3 EDITION

WILLIAM A. HOWE • PENELOPE L. LISI

BECOMING A MULTICULTURAL EDUCATOR

Developing Awareness, Gaining Skills, and Taking Action

Becoming a Multicultural Educator

Third Edition

I am fortunate to be teaching at Quinnipiac University and Albertus Magnus College where a study of multicultural education is seen as essential in teacher preparation. I am grateful for the steady support of administrators, staff, and fellow faculty.

Family, colleagues, and friends continue to provide reassurance that educational equity and social justice are even more relevant in this trying political climate. Dianne, my wife of 40 years now, has been patient, understanding, and encouraging throughout the writing process. Her training as a psychotherapist has benefitted me greatly in this regard. This third edition of our textbook is dedicated to her and our son Christopher, a successful publisher/journalist, and our daughter Katy, a magnificent licensed social worker. Both make their parents proud every day in every way.

—WAH

This book is dedicated to family, friends, and colleagues who have inspired, motivated, encouraged, and supported me over a 45-year career in education. In particular, I am blessed to have my husband Peter, a dedicated educational leader himself, as my partner in life. Together, we are so proud of our beautiful and talented daughter, Isabelle, who inspires us to be the best we can be as parents and as educators. Much of my motivation in life to do the things I do in the way I hope to do them is inspired by my late parents, Gordon and Jessie Leitner. I am truly privileged to continue my work as a faculty member at Central Connecticut State University and The College of New Jersey, where I join colleagues in teaching about leadership for social justice and equity in the United States and abroad. I extend my deepest appreciation to all of you.

—PLL

Becoming a Multicultural Educator

Developing Awareness, Gaining Skills, and Taking Action

Third Edition

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$SAGE

This book is printed on acid-free paper.

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Preface

Changes in the New Edition

Development of the third edition of this book has allowed us the opportunity to reconsider what we worked so hard to include in the first and second editions and the ways in which we addressed the content. Based on reviewer and reader comments and suggestions, plus the authors' own teaching of courses using this textbook, we have retained many of the same features from the other editions that appear to be serving our audience so well. At the same time, we have refined the presentation of the material in ways that we believe will add even greater depth to discussions of and engagement in becoming an effective multicultural educator. As with the first two editions, our approach to working on the third edition meant that both of us reviewed and rewrote, individually and collaboratively, all 12 chapters. The revision process is informed by the fact that our own work in multicultural education continues to evolve. We hope you, our readers, find the result even more useful than before!

New to the Third Edition

Learning objectives: Significant effort was given to refining the Learning Objectives in each chapter to focus the reader on acquisition of higher order thinking skills. In the third edition, the Learning Objectives are presented as statements, rather than questions. The Learning Objectives were then used as a framework throughout the chapter for the construction of each chapter's content, and were revisited in each chapter's presentations of the Introduction, Thinking Ahead, Chapter Summary, Reflecting Back, and Individual and Group Assessments. Each of these sections and features is clearly connected to the chapter's Learning Objectives.

Special features: Based on feedback from the reviewers, we have worked in the third edition to reduce the number of Special Features in each chapter so that readers may focus more intensively on the content. Special Features include chapter Exercises and Extended Explorations, as well as sections on Thinking Ahead, Reflecting Back, and Expert Profiles. We recognize that users of this textbook appreciate the applied nature of the book, and thus, we have worked to include the most powerful, in our own experiences, exercises and explorations in each chapter. The Extended Explorations feature is particularly powerful as a means of engaging students in graduate education programs. It certainly can be used with other audiences, including undergraduates and in-service educators. The feature is included multiple times in each chapter and asks students to engage in individual and group problem-based learning or reflections in response to higher order thinking questions that are posed.

New trends: For each chapter, consideration has been given to new trends related to that chapter's content. Third edition chapter additions reflect current activity in a variety of areas, such as curriculum and teaching standards, curriculum development, language diversity, gender diversity, class diversity, social skills and language diversity, professional development, and school cultures of collaboration.

Thinking ahead and reflecting back: In previous editions, each chapter included multiple Thinking Ahead and Reflecting Back sections that served as advanced organizers for each Learning Objective in that chapter. For the third edition, each chapter now includes only one Thinking Ahead section (reflecting the chapter's Learning Objectives) at the beginning of the chapter and one Reflecting Back section at the end of the chapter. This change will hopefully provide greater clarity and coherence in each chapter. For each chapter's Thinking Ahead section and Reflecting Back section, the questions have been revised to engage readers in higher order thinking about the whole chapter's topics and concepts. Readers are asked to respond to the questions through application, analysis, evaluation, or synthesis. Readers may also be asked to compare, classify, summarize, develop, predict, critique, or design.

Case studies and anecdotes: New introductory anecdotes were added to each chapter in the third edition. Also, more than one quarter of the 24 case studies in the textbook were revised or completely swapped out for new cases that address more directly the issues and ideas in those chapters.

Profiles in multicultural education: In the first two editions, one leading scholar/practitioner in the field of multicultural education was featured in each chapter. The profiles have been updated again in the third edition, and several have been replaced with profiles of other scholars. Also, in place of one follow-up question for the reader at the end of each profile in the second edition, for each scholar in the third edition, material has been added that describes that scholar's particular and special contributions to the field of multicultural education.

References, annotated resources, relevant organizations, and associations: All references and annotated resources have been reviewed and updated. New references and resources have been added to each chapter.

The appendix: This feature has been updated to reflect current resources.

Why This Text?

Too many educators struggle to find a good textbook on multicultural education that provides a balance of theory and practice. The authors of this text have worked together collaboratively in the field of multicultural education for more than 25 years in both the preK–12 school system and higher education teacher education. Their experience has produced a text that both teachers-in-training and veteran educators will find highly readable and practical. *Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action* includes an important grounding of information, theories, and research, as well as exercises, case studies, and reflective experiences that will enhance your capacity in multicultural education.

There were two primary reasons the authors felt this work was necessary. First, many teacher preparation programs offer either a course or unit on the topic of multicultural education. For many years, the National Council for the Accreditation of Teacher Education (NCATE) served as the primary accreditation body for teacher preparation programs, specifically requiring that preservice teachers have training in this area. In July 2013, the Council for the Accreditation of Educator Preparation (CAEP) became fully operational as the sole accrediting body for educator preparation providers, and CAEP accreditation standards were fully implemented in 2016. CAEP standards also include requirements that address educator capacity in serving diverse populations. And yet, a review of the syllabi

for courses taught under the name of multicultural education or intergroup relations found a wide variance in the content. In addition, our experiences indicate that many of these courses are quite theoretical and lack sufficient content that could be immediately applied in a classroom setting. Students leave without adequate preparation to teach in culturally responsive ways. Very specifically, all teachers need a firm understanding about culture and its influence on teaching and learning.

This text is very timely in that recent studies about levels of student achievement in the United States raise critical questions about whether or not teachers have been effectively prepared in how to teach. Other recent reports on the efficacy of teacher training indicate that some colleges are adjusting their curriculum to better prepare teachers by placing a greater emphasis on pedagogy, focusing on multicultural education in preparation for more diverse classrooms. On a national level, new calls for raising levels of student performance raise concurrent calls to hold teachers and schools more accountable. State legislatures are passing regulations that call for dismissing principals and wholesale firing of teachers in failing schools. This text will address the need to train teachers in how to work with diverse populations, offering solid theory and research, but with a very user-friendly component that shows teachers how to apply that theory and research effectively in the classroom.

One author is Professor Emerita, previously who worked in a university school of education for 24 years and is now consulting with educational institutions, and the other is recently retired from a state education agency and is currently teaching courses in multicultural education at the university level and in professional development workshops for preK–12 schools. In the course of working together on publications and teacher in-service programs, grant projects, and implementation of multicultural conferences, the authors searched extensively for a text that explained in practical terms approaches to supporting teachers and administrators in becoming multicultural educators. It became apparent that a more user-friendly text than the ones currently available was needed.

This text is grounded in a solid research base as well as more than 25 years of intensive work in multicultural education by the authors in urban, suburban, and rural schools. The experience of the authors is that teachers need a text that starts with essential questions and theoretical concepts about multicultural education. The text should then lead them through experiences to heighten their own awareness, knowledge base, and skill set and then describe for teachers how to apply those concepts in classroom and school settings. A common question asked by teachers is, "I understand the need to be more knowledgeable about other cultures, but how do I incorporate that knowledge in my classroom?"

Recent events, political and otherwise, on national and international levels have pointed out dramatically the need for teachers to be able to confront and address issues such as the rise of the alt-right/ neo-Nazi movement, anti-immigration sentiments, the #MeToo movement, increased reports of anti-Muslim and anti-Semitic hate crimes, the roll-back of civil rights protections, court battles over the rights of transgender students and the rights of gay people, and almost daily reports in the news on "calling police on Black people." Acknowledging personal biases, unconscious biases, micro-aggressions, and explicit bias should now be part of a comprehensive education for all. This text attempts to emphasize the need to prepare students to be culturally competent in a global society. Educators at all levels have become even more important in the front lines of social justice efforts.

Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action specifically focuses on the development and application of research-based curriculum, instruction, and assessment strategies for multicultural education in the preK–12 classroom. The major conceptual framework supporting this approach is a four-step model for personal development in multicultural education developed by the authors in 1994 in an article on how to train adults. This model was conceptualized early on in the authors'

collaboration to serve as the basis for teaching about multicultural education. The four steps are awareness, skills, knowledge, and action.

