about others

<https://ccbc.education.wisc.edu/literature-resources/ccbc-diversity-statistics/books-by-and-or-about-poc-2018/>

Being aware of **your own culture** and how it has influenced you. Examining **your own biases and prejudices**. Seeking knowledge about other cultures, especially those that you encounter often. Taking time to listen to others and ask questions instead of making assumptions.

Defining Cultural Sensitivity. Cultural Sensitivity is defined as: a) **Being aware that cultural differences and similarities between people exist without assigning them a value** – positive or negative, better or worse, right or wrong.



# Tips from

## American Psychological Association to be more culturally aware:

### **Think beyond race and ethnicity.**

- A person's culture is shaped by more than the color of their skin or the way that they dress. It's shaped by the person's life experiences and traditions, which may be seen or unseen to the naked eye.

### **Learn by asking.**

- Don't be afraid to ask questions. People feel respected and appreciated when others take a genuine interest in who they are, so ask open-ended questions about their culture to learn more.

### **Make local connections.**

- Find local organizations or venues that work with a cultural group you're interested in and stop by. Organizations like advocacy groups, religious institutions, colleges and social clubs are a great place to learn more and make connections.

### **Pay attention to non-verbal behaviors.**

- Meaning behind body language can sometimes differ based on cultural norms. Pay attention to how your body language is being perceived by those around you.

### **Exchange stories.**

- Storytelling is a great way to share experiences that go beyond culture. Initiate an open conversation by sharing a personal story or experience.



# Exit Slips Might Make You Aware:

Put the exit slips into categories after a lesson in Culture and Diversity

**Question on Exit Ticket-How did the presentation go? Was this activity helpful? Did you learn anything new?**

- ☐ Students who are ready to go forward learning about Culture and Diversity
- ☐ Students who are hesitant and have defined feelings and values about Culture and Diversity

The age group you work with will decide on your approach and what to bring into the classroom

## **Books at different age levels are below:**

- Young students begins with-Read Alouds about Feelings, Emotions, Empathy

<https://www.thebump.com/a/childrens-books-about-diversity>

- Middle School Students -Start with a book study as a class

<https://www.readbrightly.com/contemporary-diverse-middle-grade-books/>

- High School Students-Teachers may go a little deeper into diversity and equity at HS level

<https://www.scholastic.com/teachers/teaching-tools/book-lists/resources/diverse-young-adult-book-list.html>

**It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences. Audre Lorde**

# Next Steps

You as a teacher need to make sure you are ready for the enormous learning curve you will need when facilitating Diversity, Equity, and Inclusion.

When dealing with topics involving race or others where the adults don't agree (e.g., social justice, emotionally charged current events, systemic racism), it's critical to establish [equity of voice](#), set ground rules for continued discussions, and define microaggressions in order to develop a school-wide culture of inclusivity that is free from harm for all. The term *microaggressions* often refers to both intentional and unintentional verbal, behavioral, and environmental insults perpetrated against people of color.

Equity in Voice: [Scott Hutcheson, Phd.](#)

There is a simple formula for solving this:

- If we are in a group of 8, we should talk for roughly  $1/8^{\text{th}}$  of the time, and listen for the remaining  $7/8^{\text{ths}}$ .
- In a group of three, we can talk about  $1/3^{\text{rd}}$  of the time and listen for  $2/3^{\text{rds}}$ .  
In other words, speaking time should usually be shared more or less equally by the number of the people in the group, and most of our time should be spent listening.

# What are microaggressions?

<https://www.youtube.com/watch?v=ZahtlxW2CIQ> 18 min video-This video shows Examples of the slides on Microaggressions. It is one, as a teacher, you should watch. Please. You understand what this word means from the students who experience microaggressions.

Microaggressions refer to brief, commonplace behavioral, verbal, and environmental insensitivities by potentially well-meaning individuals that communicate hostile or negative attitudes and insults to individuals of marginalized groups ([Sue et al., 2007](#)).

According to Sue et al. (2007), there are three types of microaggressions:

- **Microinsults:** communications that convey rudeness and insensitivity and demean a person's identity.
- **Microassaults:** verbal or nonverbal attacks meant to hurt the intended victim through name-calling, avoidant behavior, or purposeful discriminatory actions.
- **Microinvalidations:** communications that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of persons belonging to minority groups.

# Microaggressions

## “Microaggression: More Than Just Race” Derald Wing Sue Ph.D.

- In many cases, these hidden messages may **invalidate the group identity** or experiential reality of target persons, **demean them on a personal or group level**, **communicate they are lesser human beings**, suggest **they do not belong with the majority group**, **threaten and intimidate**, or **relegate them to inferior status and treatment**.
- While microaggressions are generally discussed from the perspective of race and racism, any marginalized group in our society may become targets: people of color, women, LGBT persons, those with disabilities, religious minorities, and so on.



[https://www.uua.org/files/pdf/m/microaggressions\\_by\\_derald\\_wing\\_sue\\_ph.d..pdf](https://www.uua.org/files/pdf/m/microaggressions_by_derald_wing_sue_ph.d..pdf)

Permission granted to use his findings and research here.

# Student/Teacher Microaggressions

Microaggressions in the classroom can occur between students or between school personnel and students and can impact the target, aggressor, and bystanders by leaving those exposed to the incident feeling less at ease within their school community (Wintner et al., 2017).

- Examples of microaggressions between students include the use of phrases such as “that’s so gay” in response to something a student has said or done,
- telling a fellow student that they would look pretty if they lost weight, or asking a student to touch their hair (Clay, 2017).

Examples of microaggressions between school personnel and students include assigning a student a task or role based on gender role expectations

- (i.e., assigning cleaning tasks only to female students),
- continuously failing to pronounce or learn the proper pronunciation of a student’s name, or
- scheduling due dates for assignments on cultural or religious holidays (Murray, 2020)

# Well-Intentioned Hidden Messages

## Educators need to beware:

Microaggressions can be based upon any group that is marginalized in this society. Religion, disability, and social class may also reflect the manifestation of microaggressions.

**Some of these examples include the following: In books, teacher needs to point out microaggressions and connect it to the era of the book.**

- When bargaining over the price of an item, a store owner says to a customer, "Don't try to Jew me down." (Hidden message: Jews are stingy and money-grubbing.)
- A blind man reports that people often raise their voices when speaking to him. He responds by saying, "Please don't raise your voice; I can hear you perfectly well." (Hidden message: A person with a disability is defined as lesser in all aspects of Physical and mental functioning).
- The outfit worn by a TV reality-show mom is described as "classless and trashy." (Hidden message: Lower-class people are tasteless and unsophisticated.)

