



DIVERSITY, SUCCESS, & YOU

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OBJECTIVES

- Gain more knowledge to work effectively with all students
- Develop greater tools to reach all students
- Achieve sharper dispositions that strengthen student achievement

Introduction

*“Not everything that is faced can be changed,
but nothing can be changed until it is faced.” -
James Baldwin*

Elephants in the room

1. Poverty
2. Race
3. Safety
4. Expectations of students
6. Fear of being viewed different by your work peers
7. The culture of your students
8. I am not of the same culture as my students
9. My family does not agree and will think less of me

Let's Get Real

Many students of color don't care about the curriculum, powerpoint slides, your years of teaching, until they know you care about them inside and outside of the classroom.

Warning: They see fake and I don't care from a mile away!



Teen Arrested, Shorewood's 'To Kill A Mockingbird' Canceled Again

Again

QUESTIONS:

1. "To Kill a Mockingbird" should **be** shown because...
2. "To Kill a Mockingbird" should **not** be shown because...



Why Is Becoming Culturally Competent Important?

Culturally Competent

“ . . . It is the ability to successfully teach students who come from other cultures other than your own.”

In What Ways are We Diverse

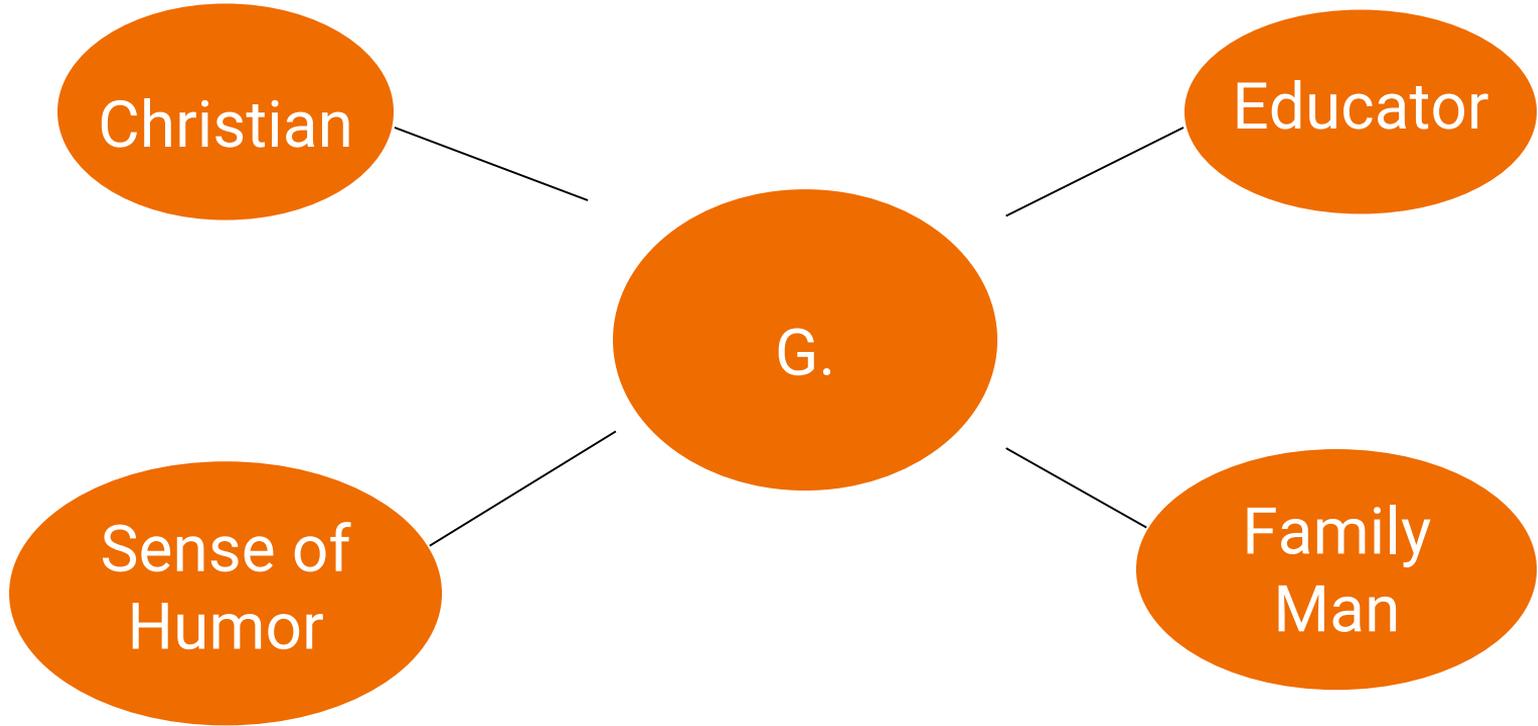
VISIBLE

INVISIBLE

It Starts with Us

“Teachers cannot TRANSFORM schools until they TRANSFORM themselves.” – Gary Howard (1999).

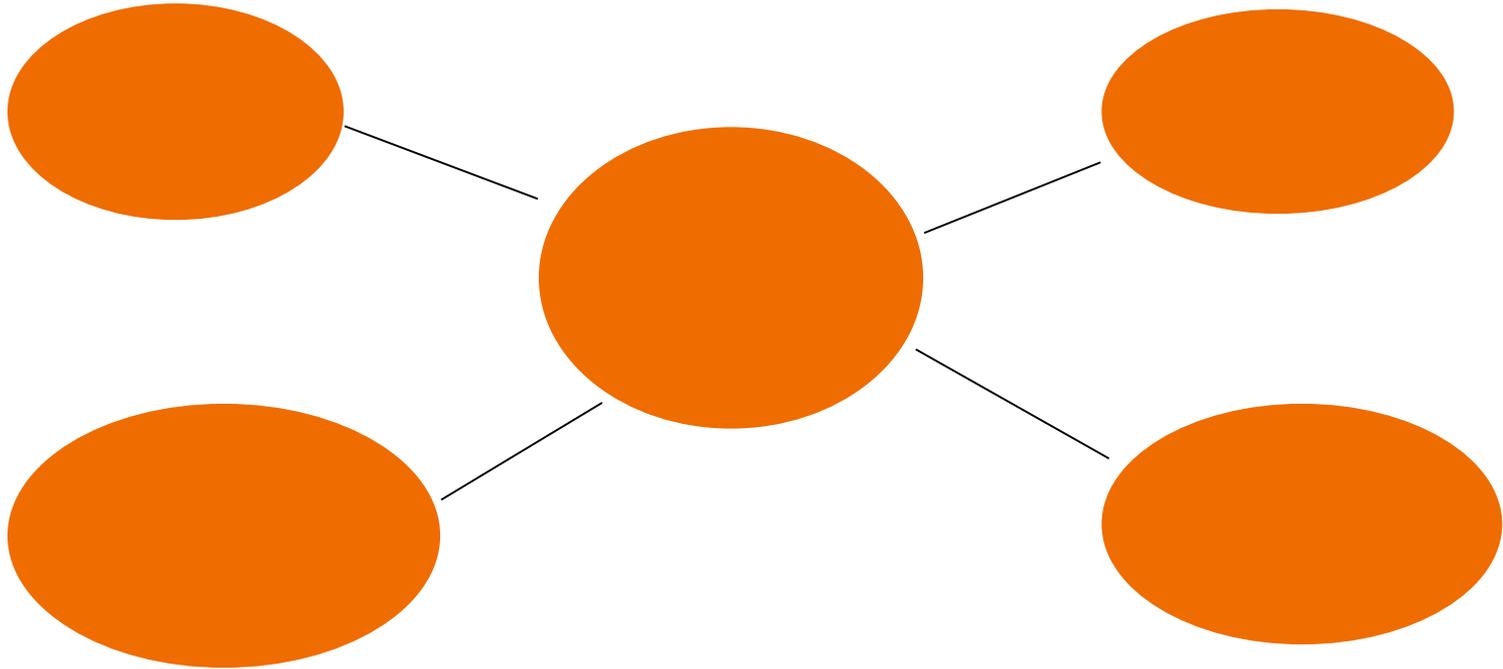
Multiple Dimensions of Our Identity



Multiple Dimensions of YOUR Identities

- ◎ Place your name in the center circle.
- ◎ Write an important aspect of your identity in each of the satellite circles—an identifier or descriptor that you feel is important in defining you. This can include anything: Asian American, female, student, athlete, scientist, or any descriptor with which you identify.