Although the first three are not original in and of themselves, it is the placement of action within a circular model of steps that flow from one to another that makes the model unique. The action step is a critical one since it appears that the issue concerning educators the most is not whether or not to engage in multicultural education or even to learn multicultural concepts and knowledge, but once teachers have learned critical knowledge and skills, how they should integrate culture into their daily practice. For school leaders (and this includes teacher-leaders), a significant challenge becomes how to establish a learning community in which educators are learning strategies for multicultural education from and with one another. An additional challenge for teacher-leaders is how to institutionalize multicultural education and secure the full support of teacher colleagues, parents, community, and school board members. In the section on action, this book will provide practical strategies and model personal and institutional action plans.

Audience

This text should be a primary text in the training of all teachers and in professional development for practicing educators at all levels. This text was created to meet the needs of each teacher preparation program. Since many teacher preparation programs in the United States work toward CAEP accreditation, they understand the need to address CAEP standards that specifically focus on preparing teachers for becoming multicultural educators. In fact, for the new CAEP standards, diversity and technology are themes that cut across all standards! This means that educator preparation programs need to include courses that specifically support multicultural education. From the CAEP website comes the following statement:

> No single candidate preparing for an education position can reflect, from his or her own location and personal experience, all facets of diversity. Regardless of their residence, personal circumstances and preparation experiences, candidates need opportunities to develop professional capabilities that will enable them to adjust and adapt instruction in appropriate ways for the diversity they are likely to encounter in their professional lives.

In terms of a primary audience, this text is designed to be a primary text in the preparation of preservice teachers at the undergraduate level who are majoring in teacher education. It would also be useful in graduate programs in teacher education. In different university settings, similar courses are offered but under slightly varied names. Therefore, rather than citing one example of a primary course for which this text is designed, examples of specific courses for which this text could be used include the following:

- Curriculum Development in Multicultural Education
- Education and Teacher Leadership in Diverse Settings
- Methods and Curriculum for Diverse Settings
- Assessment, Instruction, and Curricular Adaptations
- Developing Instructional Materials
- Effective Elementary Teaching
- Applied Learning Theories

- Multicultural Education in preK–12 Schools

- Teaching Culturally Diverse Students

- Multicultural Diversity in Education

- Diversity in the Classroom and School Community

- Culture and Intergroup Relations

These courses are taken by preservice teachers once they are accepted into the teacher preparation program, following their successful completion of a variety of general education courses and requirements. As part of the general education requirements, students take coursework in arts and humanities, social sciences, behavioral sciences, and natural sciences. They are often required to demonstrate skill in communication, mathematics, and foreign language proficiency. Thus, they have a solid knowledge base prior to entering the teacher preparation program. Participation in the teacher preparation program engages them in developing the knowledge and skill necessary for teaching, as well as provides reflection on critical dispositions for teachers.

Interestingly, these courses have changed in recent years in significant ways from courses that offered preservice teachers some strategies for "tinkering around the edges" in changing teaching and learning, to a solid commitment to preparing teachers to become multicultural educators. Current courses engage students in considering critical issues, developing a deeper understanding of themselves as cultural beings, and acquiring a deep knowledge base and skills in multicultural education. These changes are the result of teacher preparation program accreditation requirements, as well as recognition by educators at all levels that this is the right thing to do. What is needed are instructional materials in preservice courses that engage students in meaningful learning experiences and prepare them to address the needs of culturally diverse students on a daily basis in all courses and disciplines.

The vast majority of working educators would benefit from this text since it provides key information and strategies on how culture affects learning. The veteran teacher working in this high-stakes testing era will find that the text has very useful illustrations, examples, and exercises that can be applied immediately in the classroom. The authors believe strongly that closing the achievement gap is not possible without knowledge of how to incorporate the culture and experiences of students into teaching and learning. And in the ever-growing global economy where all workers must develop cultural competence, this text will help teachers prepare all students for successful careers and lives working with diversity.

Secondary Markets/Courses

The authors have found that educators in early childhood, social work, and nursing have been attracted to their work. There has been a very encouraging trend among professional groups to include requirements for diversity training or cultural competence both in initial training and in ongoing coursework to maintain licensure or certification.

Students in educational leadership would also merit from use of the textbook, particularly the sections on action planning. The increasingly diverse school population has demanded more knowledge and skills from its administrators in working with diverse students and preparing all students for a diverse workplace.

The authors have experience in overseas educational environments. Multicultural education is an increasingly popular topic in Australia, China, South Korea, South Africa, Iceland, Azerbaijan, New Zealand, England, and many other countries. Educators in international and American schools abroad would merit from use of the teachings in the textbook as they grapple with increasingly diverse student populations and a global economy.

Organization of the Text

Section I: Background

The text is organized under five primary sections. The first section, Background, includes two chapters that focus the reader on exploring what multicultural education is and on what a multicultural educator is.

Chapter 1: Multicultural Education: History, Theory, and Evolution introduces the reader to the concept of multicultural education and presents the rationale for multicultural education. It raises important issues in the argument for multicultural education. These include classroom issues (teaching in a culturally responsive and responsible manner, assessing student learning in a variety of ways, expanding the curriculum to be culturally inclusive), school issues (closing the achievement gap, prejudice and discrimination issues, the digital divide, climate), community and society issues, and teacher preparation issues (recruitment, teacher workforce issues, role of parents, teacher shortages, and credentialing and recruitment).

Major conceptual models of multicultural education, including those of Carl Grant and Christine Sleeter and of James Banks, are explained. Definitions of key terms in multicultural education are presented. In particular, multicultural education is defined as a process; it is basic education important for all students and is critical for the achievement of equity and social justice. Beyond definitions, educators must also understand the goals of multicultural education. A review of common myths or misconceptions is presented. While most people who have been accepted into a teacher preparation program may believe they have received a fairly adequate education to that point, instruction about the wide variety of cultural groups who constitute the United States of America is generally limited. Chapter 1 describes the Eurocentric nature of the American school curriculum and the negative effects on children because of a lack of multiple perspectives in the curriculum.

In Chapter 2: Becoming a Multicultural Educator: A Four-Step Model, the reader explores the notion that most teachers lack knowledge and understanding of other cultures and learning styles—a fact that affects negatively on classroom teaching and learning. In this chapter, the authors introduce their own model for the personal development of multicultural educators. This model is the result of the authors' engagement over several years in in-service workshops and research on teacher growth as multicultural educators. The model leads educators through four stages of development. These stages reflect critical knowledge, skills, and dispositions as defined by various standards-setting organizations. Descriptions are offered of educators prepared in a more traditional program as well as educators who are prepared to be multiculturalists.

Section II: Knowledge

When confronted with questions about their knowledge of cultures or groups of people other than those with which they identify, educators are often amazed to realize the limited exposure they have had to learning such information. To become resources for our students, we need to commit to expanding our knowledge base about people who are different from us. This includes knowledge of beliefs and values, communication and interaction patterns, histories, attitudes, and behaviors. This is a lifelong effort. Two chapters are included in this section.

Chapter 3: Historical Perspectives on a Multicultural America reviews the history of activities and movements of different societies and cultures in America. Through a study of immigration and transmigration patterns, teachers can develop a better understanding of the experiences and influences of different peoples, the common experiences of immigrants, early beginnings, and discrimination.

In Chapter 4: Foundational Knowledge for Culturally Responsive Teaching, the reader explores the fundamental knowledge about others that is required of educators. This fundamental knowledge is now encapsulated in multiple sets of standards and knowledge bases—expectations of what teachers should know and be able to do. While the knowledge base as described may seem daunting, educators must remember that becoming a multicultural educator, or an effective educator for that matter, is a lifelong process.

Also in this chapter, educators are engaged in exploring the connections between culture and teaching and learning. In addition to extensive descriptions of learning styles, readers will explore ways to understand and apply their knowledge of learning styles in the classroom.

Section III: Awareness

This section includes two chapters that help the reader to understand that education is value laden. Often as educators we are not aware that we operate under a given set of beliefs and values. To be able to work with diverse students, we must first examine our own beliefs, biases, and prejudices and become aware of our own cultural essence. Then we can begin becoming more aware of the value of the various dimensions of diversity in ourselves and others. Sensitivity, understanding, tolerance, and compassion about differences are key constructs. In Chapter 5: Understanding Cultural Identities and Their Influence on Teaching and Learning, the reader is engaged in exploring his or her own cultural identities. To be effective in helping students understand their own and others' cultural identities, educators must be well aware of their own cultural backgrounds. This process of self-exploration can be particularly challenging for White educators.

Cultural identities (race, ethnicity, gender, age, physical size, sexual orientation, class, religion, persons with disabilities, speakers of different languages) in the United States are described, along with an exploration of the common beliefs and assumptions and biases associated with that cultural identity.

In Chapter 6: Developing Awareness of All Humans as Cultural Beings, the readers explore their perceptions of and interactions with others as people who also have unique cultural identities. In this chapter, we discuss how individuals relate to people who have cultural backgrounds different from their own. Frequently teachers have said that they want to focus on the similarities among people because a focus on the differences seems to exacerbate the conflicts. Our contention is that teachers must focus on the differences, understand and appreciate the differences themselves, and then be adept at leading students to understand and value differences if we are to achieve equity in our society.

