Presenter’s Manual

Elise Trumbull and Maria Pacheco
The Education Alliance at Brown University

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Welcome to The Teacher’s Guide to Diversity: Building a Knowledge Base

Since the The Diversity Kit was released in 2002, there have been many new developments in our thinking about the material that these guidebooks present. The Teacher’s Guide to Diversity: Building a Knowledge Base reflects not only new knowledge and the current context of education but also recommendations from users of the kit. As with the original publication, the primary goal is to stimulate both personal and professional development in regard to understanding and responding constructively to the diversity in our schools and society.

This guide includes recent, research-based information from several disciplines and provides readers with activities and opportunities for reflection to deepen their understanding of diversity issues in education. Although the guide does not prescribe specific instructional activities, it does cite exemplary and promising practices, including strategies for improving home-school connections and engaging families.

The Current Context of Schooling

Schools today are facing increasing cultural, linguistic, and ethnic diversity, coupled with a major shift in beliefs about the purpose and practice of schooling in this country. Legislation and policies now mandate that all students must meet established standards and that states and districts are accountable for making that happen. It is no longer acceptable for schools to overlook large groups of low-achieving students. As a result, state and local administrators are trying to identify the best ways to meet the needs of a diverse student body.

Responding to Diversity: Everyone’s Responsibility

The Teacher’s Guide to Diversity is intended for use by professional developers, teacher educators, teachers, and administrators. It can be used in courses, workshops, and study groups and individually. Responding to diversity positively is the job of every educator. Too often, difference is equated with deficit and leads to inequitable expectations and treatment for large numbers of students. Educators who are well informed and open to new and challenging ideas will be most successful.

Our highest hope is that this guide will contribute to reflective social action that will transform the face of education—action that will make schools more just and equity-driven institutions in which all students have an abundance of opportunities to succeed to the best of their abilities.
Organization of This Guide

_The Teacher’s Guide to Diversity_ consists of three major pieces:

1. _The Presenter’s Manual_
2. _Volume I: Human Development, Culture, and Cognition_
3. _Volume II: Language_

This guide comprises two professional development volumes and an accompanying presenter’s manual that contains all the activities. _Volume I_ explores how a strong knowledge of human development, culture, and cognition can inform educators’ work with an increasingly diverse student population. _Volume II_ addresses how educators can support language proficiency and literacy acquisition for students from linguistically and culturally diverse backgrounds. Although there is a natural progression from _Volume I_ to _Volume II_, presenters can use the material in any order based on the needs of their audience.

Purpose and Contents of the Presenter’s Manual

This brief manual is designed to serve as a companion to the two professional development volumes. Its purpose is to support the presenter in preparing for and conducting classes or workshops. The manual contains activities and suggested homework assignments, organized by the volume with which they are associated.

Executive summaries of both volumes are included in Appendix A at the end of this manual and appear again at the beginning of the appropriate volume. Appendix B contains a detailed table of contents for both volumes. Appendix C lists all figures and tables. Appendix D provides references for both volumes.

Activities

The activities are organized under the major headings from each of the two substantive volumes. We make suggestions for when to present them based on our experience of what is most effective. However, you may wish to use them in a different order or at a different point in instruction. In addition, it may not be feasible to use all of the activities within a single course or workshop series, so use your discretion in selecting activities.

Each activity has the following components:

- Recommended Use
- Approximate Time Required
- Purpose
- Instructions to Participants
- Suggestions/Background for Presenters
- Tables or Figures
- Discussion Questions
Where appropriate, we include suggestions for alternatives uses, adaptations, and additional materials for use at different grade levels, as well as debriefing information for the presenter. Most activities can be modified to suit the time constraints of a particular course. For example, in some cases, the formal discussion questions at the end of the activity may not be necessary if those topics come up while the activity is being implemented. Presenters should be aware that the time required for an activity can vary considerably, and the suggested time frames for each activity are only estimates. One factor that will affect the duration of an activity is the number of participants because most activities include opportunities for sharing. Presenters should feel free to make adjustments and use only those activity components that serve their purposes.

**Homework Assignments**

Many users of *The Diversity Kit* requested homework assignments as a way to expand on the learning in workshops or classes. Suggested homework assignments for each volume are listed after the activities at the end of each major section. Homework assignments are closely linked to content presented in the preceding section. They, too, should be used at the discretion of the presenter. Some require additional readings. Full references for those appear either in the reference list of the appropriate volume or among the “Resources” at the end of the section. We have attempted to select readings that are both important and readily available, but presenters are welcome to use different readings to serve the same purposes.

**A Note to Users of the Manual**

Users of this manual should note that the numbering of tables and figures parallels that of the two volumes. There are tables and figures in the two volumes that are not included here because they do not pertain to the activities. As a result, tables and figures do not follow an exact numerical sequence. For example, we begin with Figure 2, rather than Figure 1, in the section of activities for *Volume I*. 
ACTIVITIES FOR VOLUME I

Human Development, Culture, and Cognition
Activity 1: Interpreting Proverbs: Cues to Cultural Values

Recommended Use
In the section, Cultural Pathways to Development, after the concept of “ethnotheories” has been introduced

Approximate Time Required
30 minutes

Purpose
To engage the group in uncovering some of the cultural beliefs and values we take for granted when using proverbs and sayings.

Instructions to Participants
Form groups of three or four. Using Table 1, read each proverb in the left column and jot down in the right column what value it seems to represent. Add one or two proverbs that you know from your own upbringing and note what values each conveys. Be prepared to discuss your thoughts with the whole group.

Suggestions/Background for Presenters
Copy and distribute Table 1 to participants. You may choose to limit the number of proverbs participants read in order to shorten the activity. As you narrow the list, it may be helpful to note that proverbs 3, 4, 6, 7, and 12 represent collectivistic values while 1, 2, 5, 7, 8, 14, and 16 represent the more individualistic values that predominate in the United States. This activity can be used to set the stage for the later discussion of individualism and collectivism.