Multiple Dimensions of YOUR Identity



Questions

1. Share a story about a time you were especially proud to identify yourself with one of the descriptors you used above.
2. ...Painful to be identified . . .”
3. Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are

I AM (a/an) _____ BUT I AM NOT
(a/an)_____

QUESTIONS

4) How do the dimensions of your identity that you chose as important differ from the dimensions other people use to make judgments about you?

Group Questions

How can we become culturally competent?

More Questions

What is CUW doing well when it comes to equity?

What is something you do well?

What could CUW be doing better when it comes to equity?

What could you be doing better?

What keeps CUW from doing better?

What keeps you from doing better?

Demographics

- About one out of every three Americans is a person of color – “diversification”
- CUW Enrollment by Ethnicity: African American - 8.6%, American Indian - 0.7%, Asian - 2.2%, Caucasian - 67.7%, Hispanic - 0.5%, Two or more races - 2.3%, Unknown 8.8%.
- Students of color will make up about 46% of the nation’s student population by 2020.
- By 2056, the average U.S. resident will trace his or her descent to Africa, Asia, the Hispanic world, the Pacific Islands, or the Middle East – not white Europe

Demographics Continued

- Census Data = In 2020 . . . 64% white, 17% Hispanic, 13% African American, 6% Asian.
- By 2020 New Mexico, Hawaii, California, Texas, and Washington D.C. will have “minority majority” populations
- Causes = Immigration and Birthrate

Professional Imperative!

“Becoming a culturally competent teacher is quickly becoming a professional imperative and will increasingly become a basis for hiring”

(Diller & Moule, 2005)

It Can Be Uncomfortable

One time I felt like an outsider/stranger
in the last three months was when.....

Now when I look back, what I most
remember about _____ is feeling

_____.

Ways I Can Lead!

1. Recognize inequity
2. Respond to inequity
3. Redress inequity
4. Sustain equity

Melting Pot vs. Salad/Stew

Terminology

From *Affirming Diversity: The Sociopolitical Context of Multicultural Education* –
Sonia Nieto

- Language is always changing (Negro to Black to Afro-American to African American)
- Mirrors social, economic, and political events (check on society)
- Language becomes obsolete
- Words can develop stereotypical ethnic connotations

Terminology (cont.)

☒ Choice of terms based on:

(What do people themselves want to be called?

What is the most accurate term?)

☒ Concerns – inexact language, evolution, and complexity (even among people from the same group, different terms are used)

☒

Terminology (cont.)

- ▣ Emphasize what people are rather than what they are not (ex: non-White, non-English-speaking)
- ▣ Lumping groups together (one designation could not possibly be sufficient to cover them all)
- ▣ Ask and Listen!! Make choices that affirm diversity!

Socioeconomics

Class and Poverty in the United States Perceptions Quiz

1. Why did you not score well?
2. What does this mean for us?
3. What can be done?

Training & Reaction

<https://www.tmj4.com/news/local-news/greendale-hs-student-says-she-was-suspended-for-confronting-someone-who-called-her-the-n-word>

Chanese Knox says she was suspended recently for verbally confronting another student who called her the N-word in the hallway.

“They said I broke disorderly conduct for confronting her. They said to walk away when I thought I was in the right in confronting her about the N-word. It should not be said to anyone at any time, anywhere,” said Knox.

“What is she supposed to do when someone has gone to her more than once and said racial slurs? How is she supposed to react? How would you react?” said Knox’s mother Dianna Merritt.

Keep The Conversation Going

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Available on Barnes and Noble

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