A critical component of exploring cultural differences is to explore personal biases, prejudices, assumptions, and perceptions around race, ethnicity, gender, sexual orientation, and other common cultural groups. While educators may believe that they are well intentioned and need to focus their teaching practice on the content, assumptions grounded in faulty information about what people are "supposed to be like" strongly influence our interactions with learners. Multicultural educators must learn the lifelong skills of challenging assumptions and uncovering biases. These are needed to learn about other peoples—their cultures, perspectives, and experiences. We must examine and understand the roots of hate and bias in our society and the effects they have had and continue to have on the lives of others.

Section IV: Skills

Working effectively with those who are different means learning new skills, including communication, lesson planning, integration of knowledge about motivation and diversity and multiple intelligences, and so forth. We need to learn gender-neutral language that is

inclusive and to intercept statements and actions that are prejudicial. Teachers must also learn the various ways of infusing multiculturalism into the curriculum and pedagogical strategies. Four chapters are included in this section.

Chapter 7: Curriculum Development and Lesson Planning explains those aspects needed to create a multicultural curriculum. Steps are outlined on how to write multicultural lesson plans, including procedures for examining texts for bias. This chapter presents some of the most distinctive contents of this text. A key step in the authors' four-step model is skill development. In this stage, teachers are engaged in developing multicultural lesson plans in light of the standards, models, instructional strategies, and knowledge previously covered. In this chapter, teachers are engaged in practicing and developing skill in constructivist teaching and curriculum development and analyzing texts and materials for bias. A rubric for writing multicultural lesson plans is introduced, and several samples of multicultural lessons are provided.

In Chapter 8: Instructional Approaches Needed by Multicultural Educators, the readers investigate approaches to teaching that are relevant to diverse student populations. The negative characteristics of a reliance on a more traditional behavioral approach to teaching are explained. The authors then explore constructivism as a more promising approach—an approach that supports culturally responsive teaching and learning—to engage students in deep learning. Constructivism supports the teacher in beginning with the students, engaging in themes and problem solving with key concepts, as opposed to teaching content and process determined by the teacher alone. The importance of multiple teaching strategies is reviewed. Traditional versus nontraditional or more current teaching methods are discussed with a strong emphasis on constructivism.

In Chapter 9: Developing Skills in Language and Understanding Linguistic Diversity, the readers explore the topic of linguistic differences. Any discussion on best practices in education must include coverage of second-language acquisition. The topic of how to best educate English language learners is hotly contested, and even a full chapter will seem inadequate in light of all that needs to be known. Chapter 9 explains the circumstances facing students learning English and reviews key strategies and methods used in a multicultural context.

In Chapter 10: Assessment That Is Culturally Responsive, the focus on constructivism in Chapter 8 as a promising instructional practice is followed by a discussion in this chapter of the need to alter assessment practices so that the needs and learning styles of diverse learners are addressed. How does a teacher know if a student is learning? What are the traditional methods of determining this? What are more reliable and authentic means for doing so? This chapter will address issues of bias in testing and review the debates on standardized tests.

Section V: Action

Two chapters are included in this section. In order to make sure action happens, teachers must learn how to develop individual and organizational action plans in order to implement education that is multicultural. They must also learn how to develop support networks and collaborations with other teachers. Strategies are offered to encourage institutional supports for change efforts.

In Chapter 11: Creating the Multicultural Classroom, teachers consider ways to continue their own growth and development when entering their profession. Steps and strategies are outlined to make this transition easier. Pitfalls, barriers, and obstacles are raised. The importance of developing a lifelong self-improvement plan is stressed. This process will require a close examination of skills, attitudes, and experiences. Exercises help the readers identify and address potential barriers and obstacles to the implementation of their

action plans. Checklists are offered to help the readers assess progress in integrating multicultural education into teaching and learning in the classroom as well as in the school.

Finally, in Chapter 12: Creating the Multicultural School, the readers consider the need on a schoolwide basis for an action plan. The readers are engaged in developing not only an individual action plan for a multicultural classroom but also a school action plan. Chapter 11 provides critical information on how to analyze an institution and how to develop and change a plan. Too often, teachers are left to develop innovations on their own in virtual isolation. Multicultural education will truly affect teaching and learning when accomplished within the context of a learning community. In this chapter, teachers plan how to analyze school readiness for change, how to build a multicultural workforce, how to develop a multicultural resource library, and how to ensure ongoing and focused staff development in achieving multicultural education.

Change to becoming a multicultural institution is an intentional act. Understanding school institutional culture is a key step toward making this change happen. Teachers must be knowledgeable about school culture as they participate in the school transformation process as teacher-leaders. There are both supports and obstacles, and teachers must be able to know where and how allies can be found, how change is made, and who holds power.

Key Features of the Book

To make this text as accessible, useful, and highly readable as possible for all readers, several distinctive features are included.

Opening quote: These were carefully selected to begin guiding the reader into thinking about the purpose of the chapter. A relevant photo follows to further illustrate the theme of the chapter.

Learning objectives: The content of each chapter is developed under the heading of Learning Objectives. Individual chapters begin with the listing of three to five objectives. The reader will know immediately what the chapter will cover and what specific issues will be addressed.

Chapter opening summary: This is a brief overview provided for the reader to create a foundation of understanding and to encourage critical thinking.

Opening case study: A case study is offered at the beginning of each chapter to engage the reader in an initial consideration of key concepts that will be addressed in that chapter. Following each case study, questions are posed to the reader in a component titled Your Perspectives on the Case.

Body of the chapter: Each chapter begins with a feature called Thinking Ahead, which is a statement about the Learning Objectives followed by questions for the reader to consider prior to reading about those objectives.

At the end of the presentation of material for each chapter, another feature—Reflecting Back—is shared. This feature is a statement about what was discussed accompanied by questions designed to guide personal clarifications. These features serve to prompt higher order thinking.

Profiles in multicultural education: Highlighted in each chapter is a profile of a leading scholar/ practitioner in multicultural education. Each scholar's specific contributions to the field are described.

Closing case study: A culminating case study is offered to illustrate key themes raised in the chapter. Key issues are outlined at the beginning. Discussion questions follow at the end.

Chapter summary: A brief review of the contents of the chapter is offered for important information presented according to the Learning Objectives. This is designed to help the reader solidify the awareness, knowledge, skills, and important actions.

Application: Activities and exercises: Activities are provided at the end of each chapter as extensions of learning.

Glossary: Key terms are highlighted in bold the first time they are raised in each chapter. Explanations are provided in the Glossary at the end of the book.

Annotated resources: Links to organizations and websites relevant to the content of the chapter are listed to provide the reader with more in-depth and current information.

Additional Key Features

A major feature of this book that should make it very attractive to both teachers in training as well as experienced educators is the numerous activities, exercises, and lesson plans that help bring the theory of multicultural education to life. These elements help bridge theory and practice. They provide opportunities to solidify understanding and resources to apply immediately to the classroom. Teacher educators, professional development staff in the preK–12 system, curriculum directors, and school administrators will find the text an invaluable guide in training and education.

Assessment list: There are several other distinctive features in the text. An assessment list created by the authors for developing multicultural lesson plans is incorporated into the text in the chapter on multicultural curriculum development. This assessment list was developed in collaboration with teachers and has been refined to meet the needs of both novice and experienced educators. It has been adopted for use in teacher preparation programs to show students how to develop multicultural lesson plans.

Analyzing school progress: Another major feature is an evaluation instrument to be used to analyze a school's progress toward a multicultural curriculum and environment. This instrument was developed in response to requests from teachers for an instrument designed to ascertain school progress in achieving equity and multicultural education and what additional steps need to be taken. As schools move more and more in the direction of developing collaborative approaches to their work, particularly through the development of professional learning communities, they are looking for assessment instruments to help them collect data that they can discuss collaboratively and in public forums about their progress in key areas related to teaching and learning and school improvement. Teachers are being empowered and trained to engage in action research, self-evaluation, and data-based decision making.

Major assessments: Major assessments have also been developed for each of the five primary sections. These assessments can be found at the end of each major section and engage students in multilayered, multi-issue problem solving.

Appendix: The vital multicultural classroom: Resources, organizations, and associations: The appendix offers a wealth of information on where to seek help. It lists extensive references to books, journals, videos, professional organizations, cultural associations, and Internet sources.

Digital Resources

The vast resources on the Internet are illustrated. These resources focus on the areas in which teachers most often ask for help, including definitions, applications, and lesson plans. Major multicultural education organizations and Listservs (Internet email discussion groups) will be of great help to teachers in learning about and applying the principles. For ethnic content infusion, various Internet sites will be listed that provide knowledge and skills as they relate to specific cultures. A website with additional material and teaching instructions and PowerPoints is offered.

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- Video and multimedia links that appeal to students with different learning styles

- Lecture notes summarizing key concepts by chapter to aid in preparing lectures

- Discussion questions that spark conversation in class or serve as writing prompts outside of class

- Class activities that give instructors ideas for how to engage students in the topics and concepts from the text

Acknowledgments

We are indeed standing on the shoulders of giants. We wish to thank the 12 educators and scholars profiled in the third edition of this text for their invaluable contributions to the field of multicultural education. Their life work was a great influence in formulating *Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action*. We would also like to thank them for their assistance in the writing of this text and their collaborations with us over the years. A profound thank you goes to James A. Banks, Carl A. Grant, the late Ronald Takaki, Linda Darling-Hammond, Sonia Nieto, Gloria Ladson–Billings, Christine E. Sleeter, Geneva Gay, Philip C. Chinn, Jacqueline Jordan Irvine, Jeannie Oakes, and Donna Gollnick. They are among the "giants" in the field. We are honored to call them colleagues and friends.