Alternative Use
Use the activity as a homework assignment.
Table 1: Proverbs and the Values They Communicate

<table>
<thead>
<tr>
<th>Proverb</th>
<th>Value (or Cultural Expectation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You’ve made your bed; now lie in it.</td>
<td></td>
</tr>
<tr>
<td>2. God helps those who help themselves.</td>
<td></td>
</tr>
<tr>
<td>3. The nail that sticks up gets pounded down.</td>
<td></td>
</tr>
<tr>
<td>4. Many hands make light work.</td>
<td></td>
</tr>
<tr>
<td>5. The early bird gets the worm.</td>
<td></td>
</tr>
<tr>
<td>6. None of us is as smart as all of us.</td>
<td></td>
</tr>
<tr>
<td>7. The squeaky wheel gets the grease.</td>
<td></td>
</tr>
<tr>
<td>8. Too many cooks spoil the broth.</td>
<td></td>
</tr>
<tr>
<td>9. Don’t beat around the bush; get to the point.</td>
<td></td>
</tr>
<tr>
<td>10. Silence is golden.</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td>---</td>
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</tr>
<tr>
<td>11.</td>
<td>Better to be thought a fool than to speak out and remove all doubt.</td>
</tr>
<tr>
<td>12.</td>
<td>Share and share alike.</td>
</tr>
<tr>
<td>13.</td>
<td>If you want to give God a laugh, tell him your plans.</td>
</tr>
<tr>
<td>14.</td>
<td>Stand on your own two feet.</td>
</tr>
<tr>
<td>15.</td>
<td>One hand washes the other.</td>
</tr>
<tr>
<td>16.</td>
<td>What’s mine is mine.</td>
</tr>
<tr>
<td>17.</td>
<td>A rolling stone gathers no moss.</td>
</tr>
<tr>
<td>18.</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
</tr>
</tbody>
</table>
**Discussion**

- What impact have these proverbs had on you?
- Which proverbs stand for values that are typically thought of as part of the dominant culture in America? What are those values?
- What other values are expressed by some of the proverbs?
- How could these different values lead to different behaviors in the classroom?

**Debriefing Note**

The proposed values associated with each proverb are listed in Table 1A. Note that there may be other reasonable interpretations of these proverbs. People from different backgrounds may construe them differently. In addition, although some values may dominate within a culture, others co-exist. Within the dominant American culture, there are many pairs of proverbs that appear to represent conflicting or opposite values, for example, Silence is golden. (Bite your tongue.) The squeaky wheel gets the grease. (Speak up.) If time allows, consider asking the group to think about what such conflicting proverbs tell us about a culture.
<table>
<thead>
<tr>
<th>Proverb</th>
<th>Value (or Cultural Expectation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You’ve made your bed; now lie in it.</td>
<td>personal responsibility, accepting the consequences of one’s actions</td>
</tr>
<tr>
<td>2. God helps those who help themselves.</td>
<td>independence, self-reliance</td>
</tr>
<tr>
<td>3. The nail that sticks up gets pounded down.</td>
<td>conforming to group norms, modesty</td>
</tr>
<tr>
<td>4. Many hands make light work.</td>
<td>cooperation, supporting the group</td>
</tr>
<tr>
<td>5. The early bird gets the worm.</td>
<td>industriousness, competition</td>
</tr>
<tr>
<td>6. None of us is as smart as all of us.</td>
<td>cooperation, knowledge as group-constructed</td>
</tr>
<tr>
<td>7. The squeaky wheel gets the grease.</td>
<td>independence, self-assertiveness</td>
</tr>
<tr>
<td>8. Too many cooks spoil the broth.</td>
<td>independence, focus on the individual as problem-solver</td>
</tr>
<tr>
<td>9. Don’t beat around the bush; get to the point.</td>
<td>direct communication, sincerity (associated with egalitarianism)</td>
</tr>
<tr>
<td>10. Silence is golden.</td>
<td>respect for elders, learning by listening</td>
</tr>
<tr>
<td>11. Better to be thought a fool than to speak out and remove all doubt.</td>
<td>respect for silence, thoughtful communication</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>12. Share and share alike.</td>
<td>collectivistic approach to property</td>
</tr>
<tr>
<td>13. If you want to give God a laugh, tell him your plans.</td>
<td>modesty, respect for humans’ limitations</td>
</tr>
<tr>
<td>14. Stand on your own two feet.</td>
<td>independence, self-reliance</td>
</tr>
<tr>
<td>15. One hand washes the other.</td>
<td>interdependence, reliance on the group</td>
</tr>
<tr>
<td>16. What’s mine is mine.</td>
<td>individualistic approach to property</td>
</tr>
<tr>
<td>17. A rolling stone gathers no moss.</td>
<td>personal freedom, social mobility (reflects egalitarian society)</td>
</tr>
</tbody>
</table>
**Activity 2: Exploring Values, Beliefs, and Ideas**

**Recommended Use**
In the section, Cultural Pathways to Development, following or in place of Activity 1

**Approximate Time Required**
30 minutes

**Purpose**
To help participants personalize the exploration of values and beliefs (moving beyond proverbs and generalizations).

**Instructions to Participants**
Think about the values, beliefs, and ideas that are prevalent in your culture. Speculate on how those values, beliefs, and ideas may have emerged from the conditions members of your culture faced in the past. Use Table 2 to record your thoughts. Be prepared to discuss your thoughts with the group.

**Suggestions/Background for Presenters**
Copy and distribute Table 2 to participants. Because cultural values can often be invisible, it may be helpful to provide students with a couple of examples to stimulate their thinking. The presenter may want to share a personal example as a way of opening the topic comfortably for participants.