The most detrimental forms of microaggressions are usually delivered by well-intentioned individuals **who are unaware** that they have engaged in harmful conduct toward a socially devalued group.

**Let me use an example to illustrate how microaggressions can influence the standard of living and quality of life for women and persons of color.**

Statistics support the fact that **White American males constitute only 33% of the population.**

Yet, they occupy approximately:

- 80% of tenured positions in higher education
- 80% of the House of Representatives
- 80-85% of the U. S. Senate
- 92% of Forbes 400 executive CEO-level positions
- 90% of public school superintendents
- 99.9% of athletic team owners
- 97.7% of U. S. presidents

This slide is something to think about.

The questions we must ask are: **"Where are the women?" "Where are the people of color?" "If these are due to racism and sexism, "Who are the culprits." "Are these outcomes due to the overt racist or sexist?" "Are they due to the hate mongers, the White supremacist, Klan or Skinheads?"**

I contend that **it is not the overt racist or sexist which control the tools that result in such unjust and damaging disparities.** *It is people we elect to office, teachers who educate our children, business leaders who carry out the policies and practices of their corporations, government leaders, law enforcement officers, physicians, dentists, construction workers, your family, friends, and neighbors. It is well-intentioned people like you and I!*

[https://www.uua.org/files/pdf/m/microaggressions\\_by\\_derald\\_wing\\_sue\\_ph.d..pdf](https://www.uua.org/files/pdf/m/microaggressions_by_derald_wing_sue_ph.d..pdf)

Permission granted to use his findings and research here.

# A Circle as a Teaching Tool- MS/HS Students

These documents explain the Circle and Ground Rules for the Circle.

<https://leanin.org/circle-resources/how-to-make-your-circle-meetings-a-success>

[https://www.learnalberta.ca/content/aswt/talkingtogether/facilitated\\_talking\\_circle\\_fact\\_sheet.html](https://www.learnalberta.ca/content/aswt/talkingtogether/facilitated_talking_circle_fact_sheet.html)

## Circle Set-up

- Students will sit in a circle so that everyone is equally visible.
- There will be a centerpiece with talking pieces.
- The talking piece will move to the left as the sun does.
- The facilitator will have a special talking piece that allows for interruption for the purpose of time-keeping, providing feedback, and/or redirecting.
- Start the circle with a mindfulness moment reminding students of what you are about to do in the circle (there are many ideas Google Mindfulness Before a Circle) and then go to the norms.

## Circle Norms

Speak from the heart (only with the talking piece, authentic contributions);  
Listen from the heart (without judgment, with compassion);  
Speak spontaneously (spend time listening, not thinking about what you're going to say);  
Speak leanly (especially important with big groups); and  
What is shared in the circle stays in the circle (I stress this fiercely).

Doing this thoroughly early in the year sets up circle culture for the rest of the year.



# Starting with a Circle

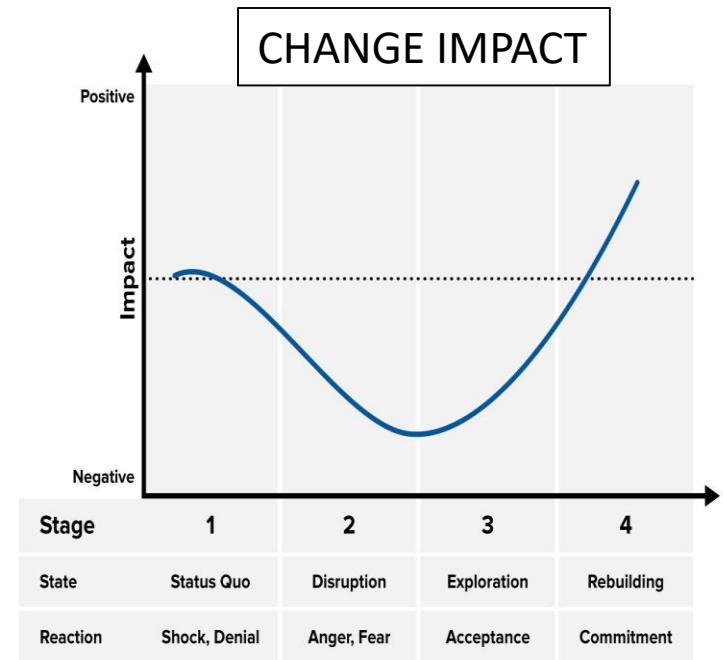
After many of the definitions of Diversity, Equity, and Inclusion have been discussed:

**Show the next slide:**

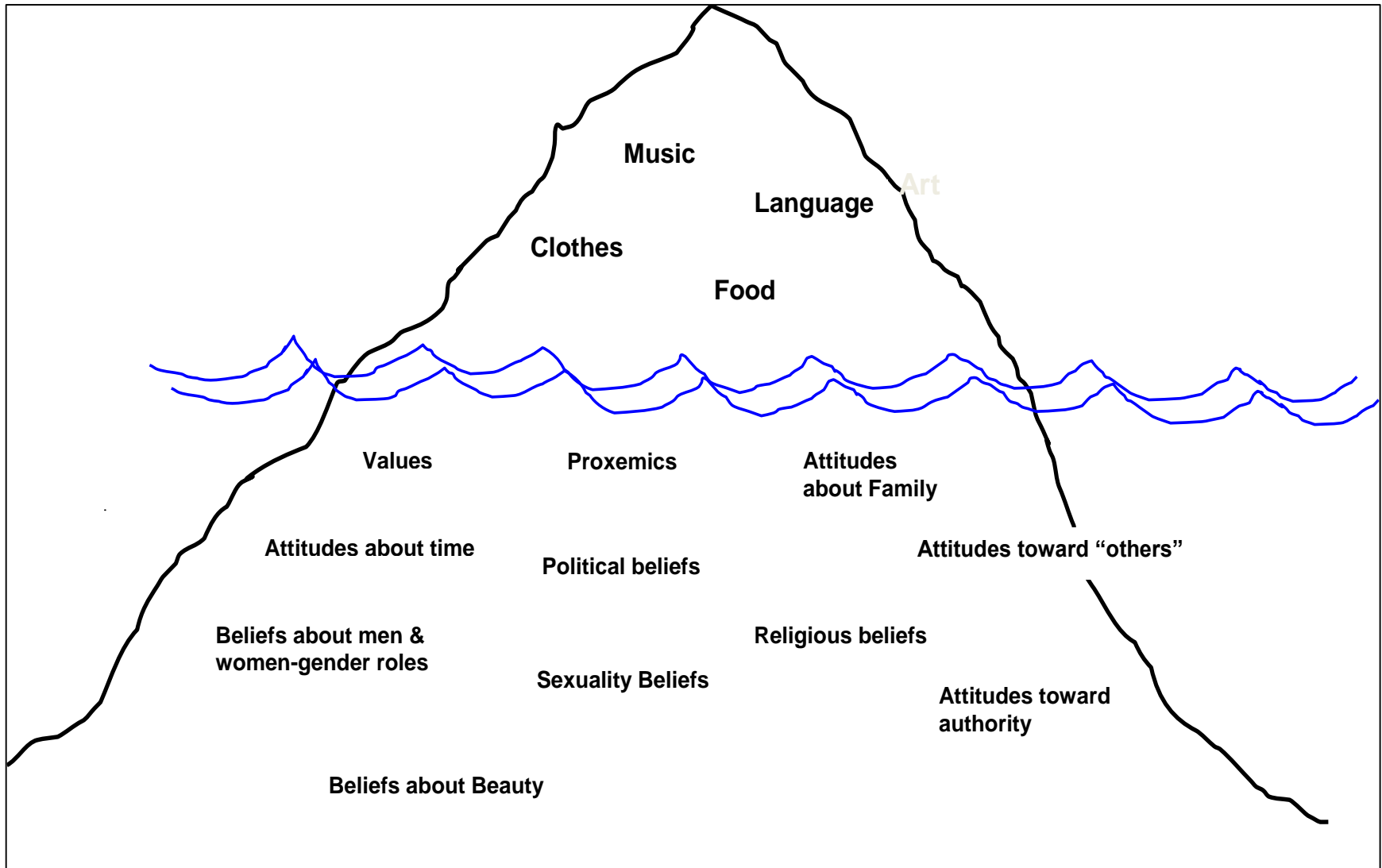
1. Have students look at it carefully.
2. Let them have time to form an explanation for the Iceberg.
3. Let them share what they are thinking with a person to their left.
4. Start the circle with: What parts of the iceberg, do you think is learned or taught?
5. Start the talking piece and begin answering that question.