We wish to express our appreciation to the staff at SAGE Publications for guiding us through the revision process. There are many individuals at SAGE who have provided support along the way and over the years, each with an impressive set of skills. We are especially grateful to the editors and staff who guided us through the development of the first edition and who believed in the power and potential of our message. Thank you to all the people at SAGE who have helped us over the years in creating a work that we hope will change the lives of students and teachers everywhere.

A special thanks to the reviewers who have provided insightful feedback and helped develop a text that effectively meets the needs of students and instructors:

Reviewers of the Third Edition

Maria Balderrama, *California State University, San Bernardino*

Maryann Dudzinski, *Valparaiso University*

Raphael Heaggans, *Niagara University*

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List of Exercises

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William A. Howe has over 40 years of experience as an educator and professional staff developer from elementary grades to higher education in Canada and the United States. He is past president of the National Association for Multicultural Education (NAME). Dr. Howe has conducted more than 600 workshops and speaking engagements for over 22,000 participants on multicultural education, cultural competence, and diversity. He has chaired 9 national conferences and 18 regional conferences on multicultural education. He is a regular presenter at state and national conferences and has appeared on both radio and television on diversity issues. As an avid traveler he has made 7 trips to China to study multicultural education. In addition, he has also made educational visits to South Africa, Cuba, Mexico, Vietnam, Cambodia, Indonesia, and Greece. In 2007 he made his first trip to Israel to study the Holocaust at Yad Vashem. In 2006 he was named Multicultural Educator of the Year by NAME. In 2015 he has recognized by Teachers College/Columbia University as a Distinguished Alumni. He is a founding member of the Asian Pacific American Coalition of CT (APAC) and past-chair of the Connecticut Asian Pacific American Commission. He was an Honoree at the 11th-annual "Immigrant Day" at the Connecticut State Capitol in 2008, a day to honor immigrants from throughout Connecticut who have made valuable contributions to their communities and/or professions. On May 2, 2015 Dr. Howe received an Official Citation from the Connecticut General Assembly in recognition of a Commitment and Leadership to the Connecticut Asian Pacific American Community in Higher Education and Public Service. He is on the editorial boards of *Multicultural Perspectives,* the official journal of the National Association for Multicultural Education (NAME) and the *Journal of Family Diversity in Education*. His textbook on multicultural education, coauthored with Dr. Penelope Lisi, *Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action* (2019, SAGE) won the 2013 Philip C. Chinn Multicultural Book Award from NAME. In addition, he is a coauthor of the *Handbook for Achieving Gender Equity through Education, 2nd Edition* (2007, Routledge). He was the former program manager for multicultural education, bullying, and civil rights at the Connecticut State Department of Education. From 1998 to 2015 he was the Connecticut State Title IX Coordinator. In addition to conducting workshops on Title IX he has served as an expert witness on sexual harassment in schools. Currently he is an adjunct professor of education at Albertus Magnus College and Quinnipiac University where he teaches courses in multicultural education.

Dr. Penelope L. Lisi is Professor Emerita at Central Connecticut State University (CCSU). Between 1994 and 2018, she taught in CCSU's graduate level programs in educational leadership, served as director of the doctoral program between 2014 and 2018, and taught in CCSU's master's degree program in Montego Bay, Jamaica, for 20 years. She continues to serve as an adjunct instructor for CCSU. In her faculty position at CCSU, Dr. Lisi served for 20 years as director of the Center for Multicultural Research and Education. As director, she implemented professional development projects to support faculty in addressing equity issues in the university classroom. She directed the Diversity in Teaching Network (DITN), a federally funded three-year project to recruit diverse students into CCSU's teacher preparation program. The Center for Multicultural Research and Education was a primary sponsor of and collaborator for the annual New England Conference for Multicultural Education (NECME) for 18 years.

Dr. Lisi's scholarly work focuses on leadership for social justice, leadership for teaching and learning, and leadership in international school settings. In 2000, Dr. Lisi received a Fulbright Scholar Award to the University of Iceland. Over the next 16 years, she received 12 research grants and made more than 25 trips to Iceland to investigate educational leadership in a changing environment. Dr. Lisi has delivered more than 50 peer-reviewed papers in the United States, Ireland, Cuba, England, Finland, Portugal, Hungary, Switzerland, Jamaica, Iceland, and Ukraine. Since 2005, she has been an adjunct professor for The College of New Jersey's Global Studies Program in Palma de Mallorca.

Prior to her work at CCSU, Dr. Lisi taught at the elementary, middle, and high school levels in the United States and for 3 years in international schools in Norway and Denmark. For 5 years, she served as executive director of the Connecticut State University Center for Educational Excellence, a system-wide faculty development resource. A primary outcome was the initiation, development, and implementation of Project IMPACT, a professional development project to support faculty on the four state university campuses in transforming university-level courses to include diverse perspectives and content. Dr. Lisi received her bachelor's degree in education and French at DePauw University, her master's degree at the University of Wisconsin– Milwaukee, and her doctoral degree at the University of Wisconsin–Madison.

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SECTION I

BACKGROUND

1 Multicultural Education

HISTORY, THEORY, AND EVOLUTION

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This first chapter is an introduction to the field of multicultural education and includes definitions, history, theories, and models. Readers will receive an overview of the field and its objectives. Subsequent chapters will expand on various aspects of the discipline, giving more detail and practical applications.

Through your study of and work on Chapter 1, you will be able to do the following:

- Identify the rationale for implementing multicultural education

- Explain the history of multicultural education

- Define multicultural education

- Discuss conceptual models of multicultural education

- Identify the misconceptions and misunderstandings about multicultural education

Welcome! This first chapter will give you an overview of the field of multicultural education. It will give you a historical context. You will learn how multicultural education developed as a theory and a model of practice. The chapter will cover definitions and describe various conceptual models. It includes activities that you can do yourself and with others to gain a more in-depth understanding. By the end of the chapter, you should feel much more confident about how to become a multicultural educator.

LEARNING OBJECTIVE 1.1 Identify the Rationale for Implementing Multicultural Education

Changing Demographics

This text will contain frequent discussions of race and ethnicity. Therefore, an explanation of terms used is important. The English language is a living language that evolves, matures, and changes with the times to reflect current culture. Selection and use of words is important since words convey beliefs and values. Words, for example, such as *stewardess* and *spinster* convey negative messages about women and are now rarely used as a direct result of the recognition of women's rights and roles in society. Similarly, terms such as *oriental* and *colored* are dated and rarely used to describe people due to the negative history associated with the words.

Defining and categorizing *race* and *ethnicity* has always been fraught with problems. As each U.S. Census is taken, the controversy renews. In the 2000 Census, the standards for federal data on race and ethnicity included six categories: (1) American Indian or Alaska Native, (2) Asian, (3) Black or African American, (4) Native Hawaiian or Other Pacific Islander, (5) White, and (6) "Some Other Race." There were also two categories for ethnicity: Hispanic or Latino and Not Hispanic or Latino. Hispanics and Latinos may be of any race (U.S. Census Bureau, 2010).

> Real education should consist of drawing the goodness and the best out of our own students. What better books can there be than the book of humanity?
>
> **—Cesar E. Chavez, Mexican American labor activist and leader of the United Farm Workers, he was awarded the Medal of Freedom posthumously by President Clinton.**

CASE STUDY
THE ART TEACHER

My visit to the small alternative program of 20 students was routine. In my position as a school monitor, I regularly scheduled site visits to urban schools to assess progress. Located in a community center in a poor section of the city, the school was a last resort for high school students on the verge of dropping out. Classes were taught by a male and a female team that included Jamal, an African American teacher, and María, not Marfa, a Latina. Both seemed eager to show off the accomplishments of their students but were modest about their own hard work at making the program a success.

Touring through the school, I noticed the abundance of beautiful needlepoint, macramé, and other craftwork done by the students. When questioned about this, Jamal and María replied that they felt it important to give students creative experiences to balance the strict regimen of academics. Knowing that the school system was in a perpetual budget crisis, I asked how they managed to get time for an arts teacher in the budget. The reply that I got was, "We have been fortunate." My suspicious nature caused me to ask several more times about how they found funds in the budget and approval to bring in someone to teach the students. I got the same somewhat sheepish reply from both of them. Fearing budget improprieties or invalid teacher certification, I decided to investigate further. It was shortly after my visit to the school that I found out the truth.

(Continued)

(Continued)

Each payday, the two teachers met in their tiny office and put money from their own paychecks into an envelope. This they used to secretly pay an elderly retiree to come in twice each week to give classes to the students so that they would be able to use their creative energies and talents. The students called her "Grandma" and showered her with affection each time she came. Everyone in the community knew what was going on, and they approved.

Your Perspectives on the Case

1. What do you think of the actions of these two teachers?

2. What impact will their actions and those of the elderly woman have on the education of the students?

3. What does this story tell you about the state of education in this country?

THINKING AHEAD

Misconceptions and misunderstandings about multicultural education abound. Many critics do not grasp how a culturally responsive curriculum serves to increase academic achievement. It must be acknowledged, too, that multicultural education's social justice focus is not palatable to those less tolerant of differences.

How does culture influence teaching and learning?

What is your understanding of the theory of multicultural education and how and why it came about?

What is your knowledge of the major criticisms of multicultural education? What do you think is the root of these criticisms?