**Alternative Use**
If there are clusters of participants with shared cultural backgrounds, working together may allow them to bring their values and beliefs to the discussion. Group members can encourage each other to think of differences and similarities.
Table 2: Tracing Your Own Values and Beliefs

<table>
<thead>
<tr>
<th>Value, Belief, or Idea</th>
<th>Where It Came From</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Discussion**

- Share a value, belief, or idea from your cultural background with the group.
- Where might it have originated?
- How has it been functional, that is, how has it served members of the group well?
- Does it conflict with a value, belief, or idea that is prevalent in the dominant U.S. culture?
- How did this value, belief, or idea influence your experience and success as a student?
Activity 3: Applying Activity Theory

Recommended Use
In the section, The Development of Mind in Activity

Approximate Time Required
30–40 minutes

Purpose
To help participants recognize the applicability of activity theory to their own instructional practice.

Instructions to Participants
Collaborate with two or three other class participants to identify an instructional activity one of you has used in the past. If possible, select an activity you believe was culturally responsive to the mix of students you teach or have taught. Use Figures 2 and 3 to guide your analysis of the organization of the instructional activity. Take notes on the chart and on a separate piece of paper if needed so you can discuss your analysis with the whole group afterward. Note how students responded to the activity and how well the goal was met.

Suggestions/Background for Presenters
Review Figures 2 and 3 with participants, explaining each key term:

- **Setting** could be in the classroom, both in and outside of the classroom, or outside of the classroom (e.g., the library, a museum, or another field trip site).

- **Community/Participants** refers to whom is participating—for example, the whole class and the teacher, a small group, a pair of students, or an individual.

- **Object/Product** refers to the product on which students are working. This could be a mental product (e.g., participation in a discussion or performance on a test) or a physical thing (e.g., a paper, a presentation, a visual representation of a set of relationships, or a photo album).

- **Outcome** refers to the changes you hope to see in students’ knowledge and understanding as a result of the activity. These are usually assessed using the product in some way.

- **Rules of Participation** are norms for behavior, such as taking turns speaking, raising one’s hand, sharing materials, or finishing on time.

- **Division of Labor** refers to expectations for how each student will contribute to the goals of the activity through his or her role.

- **Teacher’s Role** means the ways in which the teacher mediates the activity. For example, he or she may give instructions and then monitor group work; demonstrate how to do something and then assign a follow-up task that may or may not be supervised; or make an oral presentation and facilitate a discussion.
• **Cultural Tools** are anything that helps students learn and complete the task at hand, including dictionaries, encyclopedias, other books, various forms of technology (e.g., video, calculator, computer/word processor), oral language, chalkboard, markers, chart paper, and other classroom materials.

The point of this exercise is to capture the dynamic structure of various activities and examine how their various elements interact and mediate one other. Usually, if any one element of an activity is changed, the dynamic structure changes. Ideally, each group should have a chance to explain its activity in terms of Figure 2 and describe the activity’s success with a variety of different students. If explicit cultural content or strategies were used, they should be highlighted.

**ALTERNATIVE USE**

Provide sample activities appropriate for the grade levels represented in the group and then have participants analyze them according to Figure 3.
**Figure 2: Activity Structure**

<table>
<thead>
<tr>
<th>Setting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Community/Participants</td>
<td></td>
</tr>
<tr>
<td>Object/Product</td>
<td></td>
</tr>
<tr>
<td>Outcome/Learning Goals</td>
<td></td>
</tr>
<tr>
<td>Teacher’s Role</td>
<td></td>
</tr>
<tr>
<td>Division of Labor (Student Roles)</td>
<td></td>
</tr>
<tr>
<td>Rules of Participation</td>
<td></td>
</tr>
<tr>
<td>Cultural Tools</td>
<td></td>
</tr>
</tbody>
</table>
**Figure 3: Activity Components Defined**

*Setting*: where the activity takes place and what that space is like (e.g., description of physical space)

*Community/Participants*: the nature of the student group or groups (self-selected small groups or pairs, teacher-selected small groups or pairs, individuals, whole group)

*Object/Product*: the product on which students are working

*Outcome*: anticipated changes in a student’s knowledge, skills, and understanding (the goal of the activity), usually assessed in some way using the product

*Teacher’s Role*: the general way in which the teacher mediates the activity

*Division of Labor*: how each student contributes to the goal of the activity through his or her roles

*Rules of Participation*: norms for behavior during the activity

*Cultural Tools*: anything that helps students learn and complete the task at hand

---

**Discussion**

- **What are the advantages and/or disadvantages of analyzing an instructional activity this way?**

- **If you were to change one element of the activity structure, how would it alter the dynamics of the activity?**

- **Why would it be advisable to vary the ways of organizing instruction?**

- **What new ideas did you get for organizing your own instructional activities?**

---

1. All tools are cultural tools, that is, used within particular cultures for particular purposes.
**Debriefing Note**

This activity also links well to content in the *Volume II: Language*, specifically the section, Differences in Communication Style and Language Use. If you use the activity to supplement that part of the volume, you may want to discuss participant structure. Participant structure is the way in which interactions between teacher and students and between or among students are organized. For example, one of the most common participant structures is the recitation script (I-R-E routine): The teacher initiates (I) an interaction, the student responds (R), and the teacher evaluates (E) the student’s response (Cazden, 1988). Then, the cycle starts over. Although less common, cooperative learning groups (Calderón, Hertz-Lazarowitz, & Slavin, 1998) and the instructional conversation (Goldenberg, 1991) have both been shown to be more effective in generating student engagement and higher levels of student talk than the most common participant structures, something particularly desirable for English language learners (ELLs). In addition, children from peer-oriented societies (where children learn from each other and cooperate on tasks, or older siblings regulate their learning) have been shown to collaborate readily and respond to teacher questions better when they can respond as a group (Au & Jordan, 1981; Nelson-Barber & Dull, 1998; Nelson-Barber, Trumbull, & Wenn, 2000).
Suggested Homework Assignments for Section I:
Current Perspectives on Human Development, Culture, and Cognition

1. For each of the disciplines discussed in this section (educational psychology, cognitive psychology, etc.), list one important contribution that affects how you teach or think about human development and education.