Then show the next 2 slides.

1. What's below the surface is absorbed or acquired from our environment and is much harder to change. Why is that?
2. Start the circle again to answer that question.
3. As the students talk, teacher take notice on what students know about CHANGE.
4. This might be your next lesson.



## Edward T. Hall's Cultural Iceberg Model



## The Iceberg of Culture

**Ask students if these  
are learned or taught?**

Clothes

Music

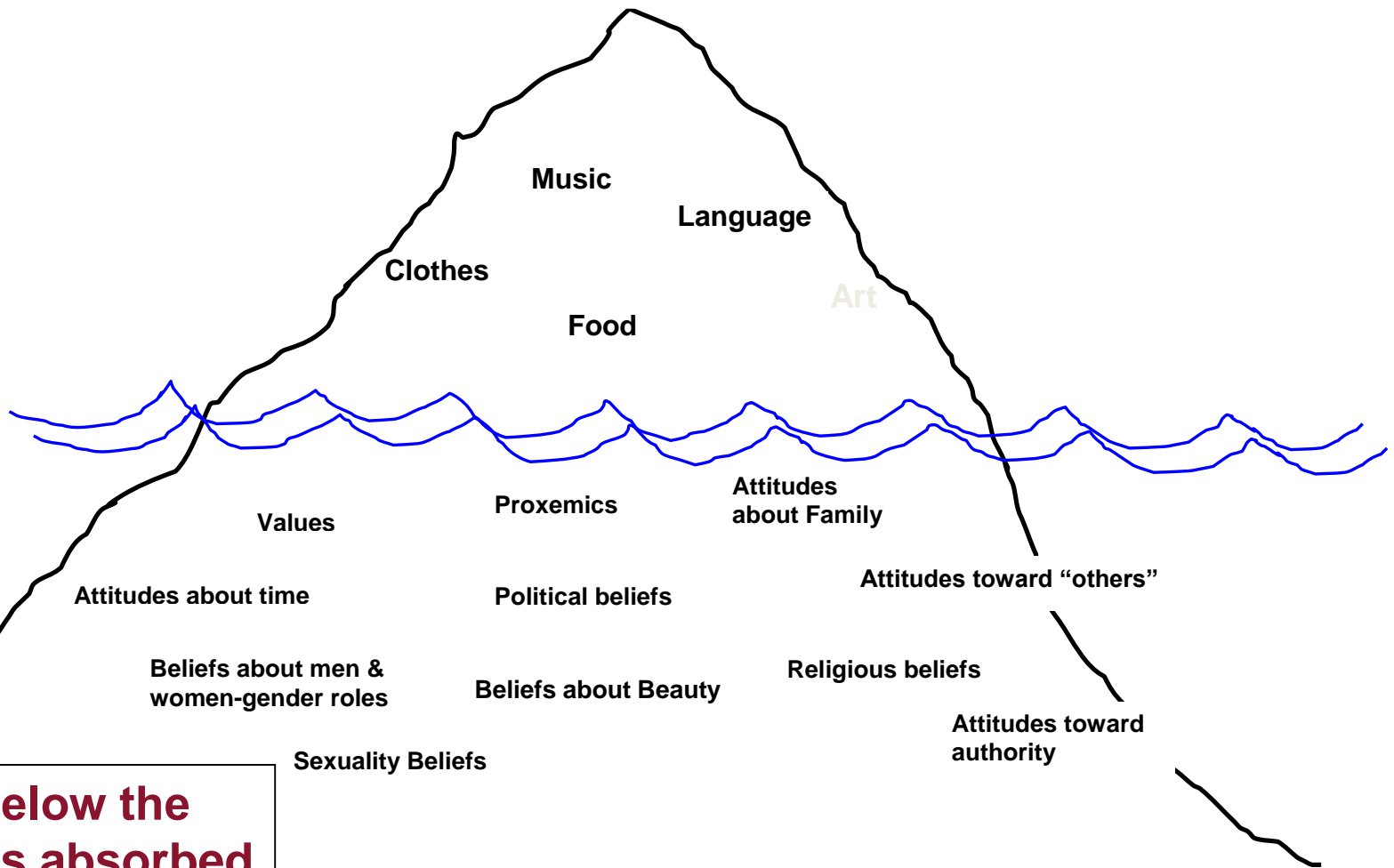
Language

Art

Food

**The Iceberg of Culture**

The diagram illustrates the concept of 'The Iceberg of Culture'. A large black line forms an iceberg shape, with its peak at the top center. The visible part of the iceberg (above the water line) is labeled with 'Music', 'Language', 'Clothes', 'Food', and 'Art'. The word 'Art' is highlighted in yellow. A blue line represents the water surface, with small waves. The part of the iceberg below the water line is not labeled, representing the hidden aspects of culture. A text box in the upper left corner asks 'Ask students if these are learned or taught?'. The title 'The Iceberg of Culture' is at the bottom.