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The 2010 Census form listed 15 categories for race:

1. White
2. Black, African American, or Negro
3. American Indian or Alaska Native
4. Asian Indian
5. Japanese
6. Native Hawaiian
7. Chinese
8. Korean
9. Guamanian or Chamorro
10. Filipino
11. Vietnamese
12. Samoan
13. Other Asian
14. Other Pacific Islander
15. Some other race (U.S. Census Bureau, 2010)

The 2010 Census racial and ethnic categories reflect an ever-evolving society in which people do not clearly fit into a box. Increasing numbers of interracial marriages and biracial children and heightened interest in knowing and understanding one's race and ethnicity present both opportunities and challenges to the classroom teacher.

Understanding Why Race and Ethnicity Matter

One of the greatest challenges facing teachers today is the rapidly changing student population. Teaching does not take place in a vacuum. The participants in the teaching and learning process—including students, teachers, administrators, family members, community members—are cultural beings. They bring to the educational process differing cultural backgrounds, including a diversity of experiences, values, beliefs, histories, languages, communication patterns, and needs (Exercise 1.1). Naturally, when teachers and students enter the classroom, they enter and participate in the teaching and learning experience from the perspective of their own cultural background. Prior to the civil rights era of the 1960s, the majority of educators didn't give much thought to diverse cultural backgrounds and their impact on learning. Student populations at that time were seen as being, more or less, homogeneous, and educators used a "one-size-fits-all" approach to education. Culture was seen as neither relevant nor important.

Students come to school speaking a variety of native languages, with diverse cultural backgrounds, and with distinctly different experiences, values, and beliefs that clearly influence the learning process. Despite the **melting pot** theory of past years, America flourishes in a **persistence of ethnicity** (Banks, 2009). This country is more likened to a **salad bowl** in which individual members (ingredients of a salad) retain their unique culture while assuming common customs and habits (thereby creating a more desirable salad).

EXERCISE 1.1
WHERE DO YOU FIT?

Review the information above about racial categories as defined by the U.S. Census:

1. Which racial or ethnic category or categories are you in?

2. Consider your 10 closest friends. Make a table that shows the 15 ethnic or racial categories along one axis and the names of your friends along the other axis. Complete the table for the racial or ethnic category for each friend.

3. Now, consider 10 past or current classmates. Create a table similar to the one in Question 2 above about this information.

4. Reflecting on your responses to Questions 2 and 3 above, write a paragraph that summarizes your key conclusions about your connections to diverse peoples.

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With a persistent **achievement gap**, an increasingly diverse population, and a global economy comes a need for the field of education to maintain its relevance to students' education needs. In addition, the world of work demands more **cultural competence** from its employees. Schools must take into consideration whether what is being taught is adequate for the workplace students will enter. Classrooms must change with the times.

The Need to Close the Achievement Gap

Fundamental to teachers' understanding of their role is that they are not just teachers of reading or teachers of mathematics—they are teachers of students. A teacher's function is not a narrow one of teaching a subject area. Teachers are influential in the many parts of a student's life. In their role in the classroom, teachers can serve in the capacity of social worker, psychologist, mentor, confessor, surrogate parent, and friend. One cannot teach with blinders on. Students face daily obstacles, barriers, and crises, such as **racism**, **sexism**, **classism**, and **homophobia**, that hinder and threaten their learning and their lives. Multicultural education is more than taking a traditional approach to **pedagogy**. Good pedagogy in today's schools includes the desire and ability to deal with issues of equity and **social justice**. This desire and ability are the essence of what a teacher is and what a teacher does. As the great Brazilian educator Paulo Freire once said, "Besides being an act of knowing, education is also a political act. That is why no pedagogy is neutral" (Shor & Freire, 1987, p. 13).

Several factors have influenced the development of multicultural education as a field of study and as an educational process. The U.S. student population is one of rapidly changing demographics, and a variety of achievement indicators show that teaching practices and procedures that seemed to work in the past with a predominantly White student population are not working with a more diverse student population (Howard, 2010). As evidenced by standardized test scores, graduation rates, dropout rates, and other academic indicators, minority students, particularly those who are poor, tend to have lower academic achievement. They have on average lower grades and more failing grades. Poor minority students tend to graduate in lower numbers and drop out of school in higher numbers. The gap or disparity in achievement has been a cause for alarm (Darling-Hammond & Bransford, 2005).

The widening achievement gap between White students and African American and Latino students, statistics about achievement test results and dropout rates, and the growing violence in schools lead us to believe that we must approach the process of teaching and learning in significantly different ways to benefit all students, not just students of color. Findings from the research of the Harvard Civil Rights Project (Frankenberg, Lee, & Orfield, 2003) provide interesting insights into the impact of the achievement gap:

- Minority children are overrepresented in special education.

- African American students, and to some degree Native American students, in affluent school districts tend to be labeled mentally retarded more frequently than are White students.

- African American children with emotional disturbances receive services of inferior quality and are diagnosed much later than their White counterparts.

- There is a higher incidence of suspensions and expulsions among African American students than among other students.

- Dropout rates are distinctly higher among urban students of color.

- High school graduation rates are distinctly lower among urban students of color.

- African American, Latino, and Native American students consistently score much lower on standardized tests.

- The percentage of African American, Latino, and Native American students who go to college and graduate is much lower than that of European American and Asian students.

- The incidence of poverty, drug and alcohol abuse, incarceration, and teen pregnancies is much higher for African American, Latino, and Native American students than for other students.

- Schools are becoming more segregated.

- The incidence of hate crimes, bias, prejudice, and discrimination against students of color, girls, and gay and lesbian students is still disconcertingly high.

It is clear that more needs to be done to address these problems. Improving what and how educators teach is a key strategy.

The **No Child Left Behind Act of 2001** created ambitious goals for closing the achievement gap—some say too ambitious. Despite much legislation, the allocation of resources in American schools continues to be inequitable. Not all schools are meeting the educational needs of all students. Many are not structured to assist each learner achieve at an optimal level. Linked to this is the fact that education as a system has yet to develop effective approaches for preparing students to be socially responsible citizens who are cognizant of critical social issues and committed to addressing them in a positive manner. We must ensure that all students receive an equitable education that leads to high levels of achievement. How we accomplish this may not be as daunting as one might imagine. We must start with a fundamental commitment to all our students to excel.

What does it take to increase student achievement? Ken Zeichner (1995) outlined key elements to enable students to achieve at high levels.

1. High expectations from teachers

    Teachers must see students as individuals, each with the potential to reach his or her highest level of competence. Stereotypes, preconceived notions, and prejudgments of a student's abilities set unfair limitations. Most teachers will automatically state that they do expect all students to achieve. However, when faced with an honest inner examination, teachers must consider whether their high expectations extend to special education students, students with **developmental disabilities**, vocational–technical students, and those students who belong to alternative school cultures, such as the **straight-edge** or **goth** cultures. In their groundbreaking research, Sadker and Sadker (1987, 1994) cited numerous examples and illustrations of how teachers treat children representing various races differently and even treat boys and girls differently to the benefit of the boys. Their research revealed, for example, that

    - teachers direct more questions to male students than to female students but are likely to direct more questions to White females than to African American and Native American males and

    - White teachers demonstrate more concern for White female students' academic work than African American females' academic work and demonstrate more concern for African American females' behavior (Sadker & Sadker, 1987, 1994).

2. Cultural congruence in instruction

    Students must see personal meaning in the teaching strategies and content offered to them. They can then make connections between past learning experiences and new

learning. When teachers use language, examples, and illustrations that students recognize from their culture, students are more motivated to learn. While applying instructional strategies that are grounded in behaviorism, cognitive science, and constructivism, described by scholars such as Jeannie Oakes, Martin Lipton, Lauren Anderson, and Jamy Stillman (2012), teachers can make learning relevant and effective by using knowledge of students' cultural backgrounds. This is a good practice for all students.

3. Teacher knowledge of and respect for cultural traditions

Embedded in and connected to education are deeply rooted beliefs, values, customs, and traditions. Knowledge of these will allow teachers to engage students more effectively, as teachers will show consideration for such traditions and use them as an asset to the curriculum. For example, examining horoscopes is forbidden by the religion of some students. The same applies to the celebration of birthdays. The creative teacher, instead of looking at these prohibitions as a hindrance, will build on this knowledge to create understanding of cultural differences.

Knowledge of how students have experienced education in other cultures will enable teachers to approach students with better understanding. In the traditional American educational system, we place high value on parent involvement in all aspects of a student's education, from assisting in homework to attending parent–teacher conferences. This concept is not as familiar to families from other cultures where there is a sharper divide between teachers, who do the teaching, and parents, who do the parenting. Parents from some cultures are not accustomed to being deeply involved in their children's education. This does not reflect a lack of caring or support but merely the fact that in some societies the formal education of children lies with professional educators.

4. Teaching strategies that promote meaningful participation

Generations of students, at all levels, have experienced lecture as their primary method of instruction. It is the most common teaching strategy, despite the fact that much research has shown that some students can learn more effectively in many other ways. There is certainly a time and place for direct instruction. Howard Gardner's (1985) work on **multiple intelligences** is one example of research that supports the importance of using a number of teaching strategies that can reach students on a variety of levels. Teachers can devise lesson plans and curricula that do not rely primarily on lecture but on extensive student active involvement.

Prejudice and Discrimination Issues

While many, if not most, educators believe that the ways in which they teach are nondiscriminatory, the fact is that bias, prejudice, and discrimination are still deeply embedded in our educational system. Instructional strategies that favor one particular learning style over another, curriculum materials that portray the experiences and cultures of a limited number of ethnicities and races, and policies and procedures that favor certain groups of students all contribute to an educational system that is discriminatory. At the core of each model of multicultural education (discussed later in this chapter) is the need to support teachers in becoming culturally competent and to instill in students the desire to become civic minded and to fight for social justice as well as educational equity.

