

SORTING OUT THE MELTING POT

*A FRESH LOOK AT CULTURAL
DIVERSITY*

AMERICA (race and ethnicity)

● WHITE	73.9 %
● LATINO / HISPANIC	14.8 %
● AFRICAN AMERICAN	12.4 %
● ASIAN	4.4 %
● NATIVE AMERICAN	0.8 %
● NATIVE HAWAIIAN	0.1 %

* (numbers add up to over 100% as some individuals view themselves as belonging to more than one ethnic group). *Source U.S. Census Bureau*

MAJOR RELIGIOUS AFFILIATIONS

CATHOLIC	25.9 %
BAPTIST	17.2 %
METHODIST	7.2 %
CHRISTIAN	7.2 %
<i>(NO DENOMINATION REPORTED)</i>	
LUTHERAN	4.9 %
PRESBYTERIAN	2.8 %



PROTESTANT	2.4 %
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(NO DENOMINATION REPORTED)

PENTECOSTAL	2.2 %
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EPISCOPALIAN	1.8 %
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MORMON	1.4 %
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JEWISH	1.4 %
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CHURCHES OF CHRIST	1.3 %
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CONGREGATIONAL	0.7 %
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JEHOVAH'S WITNESS	0.7 %
ASSEMBLIES OF GOD	0.6 %
ISLAM	0.6 %
EVANGELICAL	0.5 %
BUDDHISM	0.5 %
CHURCH OF GOD	0.5 %
SEVENTH DAY	
ADVENTIST	0.4 %
HINDUISM	0.4 %
EASTERN ORTHODOX	0.3 %
OTHER CHRISTIAN	0.3 %

(United States Census Bureau)

WHAT IS CULTURALLY RESPONSIVE INSTRUCTION?

- Culturally responsive instruction is using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for them. It's main purpose is to teach to and through the strengths of students. Gay (2000)

CULTURALLY RESPONSIVE INSTRUCTION IS VALIDATING

- IT ACKNOWLEDGES THE LEGITIMACY OF THE CULTURAL HERITAGES OF DIFFERENT ETHNIC GROUPS
- IT BUILDS BRIDGES OF MEANINGFULNESS BETWEEN HOME AND SCHOOL EXPERIENCES
- IT USES A WIDE VARIETY OF INSTRUCTIONAL STRATEGIES

- IT TEACHES STUDENTS TO KNOW AND PRAISE THEIR OWN AND EACH OTHERS' CULTURAL HERITAGES
- IT INCORPORATES MULTICULTURAL INFORMATION, RESOURCES AND MATERIALS IN ALL THE SUBJECTS AND SKILLS ROUTINELY TAUGHT IN SCHOOLS

CULTURALLY RESPONSIVE INSTRUCTION IS COMPREHENSIVE

SUCCESSFUL INSTRUCTION INCLUDES:

1. CULTURALLY MEDIATED COGNITION
2. CULTURALLY APPROPRIATE SOCIAL SITUATION FOR LEARNING
3. CULTURALLY VALUED KNOWLEDGE IN CURRICULUM CONTENT

Hollins (1996)

CULTURALLY RESPONSIVE INSTRUCTION IS MULTIDIMENSIONAL

- CURRICULUM CONTENT
- LEARNING CONTEXT
- CLASSROOM CLIMATE
- STUDENT-TEACHER RELATIONSHIPS
- INSTRUCTIONAL TECHNIQUES
- PERFORMANCE ASSESSMENTS

(Gay 2000)

CULTURALLY RESPONSIVE INSTRUCTION IS EMPOWERING

- ENABLES STUDENTS TO BE MORE SUCCESSFUL LEARNERS:
 1. ACADEMIC COMPETENCE
 2. SELF-EFFICACY
 3. INITIATIVE

GOALS FOR STUDENTS AND TEACHERS

- STUDENTS

NEED TO BELIEVE
THEY CAN
SUCCEED AND ARE
MOTIVATED TO
PERSEVERE

- TEACHERS

NEED TO
DEMONSTRATE
APPROPRIATE
EXPECTATIONS AND
SUPPORT FOR
STUDENTS

CULTURALLY RESPONSIVE INSTRUCTION IS TRANSFORMATIVE

- RESPECTING THE CULTURES AND EXPERIENCES OF VARIOUS ETHNIC GROUPS
- APPRECIATES THE STRENGTH AND ACCOMPLISHMENTS OF ALL STUDENTS
- *“Students need to develop the knowledge, skills and values needed to become social critics who can make reflective decisions and implement their decisions in effective personal, social, political and economic action”.* Banks (1991)

CULTURALLY RESPONSIVE INSTRUCTION IS LIBERATING

- TO UNDERSTAND THAT NO SINGLE VERSION OF TRUTH IS TOTAL AND PERMANENT Gordon (1993)
- MAKING AUTHENTIC KNOWLEDGE ABOUT DIFFERENT ETHNIC GROUPS ACCESSIBLE TO STUDENTS Gay (2000)

ACHIEVEMENTS AND EXPECTATIONS

1. CLEAR AND INSIGHTFUL THINKING
2. INCREASED CARING
3. CONCERNED OVER OTHERS DELIMENAS
4. HUMANE INTERPERSONAL SKILLS
5. BETTER UNDERSTANDING OF ETHNIC IDENTITIES
6. KNOWLEDGE AS SOMETHING TO BE SHARED