2. Read chapter 1, “Culture, Mind, and Education,” (pp. 1–43) in Jerome Bruner’s book, The Culture of Education (1996, Cambridge, MA: Harvard University Press). Be prepared to discuss the following:
   • What does Bruner mean by a “psycho-cultural approach to education”?
   • What’s wrong with the “transmission model” of education? Discuss Bruner’s “interactional tenet” (pp. 20–21).
   • What does Bruner mean by “agency,” and why is it so important?

Activity 4: Personal History

(Adapted from Okazawa-Rey, 1998)

Recommended Use
In the section, Identity Development

Approximate Time Required
15–20 minutes

Purpose
To engage participants in an examination of their own cultural, ethnic, and racial identity and how it has been affected by various factors and to enhance awareness of how other people’s identities have developed.

Instructions to Participants
Discuss the questions in Figure 4 with members of your group. This activity may generate a lot of feelings for you and others in your group. Please keep all information confidential (within the group) and do not refer to the specifics of what others have said without their permission after the activity. It will be useful to appoint someone as the group facilitator to make sure everyone has an opportunity to share his or her thoughts.

Suggestions/Background for Presenters
Because this activity demands a fair level of trust, it is important to consider the group’s readiness. It is designed for small groups, with an optional debriefing with the whole group afterward. Use your discretion in determining whether to group participants or have them form their own groupings of three of four. It can also work to have participants form pairs or other configurations depending upon the dynamics of the group. You may want to select a subset of the questions in Figure 4, or do the activity over more than one session to allow groups enough time to discuss the questions.
Explain to participants that the purpose of the personal cultural history exercise is to:

- Recall and reflect on your earliest and most significant experiences of race, culture, ethnicity, or other aspects of identity.
- Think about yourself as a cultural being whose life has been influenced by various historical, social, political, economic, and geographical circumstances.
- Make connections between your own experience and those of people different from you.

**Alternative Use**

Turn the activity into homework and have participants use the questions for reflection. Ask them to choose four or five questions to respond to in writing. Written reflections can be shared in the group anonymously if desired.

**Figure 4: Your Racial, Ethnic, and Cultural History**

1. What is your racial, ethnic, and cultural identity? What other aspects of identity are important to you?

2. What is your earliest recollection of someone being included or excluded from your group based on race, ethnicity, or culture?

3. What is your earliest recollection of being different or excluded based on race or culture? Describe a time when your difference made a difference.

After sharing your histories, analyze your collective experiences; pay particular attention to geography, historical time period, race, class, gender, religion, language, and other factors. Think about the following questions:

4. How did it make you feel to think about and answer the questions?

5. What similarities and differences do you notice in your experiences?

6. What are some of the major forces that have shaped your experiences?

7. How have oppression, discrimination, and prejudice affected your lives?

8. When were you placed at a disadvantage because of your group membership?

9. If your lives were not noticeably affected by discrimination and prejudice, why might this be?

10. When might you have had an advantage because of your group membership?

11. In the United States, what difference does color or race make? Ethnicity? Language background?
Think about the role schools played in the dynamics of oppression when you were a young person.

12. Can you think of policies or practices that have negative consequences for members of a particular group?

13. How did other institutions support what happened in schools?

14. What strategies did communities, families, and individuals use to resist discrimination and organize on their own behalf?

Reflect on how your personal experiences with culture and difference have shaped your conception of yourself as a professional.

15. How might a person’s cultural and racial experiences influence his or her career path?

16. Share some of the ways in which your experiences with culture and difference influenced your career choice.

17. How have these experiences shaped your views of students who are from racial and cultural groups different from your own?
Activity 5: Tensions in Identity

Recommended Use
At the end of the section, Bicultural, Panethnic, and Mixed-Heritage Identity

Approximate Time Required
25 minutes

Purpose
To promote understanding of the implications of bicultural, panethnic, and mixed heritage identity and an awareness of the issues these students may face.

Instructions to Participants
Read the vignette in Figure 6 and review the discussion questions at the end to guide your thinking. Discuss your thoughts about the vignette and responses to the questions with another participant (or in a small group). Jointly identify three observations you would like to share with the whole group as part of a larger discussion.

Suggestions/Background for Presenters
You may want to review the definition of “panethnic” with participants before they read the vignette. There are a number of issues raised by the vignette that may be important to keep in mind for possible discussion prompts. For example, the vignette alludes to the issue of power and how it is wielded by the dominant culture to provoke conformity, or, conversely, resistance and awareness of one’s own agency. Another issue is actually raised by the medium itself. Vignettes, while useful for conveying a point in a short space, also pose the danger of trivializing an issue. This short vignette cannot hope to convey Young’s experience adequately. In fact, the sentence, “I walked around and people called me chink,” may signify multiple, repeated slurs over an extended period of time. The discussion for this activity should expose the limitations of vignettes.

Figure 6: Korean and Panethnic Identity

Young, a Korean American high school student who identifies herself as both Korean and Asian American, embraced panethnicity after a personal encounter with racism. Her story illustrates the way racism can motivate an identity transformation.

I used to think I was white. I wanted to be white. This was when I lived in a small town. No one discriminated against me there—not in an overt way. I had white friends. Then in fourth grade, I moved here. I saw that Asians were treated like the scum of the earth. I thought that wasn’t going to happen to me. I don’t have an accent. I have white friends. But I walked around and people called me chink. They called me chink to my face. (Lee, 1996, p.110)
Initially, Young attempted to reject her ethnic identity. In fact, she asserts that she wanted to be white. She assumed that other Asian Americans were discriminated against because they were culturally different (e.g., spoke with an accent). After her own experiences with racism, however, Young began to believe that regardless of how she acted, non-Asians would always see her as Asian. Her personal experiences led her to embrace her Korean identity and to embrace a panethnic identity as an Asian American. For Young, cultural aspects of her ethnic identity were secondary to the social and political aspects of her identity. [Young’s experience illustrates that] issues of race and power are central to the ethnic and racial identities of Asian American students. (Lee, 1999, p. 117)

**Discussion**

- Did anything surprise you about Young’s experience? If so, what? If not, why not?
- Is there anything in your own experience or in the experience of a student you know that parallels Young’s experience?
- How might Young’s identity struggles affect her classroom behavior?
- What can a teacher or other school personnel do to influence the experiences of students like Young?