Multicultural education requires individuals—both educators and students—to look beyond their own situation or worldview to understand the obstacles that diverse groups of people face. Here are some facts to consider:

- Every 2 minutes, someone is sexually assaulted in the United States (U.S. Department of Justice, 2010).

- Between 1995 and 1996, more than 670,000 women were victims of rape, attempted rape, or sexual assault (Ringel, as cited in Richie, 2000, p. 3).

- One out of every eight children under the age of 12 in America goes to bed hungry every night (Millions of Mouths, n.d.).

- About 1.6 million people were homeless in emergency shelters or transitional housing at some point during the year between October 1, 2007, and September 30, 2008 (U.S. Department of Housing and Urban Development, 2009).

- Hate crimes based on sexual orientation now constitute the third highest category reported in the United States, making up 16.6% of all reported hate crimes (Lewellen, 2009).

- In 2009, 28% of students of ages 12 to 18 reported having been bullied at school, and 6% reported being cyberbullied during the school year (National Center for Education Statistics, 2012).

- The Anti-Defamation League's 2009 *Audit of Anti-Semitic Incidents* "counted a total of 1,211 incidents of vandalism, harassment, and physical assaults against Jewish individuals, property, and community institutions across the U.S." (Anti-Defamation League, 2010).

Bias in many forms exists in our schools and society. Prejudice and discrimination hinder education and thereby impact society as a whole. In a global economy, it is critically important that we prepare a culturally competent workforce that works to right the wrongs inflicted due to bias.

Poverty and Class Issues

In addition to the critical issues of bias, prejudice, and discrimination that we must address, another critical issue that calls for the implementation of multicultural education is that of poverty and socioeconomic status. A great shame on our American society, arguably the richest and most powerful nation on earth, is the prevalence of poverty that crosses all racial and ethnic boundaries. In recent years, talk of the "1 percent" wealthiest Americans who live in great privilege while others suffer from hunger and homelessness usually ascribed to "third-world" nations has been in our national dialogue. The Occupy Wall Street and other similar movements have made clear the struggles of the middle class and the continuing injustices and inequities in our education system. There is a common statement that many have heard that has much validity: "How well a student does in school depends on the zip code in which he or she lives."

The National Center for Children in Poverty (Jiang, Ekono, & Skinner, 2014) reports,

Children under 18 years represent 23 percent of the population, but they comprise 34 percent of all people in poverty. Among all children, 45 percent live in low-income families and approximately one in every five (22 percent) live in poor families. Similarly, among children age 6 through 11 years in middle childhood, 45 percent live in low-income families and 22 percent live in poor families. Being a child in a low-income or poor family does not happen by chance. Parental education and employment, race/ethnicity, and other factors are associated with children's experience of economic insecurity.

In *The Matrix of Race*, Coates, Ferber, and Brunsma (2018) describe poverty as one of the most significant problems facing African American families, with single-female-headed families having "significantly higher poverty rates than other family types" (p. 91). They continue by citing research indicating that growing up poor is closely tied to low academic achievement.

Any discussion of multicultural education must include specific strategies and plans for how best to educate children of poverty. The U.S. Census Bureau defines poverty by the number of people in a household and their combined household income. For example, a family of four with a household income of $23,624 is considered to be living in poverty (U.S. Census Bureau, 2013). Gorski (2013) translates this, for educational purposes, as poverty resulting in an "opportunity gap" versus an "achievement gap." Poor or low-income students do not have access to the resources needed for an equitable education. Neuman (2009) illustrates this in *Changing the Odds for Children at Risk* by giving the example that in relatively large classes (20 or more) teachers incorporate concepts they assume children already know. When low-income children, who are behind in language development due to lack of reading resources, fail to connect to nursery rhymes and fairy tales, they fall behind. Teaching is affected as educators need to focus on how to provide additional supports. Learning does not occur. This results in some students developing feelings of hopelessness, while those who are advantaged financially and possess stronger language experiences become restless.

In *Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap*, Gorski (2013) describes what he calls "The Most Popular *Ineffective* Strategies for Teaching Students in Poverty" (pp. 113–116). He provides three examples:

1. "Foregoing engaging pedagogical approaches for lower-order pedagogies." Specifically, he mentions *direct instruction* or *teaching to the test* as being particularly devoid of any engaging qualities, and inducing mind-numbing rote memorization drills.

2. "Tracking or ability grouping." Gorski cites several examples from the research describing how this practice actually lowers achievement.

3. "Opening charter schools." Gorski is particularly harsh on criticisms of charter schools citing data that show how they draw valuable resources from state and district funding to create highly segregated schools depriving needy students of equal and adequate resources.

In contrast, Gorski (2013) outlines what he sees as eight "instructional strategies that work" (p. 119).

1. Music, art and theater need to be heavily embedded in all subjects.

2. Have high expectations for all students and let students know you support them.

3. Create student-centered instruction with high-order strategies.

4. Get students out of their seats and engage in classroom activities that involve movement.

5. Make corrections to the actual lives and experiences of students.

6. Talk about the effects of poverty and inherent bias.

7. Examine both content and process of teaching for indicators of bias.

8. Teach the joy of becoming literate.

These recommendations mirror basic tenets of multicultural education.

Issues on Working With Immigrants and Refugees

Understanding the difference between these two groups is essential. Immigrants are people who generally move from one country to another pursuing better economic opportunities. Refugees travel because of fear of persecution and to escape war and other conflicts. Immigrants must go through an application and vetting process to move to a new country legally. Those who enter a country without going through a formal process or who extend their stay beyond the limits of a visa are considered "illegal" or undocumented.

Although it is popular belief that undocumented immigrants are mostly Mexican Americans entering the country illegally, the facts say otherwise. Nearly half of undocumented immigrants are people who overstayed their visa according to the Pew Research Center (Ruiz, Passel, & Cohn, 2017). Of the 628,799 people who overstayed their visa in 2016, the overwhelming number were Canadians (119,448), followed by people from Mexico (46,658), and then Brazil (39,053).

Immigrants coming to the country often require second-language instruction, along with support to adapt to a new culture. Refugees often arrive with no possessions or financial resources and most frequently have experienced trauma in their homeland. In 2016, the United States admitted 86,994 refugees with the majority coming from the Democratic Republic of Congo, Iraq, Syria, Somalia, Burma, Ukraine, Bhutan, Iran, Eritrea, and Afghanistan (Zong & Batalova, 2017).

Gurwitch, Silovsky, Schultz, Kees, and Burlingame (2002) offer suggestions for working with students who have undergone severe stress. These include the following:

- Students need constant assurance that they are safe. Physical and emotional safety is a top concern.

- Students should be encouraged to talk about their feeling after a stress event, and they should be reassured that such reactions are normal.

- On the other hand, teachers should be cautious about exposing these children to frightening situations that might remind them of their traumatic experiences.

- Students need guidance on understanding what happened and also need help coming to terms as to their role during the event, stressing but not blaming themselves.

In addition to these concerns, Coates et al. (2018) point out the historical problem of racial profiling as a result of immigration. The authors cite The Act to Protect Free White Labor against Competition with Chinese Coolie Labor and to Discourage the Immigration of the Chinese into the State of California, or the Anti-Coolie Act, which was a law passed in 1862 as a result of racial animosity toward imported Chinese laborers. Chinese immigrants were heavily taxed, and immigration was restrictive. Chinese, as well as other ethnic groups including Middle Easterners, Hindus, East Indians, and Japanese were portrayed as criminals. At the turn of the 20th century, another large wave of immigrants arrived in the United States, causing yet another backlash from the White population. Soon the Irish, Italians, Jews, Blacks, Native Americans, and Asians were being portrayed as criminals.

Coates et al. (2018) point out that this legacy of racial profiling or targeting of people by law enforcement based on race and ethnicity continues to this day. Schools are not immune to this racism, so they not only work diligently to educate students and faculty about new arrivals but also prepare newcomers for resistance.

Curriculum, Instruction, and Assessment Issues

Books and other forms of written literature have helped shape our society's beliefs and values (Exercise 1.2). Imagine standing in the well of the Library of Congress looking up at the thousands of volumes of books. Who wrote most of those books? Historically, European males have written the majority of books. Early in our country's development, women and people of color were not supported in writing careers and/or were not permitted to publish. Thus, their voices are missing from much of our early history. Educators are coming to realize that they've been using a fairly narrow "content lens" through which to teach. Important content is missing from the curriculum that is critically important to all of today's learners.

Curriculum

Educators are recognizing that both the curriculum and the instructional practices in the majority of American schools are heavily influenced by a White, Eurocentric tradition. A saying heard in progressive educational circles is, "The problem with schools today is not that they're not what they used to be. The problem with schools today is that they are exactly what they used to be." The implication is that, in many aspects, we have not fundamentally changed the curriculum or the methods of teaching. For the longest time, teachers were, for the most part, trained as though all students were White and middle class. The curriculum is often **Eurocentric**, meaning the content and perspectives offered are dominated by Anglo, male, middle-class, Protestant thinking. The voices and perspectives of women and people of color and other ethnicities are missing.

EXERCISE 1.2

WHERE DO YOU READ ABOUT DIFFERENT PEOPLE?