**What's below the surface is absorbed or acquired from our environment and is much harder to change. Ask students WHY????**

## The Iceberg of Culture

# Task NINE --Answer the Questions of the ICEBERG in the Circle.

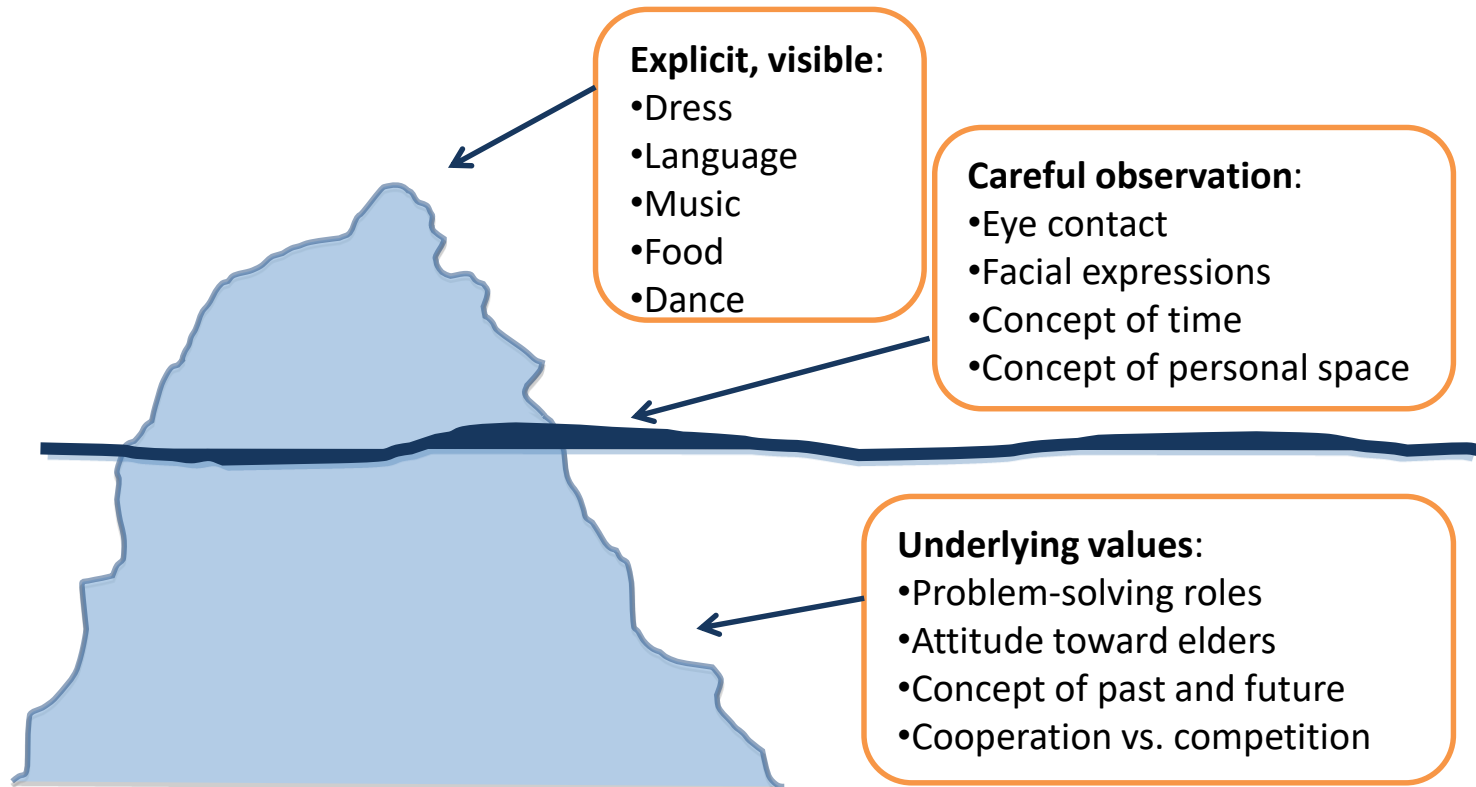
These questions about the iceberg visual gives students a chance to understand why they feel the way they do about certain issues.

Hopefully, the discussion will help them **come to terms with how they really feel** about different issues themselves.

## Your Question

**After the iceberg example, what do you think students would take from this experience or do you think this would be a lesson in futility.**

# What Are the Components of Culture?



Source: <https://steinhardt.nyu.edu/scmsAdmin/uploads/004/913/PCRE.pdf>

# Implicit Assumptions about Cultures

## North American

- Egalitarian/equality
- Can control the environment
- Future oriented
- Informal
- Direct in communications
- Youth valuing
- “Friendliness”
- Optimism
- Action oriented: Change now
- Ethnocentric: our way is the best way

## “Contrast” Cultures

- Hierarchy
- Belief in fate
- Present focus
- Formal
- Indirect (non-verbal cues)
- Age valuing
- More closed to “strangers”
- Fatalism
- Change takes time
- Ethnocentric: our way is the only way

Sperber, D. (1996). *Explaining culture: A naturalistic approach*. Blackwell Publishers.  
Rotolo, M. (2020). *Culture Beneath Discourse: An Ontology of Cognitive Cultural Entities*.