**Debriefing Note**

Lee mentions how issues of race and power intersect with ethnic identity development. Young’s experience illustrates the inequality of students’ status: White students hold the social power in the sense that their identities (including ways of looking, speaking, and acting) are more valued. Young sees that solidarity with other Asian American students from different ethnicities can help her to have a sense of her own power.
Activity 6: Supporting Students’ Ethnic and Academic Identity in School

**Recommended Use**
In association with the sections, Academic Identity or What Schools Can Do to Foster Positive Identity Development

**Approximate Time Required**
35 minutes

**Purpose**
To promote further understanding of the intersection of personal and academic identity; to show the positive impact of explicitly recognizing identity issues in instruction.

**Instructions to Participants**
Read the vignette in Figure 7. Think about the discussion questions and be prepared to discuss your thoughts with the group.

**Suggestions/Background for Presenters**
Be sure to give participants plenty of time to discuss how Dr. Sheets’s approach applies to their particular grade level, subject area, or population. Pooling the group’s experiences and perspectives in this way can help surface useful ideas and strategies. Sheets’s activities were used with ninth graders, but the principles illustrated can be applied to younger students. Ask participants who teach elementary grades to discuss how the activities might be duplicated in their teaching environments.

**Alternative Use**
Ask participants to read the vignette for homework and be prepared to discuss it. In class, have participants debrief in small groups for 10 minutes before engaging in a large-group discussion.
Figure 7: Promoting Participation Through Personal Exploration

Dr. Rosa Hernandez Sheets, a staff member at an urban high school in the Northwest part of the United States, conducted a research project with 27 freshmen who were not performing well in school. She placed these students in a class—a 2-hour language/social studies block—in which they could express their ethnic and cultural identities and develop friendships that would support their academic development. These students, who were Asian (6), African American (10), biracial (6), and European American (5), were allowed to work individually or together in groups of their choosing and could pursue literature and research topics of interest to them. The teacher worked to promote a classroom climate in which students could hold open discussions related to their cultural values. Less emphasis was placed on curriculum and more was placed on strong student participation and positive development of ethnic identity. As a result of this project, the following occurred:

• Students spoke freely about their personal experiences with race, culture, and ethnicity.
• Students chose a range of research topics linked to their own social needs and culture-based knowledge.
• Students worked together in same ethnic/racial groups most often (with the biracial students splitting between Asian and African American groups, based on their non-white parent) and produced research reports that were accepted for presentation at the following year’s National Association for Multicultural Education.
• Nine of 27 students earned honors credit on their academic transcript.
• Most received an “A” as a grade in the course.
• Students’ academic success did not transfer to their other classes. In those classes, students had significant numbers of disciplinary incidents, high levels of absenteeism, and low academic performance.
**Discussion**

- What are your first thoughts about this scenario?
- Why do you think students’ success in Dr. Sheets’s class did not transfer to their other classes?
- Consider how student identity affects educational success. What might this say about the usual attribution of school failure to low basic skills, home problems, and poverty?
- How can teachers make room in classrooms for students to engage in this kind of personal identity construction?
- Why is it important to understand the development and impact of student identity in order to be a good teacher? How does it affect your teaching?

**Debriefing Note**

This vignette illustrates the complexity of interrelationships among students’ backgrounds, their sense of self, teachers’ attitudes and instructional approaches, and the institution of schooling. Opening up a class in this way seems risky. Some teachers may not feel they are equipped to manage potential conflicts related to race and ethnicity. Others may not be comfortable with how students segregated themselves and would regard that outcome as a failure. Yet there were many positive outcomes in this situation that make it worthy of further exploration. For example, it is clear that incorporating students’ cultural identities into instructional strategies and curriculum design transforms their performance in school.
Suggested Homework Assignments for Section II:  
Culture, Identity, and Schooling

1. Read Marcelo M. Suárez-Orozco’s Epilogue (pp. 413–419) in Crossings: Mexican Immigration in Interdisciplinary Perspectives (1998, Cambridge, MA: Harvard University David Rockefeller Center for Latin American Studies. Distributed by Harvard University Press). Write a one or two page reflection on the challenges that Mexican immigrants to the United States face. How did Suárez-Orozco’s short piece affect your thinking about their situation?

2. Think about the mixed heritage students in your own school. What supports do they have? In what ways do you help them have successful interactions in the classroom?

3. Interview families of young students to find out if they feel the school meets their children’s needs. Ask how their children are doing socially and what the school could do to provide greater assistance in this area. With older students, interview them directly or conduct a focus group and invite them to discuss what factors help them to feel as though they belong in the school (see Freedman, Simons, Kalnin, & Casareno, 1999, for information on how this can be done).
Activity 7: Exploring the Philosophy of Education

Recommended Use
Early in the section, Changes in the Philosophy of Education

Approximate Time Required
20 minutes

Purpose
To encourage critical thinking about current approaches to education and how they differ from those of the past.

Instructions to Participants
Table 5 shows contrasts between the view of education in the Industrial Age and in the current Information Age. Work with a partner or in a small group to identify statements or paragraphs in the first two sections of the Human Development, Culture, and Cognition volume that support the current (Information Age) philosophy on each of the six elements (pedagogy, etc.) listed in column 1. Be prepared to share with the group and respond to the discussion questions.

Suggestions/Background for Presenters
It may be a good idea to discuss and define some of the terms in the table before participants break into small groups for discussion.
**Alternative Uses**

The entire activity can be completed in small groups with the whole group engaging in a short debriefing about any key highlights, such as what participants found most thought-provoking in their small-group discussions.