1. Name 10 literary works written by women that you have read.

2. Name 10 literary works written by people of color that you have read.

3. Name 10 literary works written by people of color that could be used in high school. Explain your reasons behind these selections.

4. Name 10 literary works written by women that could be used in high school. Explain your reasons for these selections.

5. If you were standing in the Library of Congress and saw that most of the books had been written by European females, in what ways do you believe our society's beliefs and values would be different? Explain your rationale.

6. Imagine that the majority of people in the U.S. Congress were women instead of men. Describe at least five specific ways that our country might be governed differently as a result. Do you believe that it would it be managed better, the same, or worse? Explain your rationale.

Today, a Eurocentric approach to instruction does not reflect the racial makeup of the country. All of us are influenced by our culture and may view and perceive the world through our own narrow cultural lenses. By not realizing and accepting the fact that history as well as current reality can be judged differently by others with different perspectives, we can assume that only our own viewpoint is valid. A Eurocentric curriculum therefore offers only one perspective and invalidates the views of other cultures (Gollnick & Chinn, 2013).

An example of a Eurocentric approach to teaching is the concept of "westward expansion" or "manifest destiny" taught to so many grade-schoolers. Students were (and maybe still are) taught that in the early years of our country, it was the God-given right of settlers to move west, claim land for their own, and then bring "civilization" and Christianity to the savages. That is a Eurocentric perspective. It fails to recognize that Native Americans, who had lived on the land for hundreds of years, did not think they were uncivilized and believed that their faith traditions suited them quite well.

Slowly but surely, this Eurocentric approach to teaching is being recognized and replaced by a more balanced curriculum that integrates the histories, experiences, and work of diverse peoples. However, the curriculum in many schools continues to be biased. Often, when diverse groups of people are included in curriculum materials, they appear in the "margins" of the chapters. Or educators share information about diverse groups of people during specific times of the year (e.g., a focus on African American history during February, or Black History month). There is still much work to be done to develop a culturally responsive curriculum.

An important development throughout the United States is the use of common standards or expectations of what all students should know and be able to do. The **Common Core State Standards** in the major subject areas have been adopted by the overwhelming majority of states and are pushing school districts nationwide to revitalize their preK–12 curricula in keeping with national standards. Many state departments of education are publishing curriculum frameworks in major subject areas as a guide for local school districts. The ways in which the standards are written, while not fully supportive of diverse students, are moving schools in the direction of attending to diversity. That said, the ways in which schools and districts choose to implement the standards will determine the extent to which diverse students will be served.

Instruction

Teachers are becoming aware of the need to learn a wide variety of instructional strategies and find ways to integrate diverse perspectives in all content areas. Educators realize that, in fact, a "one-size-fits-all" approach does not support high levels of student achievement for all learners. The variety of differences that are represented in today's classrooms calls for an equally diverse repertoire of instructional strategies (Banks, 2009).

A growing body of research encourages educators to abandon a **deficit model of education**, which focuses on students' deficits or lack of skills and abilities. Reyes, Scribner, and Scribner (1999), in *Lessons From High-Performance Hispanic Schools: Creating Learning Communities*, describe the key considerations in successfully educating Hispanic students. Their focus is on the environment in which students are educated and how it relates to the home, community, and the organizational culture of the school. Instead of emphasizing what students *cannot* do, educators focus on what they *can* do—their strengths.

Fortunately, among the elements of teaching highlighted by these materials are cooperative learning, interdisciplinary learning, experiential learning, problem-solving and projects-based learning, and critical thinking. These instructional strategies are a sound basis for working with diverse student audiences. When linked with opportunities for exploration

of self and others, engagement with multicultural curricular materials, and taking on multiple perspectives, the overall teaching and learning approaches of schools will, in fact, improve.

Assessment

If teachers are changing curriculum and instruction to be more responsive and responsible, then they must also assess student learning in new and different ways. Tests, quizzes, and other short-answer forms of assessment will not provide a true picture of what each student knows and is able to do. Assessment practices are often designed to favor particular groups of students. As a reminder of why this is problematic, refer to the key elements to enable students to achieve at high levels (Zeichner, 1995) discussed earlier in this chapter.

Furthermore, teachers are increasingly aware of the need to support the affective development of students so that they value themselves and their unique diversity and can communicate and interact effectively with a wide variety of people. Teachers need to prepare students to be socially responsible and contributing members of society.

Teacher Preparation and Professional Development Issues

Classroom teaching and learning issues are confounded by other factors, such as our mediocre capacity thus far to prepare educators to understand and value cultural differences. Lack of significant preparation in multicultural education may contribute to teachers not recognizing or understanding the educational needs of diverse students. As educators, we must analyze critically the practice of teaching and uncover those areas in which we lack the knowledge, awareness, and skill to educate all who enter our classrooms.

Teachers are often not prepared to work with diversity and, in fact, tend to rely on five to seven primary instructional approaches. Most of these strategies are traditional, didactic, content-driven, and teacher-centered. What is needed instead is a student-centered classroom where the focus is on the needs of the students' best learning modalities instead of the teacher's preferences for instruction. The culturally proficient educator is skilled in approximately 15 to 30 instructional strategies. Many of these additional strategies, which facilitate student-centered learning, emphasize a connection to cognitions, or to students' beliefs about themselves (Nuri-Robins, Lindsey, Lindsey, & Terrell, 2012).

Teachers must be the principal developers and initiators of multicultural education in their districts. Leadership by teachers is crucial for their long-term ownership of multicultural education. Providing teachers with educational handouts and a brief orientation session will produce negative, not positive, results. Substituting "quick fixes" in race relations and issues of diversity for deeper understanding flies in the face of a wealth of research noting the complexity of these problems. Students who have not been exposed to other cultures, races, and peoples may have many more questions about diversity and multicultural knowledge than can be explained by a videotape or an afternoon conversation or lecture. The nature of multicultural education requires teachers themselves to possess a sound knowledge base and personal understanding. Given the sensitive nature of some of the classroom activities, teachers should have the opportunity to test the materials firsthand and should have ample time to ask questions. Equally important, teachers should have time to experiment

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Extended Explorations 1.1: Preparing Educators for Multicultural Education

Conduct an Internet search for the syllabi for undergraduate and graduate courses in multicultural education. Sometimes they are referred to as Diversity in Education or Intergroup Relations courses. Find at least two syllabi for undergraduates and two for graduate-level students.

Compare the four syllabi and include your findings in a chart or other **graphic organizer**. Specifically, address the following:

1. What are the primary topics in each course? Are these critical topics in your view? Why or why not?
2. What are the primary resources and readings for each course? Are these, in your view, essential and important resources?
3. Are courses taught from a theoretical or practical perspective?
4. Is each course focused on second-language acquisition, **oppression**, or what this text considers to be multicultural education?
5. Which syllabus do you feel best prepares an educator to teach? Justify your stance.
6. Provide three specific recommendations for enhancing each syllabus.

with multicultural education with the assistance of expert advisers. Only after these intensive learning experiences have been offered will teachers be ready to introduce multicultural education in their classrooms and serve as instructional leaders to their colleagues.

Available Teacher Workforce Issues

Another confounding factor is that while we seem to understand that all students need to receive instruction from diverse educators as a means of learning about diversity firsthand, the majority of classroom teachers continue to be White and, more often than not, female. Efforts at recruiting and preparing a diverse teaching population have met with significant challenges. It is difficult to encourage people of color to enter the teaching profession. Reasons abound, including better pay in other professions, a lack of encouragement to take up teaching, poor schooling experiences in childhood, and rigid (possibly biased) teacher-testing requirements. Teachers of color, when placed in suburban, virtually all-White school districts are more prone to leave the field or transfer to more diverse settings where they feel more accepted and comfortable. As a result, students lack diverse role models, and schools suffer from a dearth of diverse teachers who can offer perspectives and teaching approaches that enrich the school for all students.

Community and the Role of Parents

The schools of today, to be fully effective, must be structured to encompass the community. Not all that needs to be learned can be taught within the confines of the school day and school building. Not all that needs to be learned can be taught by teachers alone. Parents and other responsible adults and the community in general enrich and complete the teaching of students. A model in which parents and guardians are seen as partners with teachers ensures more follow-through, reinforcement of learning, and support at home.

Moral Obligations and Responsibilities

At a very basic level, the school, more so than any other public institution in this country, should be a safe haven for children. Students should expect to be able to enter their school and focus on the process of learning. Yet this optimal state is challenged by unhealthy school and classroom climates. Prejudice and discrimination, despite laws that have been enacted to protect our citizens, still have a dampening effect on how we teach our children, as well as on how teachers are trained.

Students benefit from multicultural education for many reasons apart from demographic-, economic-, and achievement-related reasons. When course content and curriculum are expanded, students learn more, not less. Multicultural education does not mean eliminating particular content but rather means opening up the possibilities and expanding what is presented to students. In addition, a primary goal of education is the preparation of students to be socially and culturally competent. If we focus in a very conscious way on skill building and development of attitudes for valuing differences, we will help students prepare to participate effectively in our global society.

In Summary

These are the challenges that teachers must contend with in schools everywhere. One of the key roles of education is to prepare students for life in a global society. A multicultural education therefore is a priority for all school districts: urban, suburban, and rural. Actually, *education that is multicultural* is a more precise term than *multicultural education*. The

important distinction lies in that all education should be culturally relevant and responsive. It should be the context for the schooling of all students, regardless of color, ethnicity, or income. Preparation in multicultural education provides teachers with the knowledge and skills to meet these and other challenges in a direct and effective way.