# Our attitudes toward race, gender, & other diversity operate at two levels:

**Conscious**: what we choose to believe.

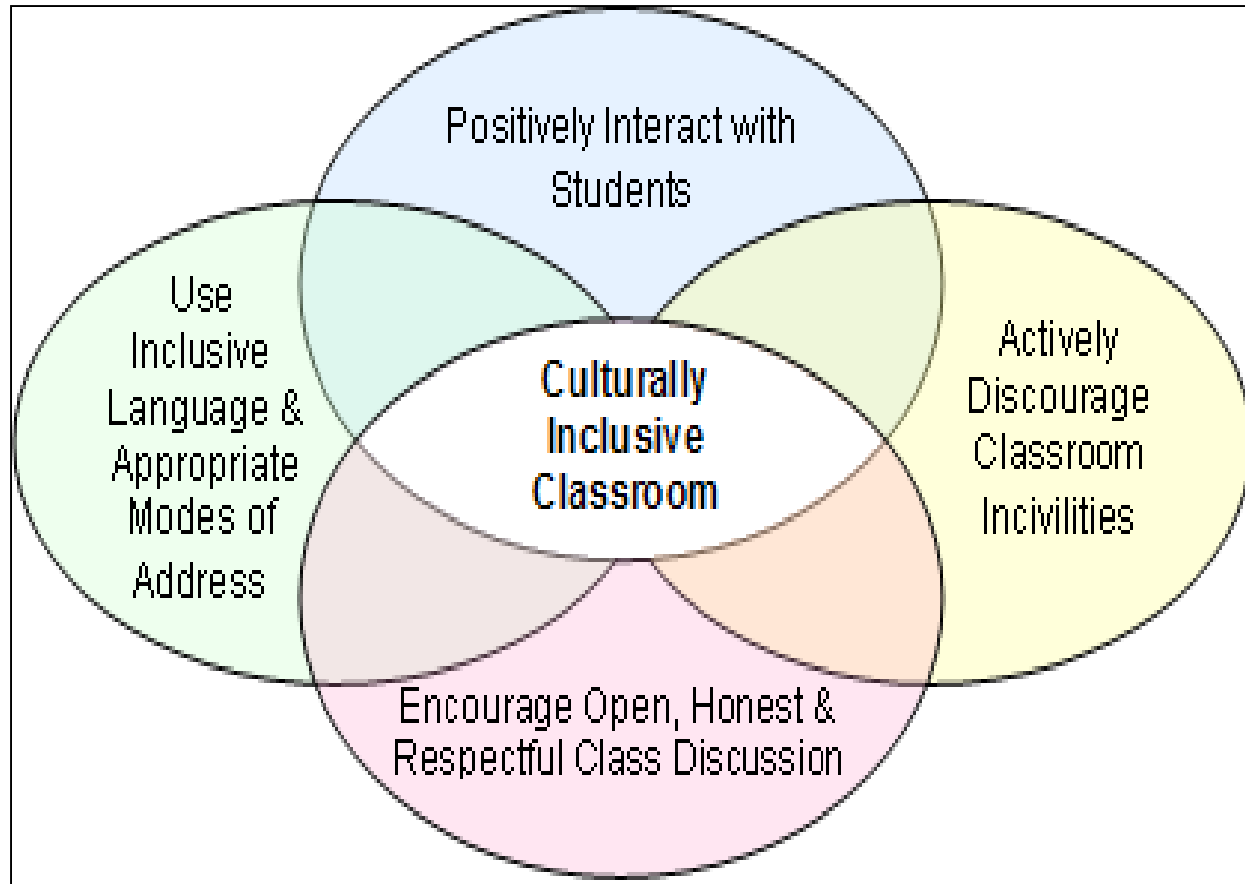
**Unconscious**: immediate, automatic associations that tumble out before we've had time to think.

Blink: The Power of Thinking Without Thinking  
Book by Malcolm Gladwell

***Blink, Malcolm Gladwell***



# A Culturally Inclusive Classroom



*Designing Culturally Inclusive Learning and Teaching Environments*  
GIHE Good Practice Resource Book, Griffith University, Australia

# A Culturally Inclusive Classroom

- Students and staff alike **recognize, appreciate and capitalize on diversity** so as to enrich the overall learning experience.
- Encourages all individuals – regardless of age, gender, ethnicity, religious affiliation, socioeconomic status, sexual orientation or political beliefs – **to develop personal contacts and effective intercultural skills.**

*Designing Culturally Inclusive Learning and Teaching Environments*  
GIHE Good Practice Resource Book, Griffith University, Australia

## For U.S. students

- Reach out to international students. Too few international students have opportunities to meet and know US students and people.
- Explore opportunities to become a language partner for students seeking to improve their language skills.
- Join or start the international club and attend events, and invite international students to participate in social and cultural events with which you are involved.

## For all students

Challenge racist, sexist, and homophobic negative comments and jokes that demean others.

Racism and other forms of discrimination may persevere in part because people who anticipate feeling upset and who believe that they will take action when faced with an act of intolerance may actually respond with indifference.



# Culturally competent teaching

**The ability to successfully teach students who come from different “cultures” entails:**

- mastering personal and interpersonal awareness and sensitivities,
- learning, specific bodies of cultural knowledge
- mastering a set of skills that underlie effective cross-cultural teaching

*Cultural Competence: A Primer for Educators*

Jerry Diller and Jean Moule, 2005

# Identity and Stereotype Threat

**Our social identities come from a variety of places:**

- Our race, sex, age, political affiliations, medical diagnoses, high schools, colleges, even our favorite teams.**
- Each of those identities comes along with a set of expectations, labels, or stereotypes.**

# The pressure of a stereotype can distract students' focus in learning situations

In addition to learning new skills, knowledge, and ways of thinking, students are also TRYING TO SLAY A GHOST IN THE ROOM-- negative stereotypes about them and their group



Adapted from Steele, 2010

# **Stereotype threat affects the ability to function effectively...**

**Affects the ability to use our mind in an effective manner by:**

- Increasing performance-worsening rumination;**
- Impairing working memory;**
- Activating “worry circuits” in the brain versus “reasoning circuits.”**

**These reactions interfere with performance**

# Diversity→Inclusivity→Civility

**Civility matters because treating one another with respect is necessary to effective communication, community building, and finding common ground.**

***The Dance of Incivility in Nursing***  
**Dr. Cindy Clark, Boise State University**

Creating **a culture of civility** requires communication, interaction, and an appreciation for the interests each person brings to the relationship.

Cynthia Clark, 2008



# What produces a safe classroom?



# School Climate / School Culture

## School Climate

The communication of a school's norms, beliefs, and values through various behaviors and interactions with the primary focus being on students. It is driven by **daily** interactions of the the school community.

## School Culture

Norms developed **over time** based on shared attitudes, values, beliefs, expectations, relationships and traditions of a school that cause it to function or react as it does.

# School Climate

- Immediate and current conditions
- Attitude
- Collective Mood
- Tone or Feel of the school