**Table 5: Characteristics of Education in the Industrial and Information Ages**

<table>
<thead>
<tr>
<th></th>
<th><strong>Industrial Age</strong></th>
<th><strong>Information Age</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Pedagogy</strong></td>
<td>Knowledge transmission from expert to learner</td>
<td>Knowledge building</td>
</tr>
<tr>
<td><strong>Prime Mode of Learning</strong></td>
<td>Individual</td>
<td>Collaborative</td>
</tr>
<tr>
<td><strong>Educational Goals</strong></td>
<td>Conceptual grasp for the elite few, basic skills for the many</td>
<td>Conceptual grasp and intentional knowledge building for all, “thinking curriculum” for every student</td>
</tr>
<tr>
<td><strong>Nature of Diversity</strong></td>
<td>Inherent, categorical (i.e., determined by birth and non-negotiable)</td>
<td>Transactional, historical (i.e., socially negotiated, changing over time)</td>
</tr>
<tr>
<td><strong>Dealing with Diversity</strong></td>
<td>Selection of elites (ensuring continuing dominant status for dominant social/ethnic/racial groups), relegation of broad population to basics</td>
<td>Development model of lifelong learning for whole population</td>
</tr>
<tr>
<td><strong>Anticipated Workplaces</strong></td>
<td>Factory-modeled workplaces, vertical bureaucracies</td>
<td>Collaborative learning organizations</td>
</tr>
</tbody>
</table>

Discussion

• What are the implications of a “knowledge-building” approach to teaching? What would this mean in your own practice?

• How could the notions of a “thinking curriculum for every student” and “lifelong learning” affect how schooling is organized and carried out?

• Why is it important to understand the development and impact of student identity in order to be a good teacher? How could it affect your teaching?

• Why is collaboration such a key component of the new view of schooling?

• What vestiges of Industrial Age thinking do you see in your current teaching setting, other settings you have observed, or in the state or national education agenda?

Debriefing Note

This activity also works well as an individual homework assignment because it serves as a review of the first two sections of the volume and prepares participants for the coming section. With this option, participants might be asked to locate supporting evidence for each of the perspectives under “Information Age” in the first two sections of the volume, note page numbers, and write at least one key sentence capturing the relevant points.
Activity 8: Examining an Instructional Example

Recommended Use
In Culturally Responsive Pedagogy, before the section, Linking to Students’ Knowledge and Ways of Knowing and Learning

Approximate Time Required
15 minutes

Purpose
To illustrate how to connect instruction to students’ concerns, providing simultaneous opportunities for use of high-level skills and critical thinking.

Instructions to Participants
Read the short vignette in Figure 10 and be prepared to answer discussion questions in the group.

Suggestions/Background for Presenters
This short activity can be completed by the whole group. Ladson-Billings’s example of project-based learning has parallels to Sheets’s approach in that it connects with students’ experiences, integrates multiple areas of the curriculum, and has the potential to empower students. It is most appropriate for students at middle grades and above. Participants whose students are younger can be asked to suggest a similar activity that might be appropriate for lower grade levels.
Figure 10: Exposing Inequities Through Education

A class of African American middle school students in Dallas identified the problem of their school being surrounded by liquor stores (Robinson, 1993). Zoning regulations in the city made some areas dry while the students’ school was in a wet area. The students identified the fact that schools serving white, upper-middle-class students were located in dry areas while schools in poor communities were in wet areas. The students, assisted by their teacher, planned a strategy for exposing this inequity. By using mathematics, literacy, social, and political skills, the students were able to prove their points with reports, editorials, charts, maps, and graphs...students’ learning became a form of cultural critique. (Ladson-Billings, 1995, p. 477)

Discussion

• How does Ladson-Billings’s vignette demonstrate the first criterion for culturally relevant teaching—developing students academically—and third criterion—developing a sociopolitical or critical consciousness?
• How might the teacher in the vignette have drawn on students’ cultural competence in order to accomplish the project?
• How could students have turned their research into action?
• What kinds of projects can you envision in your own setting that could capitalize on one or more of Ladson-Billings’s criteria?
Activity 9: Deconstructing a Misunderstanding

Recommended Use
Toward the end of the section, Cultural Models for Engaging the World: Individualism and Collectivism, before Table 11

Approximate Time Required
35 minutes

Purpose
To engage participants in thinking about how invisible values and different communication styles can collide when people from a variety of cultural orientations interact; to make the source of conflict explicit.

Instructions to Participants
Read the vignette in Figure 11 and discuss with a partner what you think happened. Why did the situation become so volatile that school personnel and mothers became upset? Use your discussion to prepare you to answer the discussion questions below with the whole group.

Suggestions/Background for Presenters
Encourage participants to look below the surface conflict to the values that may have motivated the thought and behaviors of mothers and school personnel. For example, participants may conclude that an underlying issue in this vignette is the mothers’ perspective that the family is a unit and should always eat together when possible.

Alternative Use
For teachers of older students, use the vignette to highlight possible cultural conflict between the home and the school. Ask the group to provide examples of similar conflicts from their own settings.
Figure 11: Mismatches in Cultural Expectations

In an urban neighborhood populated mostly by immigrant Latino families, mothers routinely walked their children to the elementary school. Many of them, along with their preschool children, remained to share the school’s federally funded breakfast with their children who attended the school. School administrators and teachers saw it as a problem that the mothers were eating food that “belonged” to the school children. Stating that parents were violating federal and district guidelines, administrators posted signs stating, “ONLY STUDENTS ARE PERMITTED IN EATING AREA” and “SOLAMENTE SE PERMITEN A ESTUDIANTES EN AL AREA DE COMER.” Mothers were offended and protested the action by coming as a group into the school and requesting to see the principal. Their action was perceived as hostile by school personnel, who found it more civil (and manageable) to meet individually with parents.

(Based on Quiroz & Greenfield, in press.)