LEARNING OBJECTIVE 1.2 Explain the History of Multicultural Education

Initial Focus on Ethnic Studies

Multicultural education is not a new phenomenon. It has evolved over several decades from an initial focus on intercultural education and ethnic studies in the 1920s (Gollnick & Chinn, 2013) to the current focus on achievement of educational equity and meeting the needs of diverse students. The initial rationale for a focus on *ethnic studies* in education was that members of the dominant culture, once they entered the world of work, would need to understand members of minority groups in America. This focus on ethnic studies as the primary approach to multicultural education lasted several decades and, stimulated by the civil rights movement of the 1960s, influenced the creation of ethnic studies programs in colleges and universities in that decade. In schools, educators were now called on to include content that focused on the contributions of members of ethnic groups who experienced discrimination (Gollnick & Chinn, 2013). This effort resulted in the creation of *multiethnic studies.*

Landmark legislation also influenced the evolution of multicultural education as a field of study. Beginning in 1954, with the landmark *Brown v. Board of Education* (347 U.S. 483, 1954) to the passage of the **Civil Rights Act of 1964**, the **Voting Rights Act of 1965**, and *Lau v. Nichols* (414 U.S. 563, 1974), significant changes in civil rights laws have encouraged and demanded that the educational community confront the plight and perspectives of people of color.

Library of Congress

The civil rights movement of the 1960s and 1970s led not only to an interest in knowing more about ethnic groups but also to an interest in *intergroup and human relations studies*. In light of the apparent significant cultural differences among ethnic groups, educators were now interested in what needed to be done to promote understanding, conflict resolution, and the development of positive attitudes. The primary focus of this effort was on helping members of the dominant culture be accepting of differences. At about the same time, members of groups that experienced discrimination—women, people with physical challenges, people with low socioeconomic status—became more vocal in wanting their forms of discrimination recognized and addressed. At this point, the term *multicultural education* began to emerge. According to Gollnick and Chinn (1998),

> This broader concept focused on the different **microcultures** [emphasis added] to which individuals belong, with an emphasis on the interaction of membership in the microcultures, especially race, ethnicity, class, and gender. It also called for the elimination of discrimination against individuals because of their group membership. (p. 27)

Influential Publications and Organizational Forces

In the 1920s, W. E. B. DuBois, Carter G. Woodson, and other famed authors wrote some of the earliest publications that related to multicultural education and examined the history of slavery and the lives of African Americans (Banks & Banks, 2004). With an increased interest in ethnic studies in the 1960s came publications focused on ethnicity by James A. Banks, considered by many to be the father of multicultural education. These include seminal works such as *Teaching the Black Experience: Methods and Materials* (Banks, 1970) and perhaps his most popular work, *Teaching Strategies for Ethnic Studies* (Banks, 2009), whose first edition was published in 1975.

Publications aimed at helping educators and others to understand and value cultural differences are an important piece of the history of multicultural education. In a direct reaction to the increased focus on ethnic pride, scholars such as Ronald Takaki wrote books to provide insights into specific cultural groups. Takaki's *Strangers From a Different Shore: A History of Asian Americans* (1998) is considered a classic, groundbreaking text that shed light on the many untold stories of immigrants.

Multicultural Education in a Pluralistic Society by Gollnick and Chinn (2013), *Affirming Diversity* by Sonia Nieto and Patty Bode (2018), *Making Choices for Multicultural Education* by Christine Sleeter and Carl Grant (2009), and other texts on multicultural education offer solid theoretical and practical foundations for the field. In 1995, the first edition of *Handbook of Research on Multicultural Education* (Banks & Banks, 2004) was published; an extensive compilation of knowledge, it contained chapters by more than 60 of the top scholars in multicultural education and was a testament to the legitimacy of the field.

Textbook publishers, in reaction to the civil rights era and the demand for more ethnic content in education, began amending texts to reflect a more diverse perspective. Initial attempts were generally fairly superficial, as evidenced by shading in the faces of people in illustrations to be darker or changing Eurocentric names such as John to Juan. Social studies texts became a primary target for conversion, leading to a long-standing and faulty belief that multicultural education was a subject, not a core foundational philosophy. In later years, it became more evident that multicultural education should and could be infused across all disciplines. Books such as *Turning on Learning* (Grant & Sleeter, 2008) showed teachers how to write multicultural lesson plans across all disciplines.

Influential Agencies and Organizations in the Development of Multicultural Education

A wide variety of agencies and organizations are influencing the direction and development of multicultural education. These are found at the national and state levels and are involved in decision making related to areas such as accreditation, teacher preparation, curriculum, instruction, assessment, policy development and funding, and professional development.

The dominance of the **high-stakes testing** movement has pointed out more urgently the need to increase student achievement among students of color. Educators realize today that attempts to raise test scores must address how students are taught, students' learning styles and cultural backgrounds, and how the curriculum is used to support high levels of student learning. An understanding that culture affects learning, combined with the knowledge that much of our curriculum is Eurocentric, has pointed out the need for a more culturally responsive curriculum. Federal and state initiatives, accrediting bodies, and professional groups are increasingly addressing the importance of understanding the role of culture in teaching and learning.

In 1990, the National Association for Multicultural Education (NAME) was created; NAME was the first professional organization devoted to the promotion of multicultural education as the foundational philosophy of the nation's educational system, from preschool through higher education.

State education agencies have also been instrumental in enforcing an emphasis on multicultural education. In the preparation of a chapter for the first edition of the *Handbook of Research on Multicultural Education* (Banks & Banks, 2004), Gollnick found that 40 states required teacher education programs to include the study of ethnic groups, human relations, cultural diversity, or other standards or policies addressing multicultural education. While agency supports and mandates differ across states, one means of influencing the integration of multicultural education has been through the development of curriculum frameworks or guidelines.

Professional organizations established to support the ongoing professional development of teachers, such as Learning Forward (formerly the National Staff Development Council), also include key content standards on diversity.

The High-Stakes Testing Movement

The practice of establishing critical, standards-based tests is not a recent phenomenon. It has evolved in this country over decades. In recent years, it has escalated due, in part, to numerous studies that show American students performing much worse in academic subjects than students in other countries. That comparison and the recognition that the academic performance of American students was going down hastened the passing of the federal No Child Left Behind Act of 2001 legislation. The current controversy over standardized testing focuses on tight timelines that provide punitive sanctions ("high stakes") for failure to meet high standards and a common belief that standardized testing leads teachers to "teach to the test" and not support learning for deep meaning.

Similarities and Differences With Other Studies of Culture

A common mistake made by teachers is confusing multicultural education with global or intercultural education. A teacher might teach a unit studying the country of Kenya or the continent of Africa. The class studies the demographics, culture, customs, religion, form of government, and so on. This is considered to be multicultural education in that it is assumed that an extrapolation can be made to African Americans. While studying Africa can give some insight into the culture of African Americans, not all African Americans are from Africa. To understand African Americans, one must study Black people living in the United States whose experiences, values, and mores are different from those of, say, Kenyans. One would not assume that studying Italians in Italy would by itself foster an understanding of Italian Americans.

LEARNING OBJECTIVE 1.3 Define Multicultural Education

There is often confusion regarding definitions and terminology. Here is a brief review of some of the most commonly used terms. Please note that a discussion of definitions and differences can often lead to intense debate.

A Quick Comparison of Terms

Culturally relevant teaching, culturally relevant pedagogy, culturally responsive teaching, culturally responsive pedagogy, and culturally responsive education all refer to an approach in education where the cultural backgrounds and experiences of students play a prominent role in choosing curriculum content. Teachers subsequently adapt multiple methods of instruction and assessment to support this student-centered approach.

Global education: Global education focuses on teaching students to be citizens of the world, knowledgeable and skilled in working with different international cultures. The curriculum would include studying customs, perspectives, language, and social behavior of people in other countries.

Intercultural education: Intercultural education teaches the understanding of different people and cultures stressing the importance of celebrating diversity.

Cultural competence: It is the ability to think, act, and feel in ways that are respectful of diversity.

Social justice education: Often cited as one of the ultimate goals of education, this refers to educating students to become activists in changing things that need to be changed to better the lives of individuals. This can be actualized in varied actions such as efforts to eliminate racism to bringing about clean air and water.

Multicultural education: This concept will be explained in detail but one key factor is that it is a study of American ethnicities, acknowledging that studying about people in other countries is important, but we must learn about various cultures living in this country. The experiences of Irish people in Ireland in not the same as studying the experiences and perspectives of Irish Americans living in the United States.

There are many ways to define multicultural education, its characteristics, and its goals. Let's first explore multicultural education as defined by some of the noted researchers, authors, and educators in the field.

Sonia Nieto and Patty Bode: Nieto and Bode (2018) have provided what is described as one of the most inclusive and eclectic definitions. Their definition describes a process of comprehensive school reform and basic education for all students, a rejection of discrimination, and an infusion of multicultural education throughout the curriculum and instructional strategies, including interactions among teachers, students, and parents.

Nieto and Bode (2018) further outline seven basic characteristics of multicultural education:

1. It is *antiracist education* in that the fundamental purpose of multicultural education is to fight against racism.

2. It is *basic education*—education that is not an add-on subject but provides context to all subject areas.

3. Multicultural education *benefits all students*, not just students of color.

4. It is *pervasive*—fully infused into all aspects of school life.

5. It is *education for social justice* in that a main goal of education is to enable students to understand social inequities and to learn how to fight in order to improve society.