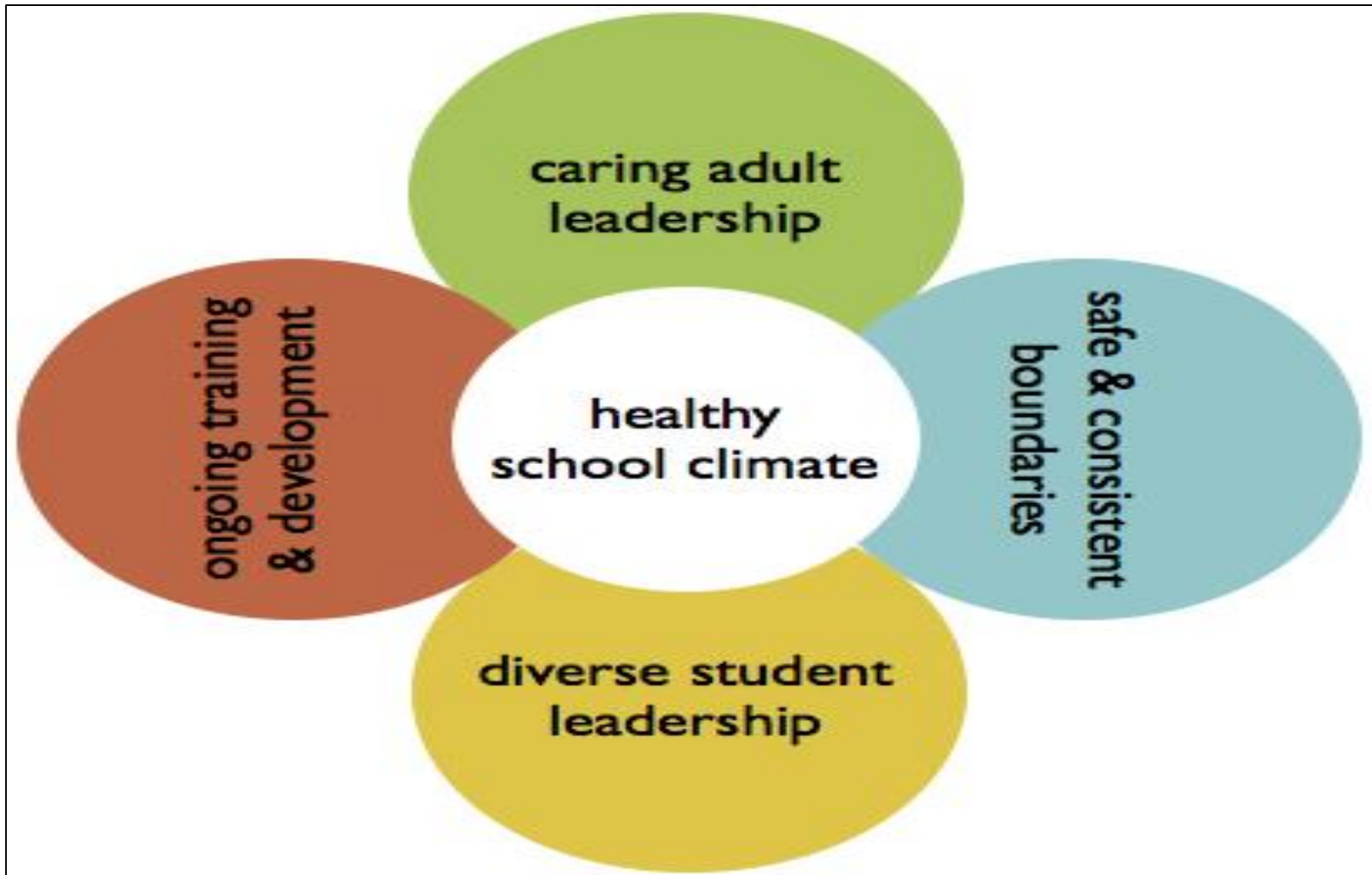
Eventually these become part of the **CULTURE** of the school

- Set expectations
- Unwritten rules or social norms
- Collective personality

## **CHANGE**

- Equity for all students
- Staff Survey containing –work ethic, team effort, another adult they could trust, other's encouragement
- Feeling safe

# School Climate





# Climate Checklist

## **Positive School Climate Checklist**



Norms, values and expectations that support people feeling socially, emotionally and physically safe.



People are engaged and respected.



Students, families and educators work together to develop, live and contribute to a shared school vision.



Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.



Each person contributes to the operations of the school and the care of the physical environment.

*Source: National School Climate Center*

# A safe classroom climate

1. Discussions must be age appropriate and parents can attend the discussions in any classroom.
2. A safe classroom is one where discussion and disagreement are acceptable; where established rules of discourse are followed by everyone, especially the instructor.
3. Students may need to be reminded of ground rules from time to time
4. Once students have reached consensus on a particular point, acknowledge this and agree to move on, so they don't recycle arguments over old ground.
4. It may be necessary to call “time outs” to allow emotions to cool. Ask students to summarize the discussion and write down their own thoughts, so these can be shared to restart the discussion.
5. Reserve time to wrap up the discussion, wherein students report what they learned and examine conclusions drawn from the exchange.

# School Culture



# Our Argument Culture

- Too many students (and perhaps too many staff) understand the goal of debate in the classroom (and in a democracy) to be to convince other students (and fellow citizens) of their views.
  - This is not how a discussion is formed. Arguments can mean their should be a winning outcome. **Discussions are about being heard and exposing all the components that drive a human being to feel or think the way they do. Open, honest, and accepting talk. The outcome is being understood, not winning.**
- Critical thinking should be a tool not merely for exposing flaws in others' arguments, but for reflecting on one's own assumptions and--most importantly--strengthening one's own understanding. **This comes when we incorporate the standards by asking students to find evidence to support their answers or discussion points.**

**“Teaching Diversity and Democracy Across the Disciplines: Who, What, & How”**

**Dr. Jack Meacham, 2009**



**Without civility,  
we miss  
opportunities  
to really listen  
and  
understand  
others' points  
of view.**

**Clark, 2008**

**As soon as we think we are right  
about something, we narrow our  
focus, attending only to the details  
that support our belief, or we cease  
listening altogether....**

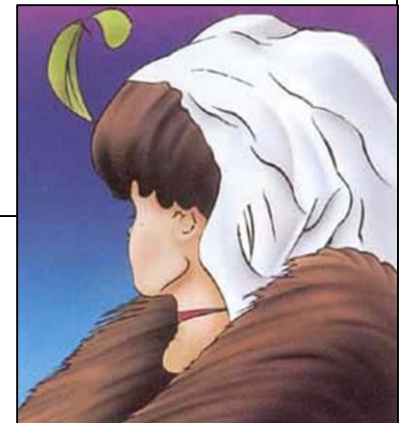
***The Human Element*  
Will Schultz, 2010**

**Your opinion is only  
your point of view.**

***It is not necessarily true*  
The Four Agreements Don Miguel Ruiz**

**There's a chance you're both  
right.**

**Perception is reality**



Asking students to find evidence of their opinions is important.