Discussion

- What values may have been behind the mothers’ decision to stay at school and eat breakfast with their children?
- What values, beyond a need to follow federal regulations, might have guided the administrators’ actions?
- Why might the sign have incensed the mothers? Why did they come to the school as a group?
- How did the school personnel and the parents judge each other?
- How might the situation have been dealt with differently by school personnel, taking cultural value orientations into account?
Debriefing Note

This vignette is based on a real scenario that also occurred in several other schools in Los Angeles but were dealt with in a variety of different ways (Rothstein-Fisch, 2003). The story captures several sources of conflict that can be ascribed to differences between individualism and collectivism: (1) emphasis on the child as an individual versus as a member of the family; (2) emphasis on personal property (the food) versus shared property; (3) emphasis on the difference between impersonal written and personal oral communication styles; and (4) emphasis on the group (of mothers) versus the individual. The mothers’ natural inclination was to keep their family members together, especially during meals. Sharing food was also natural; not sharing may have seemed very strange. From the school’s perspective, children should be allowed to eat independently. In addition, by sharing the food, school personnel felt the mothers were depriving them of something that belonged to the school children only.

In terms of communicating, the principal may have chosen what he thought would be the most efficient means of conveying rules. However, in the Latina culture, personal, face-to-face communication is valued. The signs were an insult, one that was compounded by their lack of understanding as to why they could not accompany their children to breakfast. In addition, although threatening to the principal, coming into the school to protest as a group was entirely normal; these mothers thought of themselves as a group. In another school, the situation was handled in a more culturally sensitive manner. A bilingual teacher helped compose a letter to parents, talking first with a few parents she knew would spread the word. The letter explained the rules related to the federal grant and invited parents to come to the school for other informal and formal occasions.
**Activity 10: Exploring Your Learning Experiences**

**Recommended Use**
Toward the end of the section, Cultural Models for Engaging the World: Individualism and Collectivism, before Table 11

**Approximate Time Required**
30 minutes

**Purpose**
To personalize multiple intelligence theory, understand how emotions affect learning, and help participants make connections to their teaching.

**Instructions to Participants**
Use each question below in Figure 12 as an opportunity to reflect on your own developmental path as a learner. Write a brief response to each question on a separate piece of paper and select one response you would be willing to share with the group.

**Suggestions/Background for Presenters**
Typically with this exercise, participants will represent a range of learning experiences and preferences that can then form the basis for recognizing the complexity of intelligence. As with other activities, when presenters share personal experiences, participants are likely to be stimulated to share theirs.
Figure 12: Your Own Learning Odyssey

- Think about your own multiple intelligences. What are your strengths, and how did you develop them inside and outside of school?

- Sometimes we learn things alone, but more often we develop our knowledge, ability, and skills with the help of others. Think about someone who helped you learn. What did he or she do that was helpful?

- Think about a time when your feelings or emotions affected your learning—when you felt confident, unsure, comfortable, uneasy, strong, or intimidated. Think about how you acknowledge students’ feelings and how those feelings might affect learning.

- We often learn things without understanding their relevance to our lives until later. Think about an “aha!” you had when something you learned connected with a new situation.

- What were your most challenging learning experiences? What obstacles did you encounter? How did you overcome them?

- (Optional) Talk with colleagues or friends about their experiences at times when they were ahead of the group, and times when they were behind. How did it feel? How did they cope?

Discussion

- What did you remember or discover about your own learning path in the process of answering the questions?

- Did the process of reflection stimulate any thoughts about your own students or teaching situation (real or anticipated)?

- What was your "aha!" moment?
**Activity 11: Capitalizing on Multiple Intelligences**

**Recommended Use**
In the section, Teaching to Multiple Intelligences

**Approximate Time Required**
25 minutes

**Purpose**
To help participants make connections between the Center for Research on Excellence, Diversity, and Education’s (CREDE) standards for moving from principles to action and a multiple intelligences approaches to instruction.

**Instructions to Participants**
In small groups, select one or more of the intelligences. Next, think of an instructional activity (linked to a particular academic standard or group of standards) that could maximize use of those intelligences and one or more CREDE standards. Use Tables 6–10 and 12 in *Volume I* to stimulate your thinking. Consider how the activity could be made appropriate for the cultural mix of students you or members of your group teach or an imagined classroom that represents some aspects of diversity. Write a one-paragraph summary of the activity to share with the group later. In Table 13, note which CREDE standards the activity meets. Be prepared to discuss with the group. Note: Descriptions of the intelligences as Gardner conceived them are in Table 3.

**Suggestions for Presenters**
It is strongly recommended that presenters model how to analyze a sample instructional activity for the group. Participants should be involved in identifying, as a whole group, what intelligences it calls upon and which CREDE standards it addresses. Taking the time to do this should help participants be more successful with the task on their own.

**Alternative Use**
Break the group up into small groups or pairs. Assign an intelligence to each group or pair and have them jointly design an activity. Activities that combine intelligences are acceptable, but each group should, at a minimum, address the intelligence it was assigned. Alternatively, have participants select one or two CREDE principles and construct an activity that draws on one or more intelligences. This activity could also be assigned as homework, to be completed individually or in pairs.
Table 13: Combining CREDE Standards With Multiple Intelligences

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<td>NATURALISTIC</td>
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**Discussion**

- Please describe your activity and explain (a) what intelligences and (b) which CREDE standards it addresses.
- What did you find easy or difficult about this exercise?
- What advice can you offer each other about enhancing the power of the activities discussed?

**Debriefing Note**

Sometimes activities designed to capitalize on one or more intelligences are contrived. For instance, some advanced literacy skills cannot be taught well through kinesthetic activities. Participants should be challenged to show how the activity is a potentially powerful learning experience and not just an appealing one. They should identify the learning targets (outcomes) and be able to say how the activity helps students meet standards. Groups can respond to others’ presentations at the end with suggestions for increasing the power of activities and linkages to CREDE standards. Discussion could also incorporate questions of how Nieto’s and Resnick’s principles are substantiated by the teaching examples.
Activity 12: Listening to Students

Recommended Use
Anywhere within the section, Addressing the Achievement Gap

Approximate Time Required
20–30 minutes

Purpose
To promote an understanding of the effects of different expectations for students from different backgrounds; to show how racism—perceived or real—can alienate students.