## ***Just Let This Be The Sanity***

As a member of this classroom and school, you have the  
**responsibility to contribute  
to creating an environment wherein all people feel  
safe to be themselves.**

Whenever you are about to make a comment or take an  
action, imagine what would happen if you asked  
yourself a simple question:

**Is what I am about to say or do going to bring me  
closer to this person or is it going to drive us further  
apart?**

# Learners

- Talk to friends, family, parents, colleagues about what they are learning and this adds another level of how the learning is perceived..
- Try new things, make new meanings, verbalize, think aloud, and get feedback from the people around them. (Darling-Hammond 1997)
  - Teachers need to group students so they can learn from each other by verbalizing, observing, and interacting with peers while completing a task that uses the new learning. (Palinscar and Brown 1984)

# Diverse Students

- Social relational skills, values, characteristics
- Information processing orientations and skills
- Communication patterns
- Learning styles and strategies
- Motivational styles
- Psychological characteristics

## Cultural, Learning and Motivational Styles

### Non-traditional

- Social interactions
- Peer cooperation
- Performance
- Visual perception
- Symbolic expression
- Narrative

### Traditional

- Independence
- Competition
- Verbal skills

# Cultural, Learning and Motivational Styles

- Female oriented

- affiliation
- relationships
- collaborative-cooperative interaction

- Male oriented

- separation
- autonomy
- competitive achievements



# Learning Styles

## Relational

- holistic, global
- intuitive
- social
- verbal
- nonacademic task oriented
- affected by opinions
- withdraw from drill
- style conflicts with school environments

## Analytical

- focus on detail
- sequential
- impersonal
- abstract
- academic task oriented
- not affected by opinions
- persist in drills
- styles matches school environments

# Experiential Learning Model

Concrete Experience

Testing Implications  
of Concepts in New  
Situations

Observations and  
Reflections

Formation of Abstract  
Concepts and Generalizations

# Effective Teaching Strategies

- **Concrete Experience**- readings, examples, fieldwork, problems, observations, simulations, primary texts, films, games
- **Reflective Observation** - logs, journals, discussion, brainstorming, thought/rhetorical questions
- **Abstract Conceptualization** - lecture, papers, projects, analogies, model building
- **Active Experimentation** - projects, fieldwork, homework, laboratory, case study, simulations



# Special Needs Students = All Students!

Because ***all students have special needs***, they must be acknowledged and taught appropriately.

Remember the 8 areas for teaching styles, learning styles, and multiple intelligences.

- verbal–linguistic (word smart)
- logical–mathematical (logic smart)
- visual–spatial (picture smart)
- auditory–musical (music smart)
- bodily–kinesthetic (body smart)
- interpersonal (people smart)
- intrapersonal (self smart)

# Guidelines for Working with Special Needs Learners

- Adapt and modify materials and procedures to address the special needs of each student.
- Break complex learning into simpler components, moving from the most concrete to the abstract (Piaget's concrete to formal operations).
- Be aware of everything that is going on in the classroom at all times, monitoring students for signs of restlessness, frustration, anxiety, or off-task behavior. Be ready to refocus and reassign students.
- Use Social and Emotional Standards to make the class safe and equitable for ALL students.

# Culturally Relevant Teaching

- Teachers understand student diversity and know how to plan and teach learning experiences and design assessments that are responsive to differences among students that promote all students' learning
- Appreciate the uniqueness of each person and mutual respect for all.

# Socio-Economic Status (SES)

## **Task TEN– Where do you fit in the 3 classes described here?**

<https://www.ahaprocess.com/wp-content/uploads/2013/08/Social-Class-Hidden-Rules-Quiz.pdf> Look at the first 3 quizzes only.

- This shows the different classes and hidden rules of the different classes. Look through Poverty, Middle Class, and Wealth only.
- **Identify the class you fit into? Don't have to tell me.**
- **Did you have areas that crossed over to another class?**
- **How do these “classes” play into learning?**

[ahaprocess.com](https://www.ahaprocess.com)-This website can direct you to entire trainings on Socio-Economic Status.

# Gender Bias

"Sitting in the same classroom, reading the same textbook, listening to the same teacher, boys and girls receive very different educations" (Sadker, 1994).

- In fact, upon entering school, girls perform equal to or better than boys on nearly every measure of achievement, but by the time they graduate high school or college, they have fallen behind (Sadker, 1994).
- Across the country, boys have never been in more trouble: They earn 70 percent of the D's and F's that teachers dole out. They make up two thirds of students labeled "learning disabled."
- They are the culprits in a whopping 9 of 10 alcohol and drug violations and the suspected perpetrators in 4 out of 5 crimes that end up in juvenile court.
- They account for 80 percent of high school dropouts and attention deficit disorder diagnoses (Mulrine, 2001).

Gender Bias in Education by [Amanda Chapman](#) of D'Youville College

# English Language Learners

1. Speak clearly, naturally
2. Give directions in a variety of ways
3. Use examples, observable models
4. Special attention to key words and write them on the board
5. Get to know the students
6. Avoid jargon or idioms
7. Read written directions out loud
8. Allow time for translation
9. Divide complex discussions into smaller units
10. Provide extra time

# Reasons for Reluctant Students

- Limited English Proficiency (LEP)
- learning disabilities, physical disabilities
- frequent absences
- boredom, relevance
- Inadequate social skills
- Abuse, unstable home life, legal status
- other: \_\_\_\_\_

## 7 Areas of Learning Disabilities

Oral expression

Listening comprehension

Written expression

Basic reading skill

Reading comprehension

Math calculation

Mathematical reasoning

## Disruptive Behavior Disorders

Attention Deficit Hyperactive Disorder

(3-7% of school-aged children have trouble paying attention and show compulsive behaviors)

Oppositional Defiance Disorder

(1-6% of students who break family and school rules)

Conduct Disorder

(1-4% of students 7-17 who break society's rules)

Youngsters most at risk for Oppositional Defiant and Conduct Disorders are those who have low birth weight, neurological damage or Attention Deficit Hyperactivity Disorder, rejected by their mothers as babies, separated from their parents and not given good foster care, physically or sexually abused, raised in homes with mothers who were abused, or living in poverty.

# Guidelines for Working with All Learners

## PURPOSE AND A PLAN FOR LEARNING

- Introduce, practice, and assess visually, auditory, and kinesthetic. Have students copy assignments for the week into a folder kept in their notebooks or calendar; post assignments on a board. Place a handout for the ones who have trouble copying. Have a study/buddy you can ask for support.
- Maintain consistency in your expectations across grade levels.
- Maintain consistency in your responses-learn how to calm, de-escalate, deal with stress, and become a brain friendly teacher.
- Plan interesting learning activities that help students connect what is being learned with the real world. (**authentic practice**) Make sure you are not being redundant and demotivating students.
- **Plan which questions you want to ask students** so that they may answer with confidence. Level questions because Success breeds success.
- Most of all, become a family of learners who respect each other for our differences and create a safe place to learn and take risks.

# Successful Teachers

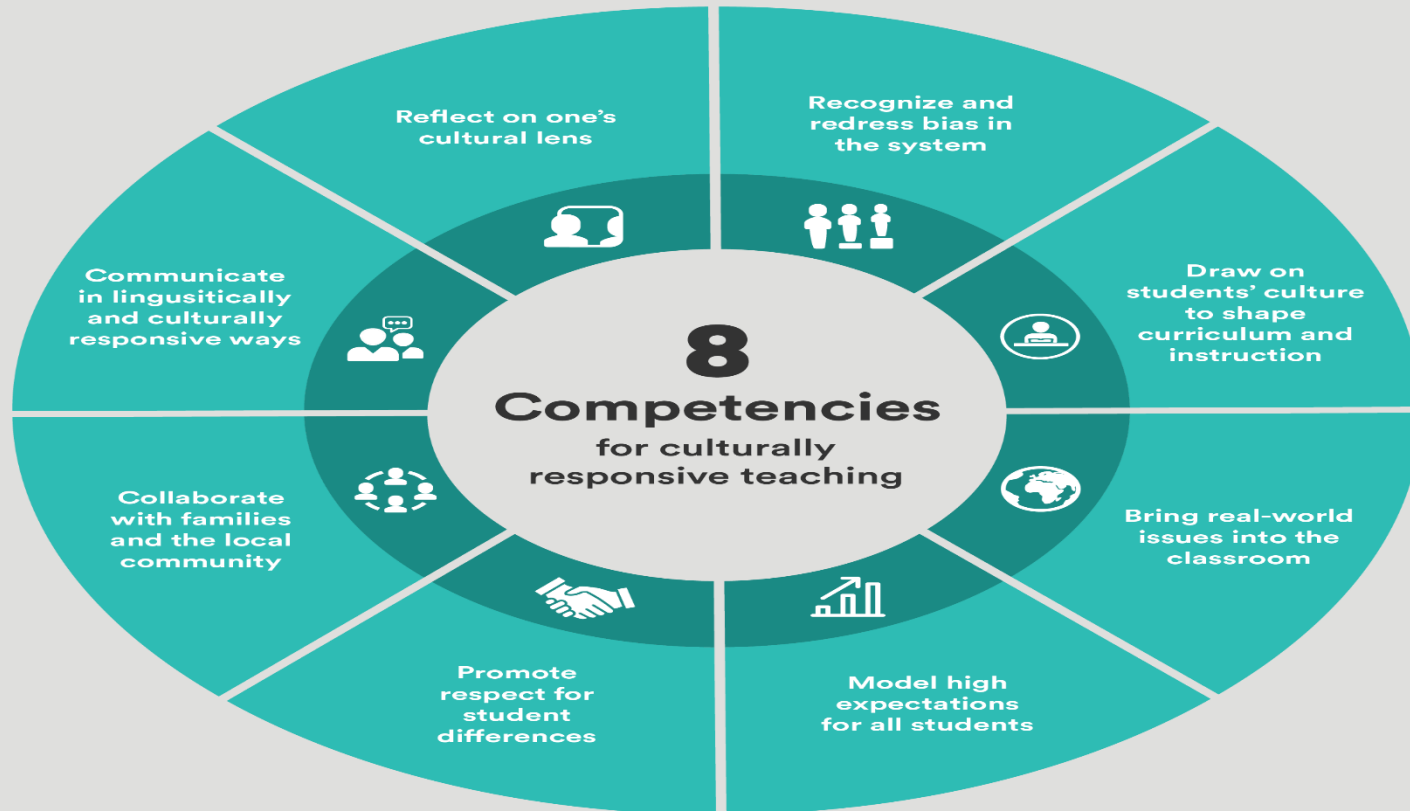
- Provide for and teach toward student success. **PURPOSEFUL PLANNING**
- Provide guided or coached practice of what is being learned. (**Gradual Release of Responsibility**)
- Provide help in the organization of students' learning. **Formative Assessment**
- Reward approved and appropriate behavior. They do not punish a whole class for one student's behavior. **STUDENT INVOLVEMENT WITH RULES AND CONSEQUENCES**
- Teach students the correct procedures for every function in the class. **MODEL**
- Security in knowing what happens next is important. **STRUCTURE**
- Expect all students to grow. **HIGH EXPECTATIONS**
- Begin at their level, escalate consistently to allow them to develop, being aware of their cultural differences and learning style. **DIFFERENTIATE**
- Offer all students tasks that are (and look) interesting, equally important, and engaging. **AUTHENTIC PRACTICE AND PRODUCT I DO, WE DO, TWO DO, YOU DO>**



# Educators need to create culturally inclusive classroom environments

It is easier to break an atom, then change prejudice.  
Albert Einstein.

**Figure 1 | Eight Competencies for Culturally Responsive Teaching**



## Last Task -A video to end with.....

<https://www.youtube.com/watch?v=tcPGacPFt6E>

6.45 min. A video all teachers should watch.

Watch the video above. Tell me what one thing you thought about while watching it.

If you have not had any Trauma Training, watch this video below:

The ACE Study -Effects of Trauma on Health-Please take time to look at this if you are not aware of trauma and learning.

- <https://www.cdc.gov/violenceprevention/aces/about.html>

# Resources

- <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/home/strategies> Strategies to use with students
- <https://studenttreasures.com/startmybook/>
- [https://www.leadertreks.org/youth-team-building-games/?gclid=EAlaIQobChMI2eKFvv-a9AIVUys4Ch14ogTIEAAAYBCAAEgJdMfD\\_BwE](https://www.leadertreks.org/youth-team-building-games/?gclid=EAlaIQobChMI2eKFvv-a9AIVUys4Ch14ogTIEAAAYBCAAEgJdMfD_BwE)
- Team Building activities to do with students in a classroom or outside setting.
- <http://www.edchange.org/multicultural/activityarch.html> Ideas for your community and classroom
- <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/culturally-mediated-instruction> How to teach in a
- Culturally mediated way
- [www.ahaprocess.com](http://www.ahaprocess.com) Many trainings on Socio Economic Status and Poverty and Learning.
- <https://www.teachingforchange.org/> Lots of different ideas to get you thinking about how to do this
- <https://www.scholastic.com/teachers/lesson-plans/teaching-content/multiculturalism-and-diversity/> Lots of resources inside this resource
- <https://www.edutopia.org/blog/equity-vs-equality-shane-safir> equity vs. equality resource

# Thank you



This training was a lot! I wanted to make sure I covered the areas teachers should be aware of and know the differences among the terms Climate, Culture, Diversity, Inclusion, Equity and Equality. We are all in this together!

It makes a difference teaching in a public school. We need to reach ALL students and families, so that ALL students are Career Ready or College Bound.

**Please send in all your tasks in WORD or PPT and again, Thank you for participating.**  
[prestonb@roe39.org](mailto:prestonb@roe39.org)