Instructions to Participants
Read Kai James’s letter and be prepared to answer the discussion questions, first in your small group and then in the whole group.

Suggestions/Background for Presenters
It will be important to consider the racial composition of the group before reading the letter from Kai James. If the ratio of African American participants to European American participants is low, it is extremely important that the presenter or facilitator ensure that the African American participants do not feel put on the spot—or required to “represent their race.” It is natural to look to members of different racial or ethnic groups for insights into race-related experiences (particularly racism), but there are several pitfalls: (1) People are individuals and do not want to speak for others or be thought of simply in terms of their race or ethnicity; (2) The burden of explaining racism often falls on African Americans, and the African American participants in your group may be tired of that responsibility; and (3) It is rare for European Americans to be asked to represent the thinking of their race, and the same courtesy should be extended to African Americans.

The topic of race is one of the most difficult to explore successfully in professional development because of America’s history of racism against not only African Americans, but also Chinese Americans, Japanese Americans, and Mexican Americans. We are still a racially segregated nation more than 50 years after the Supreme Court decision that integrated our schools—largely because of structural inequities that continue to restrict opportunities for poor people, who are disproportionately of color. These facts lie beneath the surface of all discourse about race, and facing them undoubtedly incites feelings of shame—shame that despite the vast freedoms our nation confers, it has yet to dispel the shadow of racism.

Educators who seek professional development on language, culture, race, and other human differences almost certainly would describe themselves as anti-racist, yet many do not recognize the institutional nature of racism. They may believe that because they value equal rights and respect for differences they have no role in perpetuating racism. If the inequities in access to educational (and, thus, economic) opportunities are to be addressed, however, it is necessary for educators to actively participate in identifying the attitudes, beliefs, and actions that do perpetuate
institutional racism. The process is not likely to be comfortable, but with the openness to learn and have courageous conversations, it can be extremely profitable in terms of both personal and professional growth (see Derman-Sparks & Phillips, 1997; Tatum, 1997).

**Alternative Use**

The activity can be done as homework, in pairs or individually, and then be shared during a debriefing at the following group meeting.

**Figure 13: Letter From Kai James**

Kai James was a freshman in high school when he wrote the following letter.

Dear High School Teacher,

I am a new high school student and I am looking forward to these next years of my schooling. I feel the need to write this letter because I seek a different experience in high school from that of elementary school. One of the things I would like to see changed is the relationship between students and teachers. I feel that a relationship that places students on the same level as teachers should be established. By this I mean that students’ opinions should be taken seriously and be valued as much as those of teachers, and that together with the teachers we can shape the way we learn and what we learn....

After years of being ignored, what the students need, and in particular what black students need, is a curriculum that we can relate to and that will interest us. We need appropriate curriculum to motivate us to the best we can be. We need to be taught to have a voice and have teachers who will listen to us with an open mind and not dismiss our ideas simply because they differ from what they have been told in the past. We need to be made aware of all our options in life. We need to have time to discuss issues of concern to the students as well as the teachers. We must be able to talk about racism without running away from it or disguising the issue. We must also be taught to recognize racism instead of denying it and then referring to those who have recognized it as “paranoid.” We also need to be given the opportunity to influence our education and, in turn, our destinies.

We should also be given the right to assemble and discuss issues without having a teacher present to discourage us from saying what we need to say. Teachers must gain the trust of their students, and students must be given the chance to trust their teachers. We need teachers who will not punish us just because they feel hostile or angry. We need teachers who will allow us to practice our culture without being ridiculed. (James, 1998, pp.109–110)
Discussion

• What is Kai James asking teachers to do?
• What do you think James’s experiences as an African American student have been like in school?
• Why do you think changing the power structure of schools is important to him?
• After reading this letter, what new thoughts do you have about cultural identity, development, and learning?
• How might James’s proposal for teacher-student equality be viewed by students who have been brought up to look up to and respect teachers? How about their parents?
• How might it be viewed by teachers and administrators?
Activity 13: Challenging Cultural Assumptions

Recommended Use
In the section, Debunking the Deficit Myth

Approximate Time Required
20 minutes

Purpose
To highlight how low expectations can creep into teachers’ perspectives and question their validity.

Instructions to Participants
Read the vignette in Figure 14 and be prepared to respond to the discussion questions with the larger group.

Suggestions/Background for Presenters
This activity can be done in pairs, small groups, or as a whole class.

Alternative Use
Have participants read and respond to the vignette. Expand on that experience by asking for other examples of unconscious deficit thinking and suggestions for how to combat it.

Figure 14: Snagged by Deficit Thinking: Mr. Stivale

For the past 20 years, Mr. Stivale has been a math and technology teacher at a middle school in a small city with a large Puerto Rican student population. Other teachers have heard Mr. Stivale make disparaging comments to Puerto Rican students such as, “I bet you never saw a computer until you came to the United States,” or “I know you have trouble with English, so let’s see if someone can translate this into Puerto Rican.” These and other comments communicate Mr. Stivale’s belief that Puerto Rican students, many of whom come from working-class families, have a cultural deficit. At one point during a faculty meeting Mr. Stivale asserted, “Some of these kids [referring to the Puerto Rican students] just don’t want to learn, and you can’t make them. It’s not their fault. The problem is that their parents don’t value education.” He then looked around the table, assuming that others would be in agreement. Other participants looked uncomfortable, but no one challenged his statement.
Discussion

• How do you think Mr. Stivale’s cultural deficit approach affects students?

• What kind of information do you think Mr. Stivale needs in order to change his approach?

• Why do you think no one challenged Mr. Stivale’s statements at the faculty meeting?

• As a colleague of Mr. Stivale’s, how might you have responded?

• How has your culture been valued or devalued in your own school experience? At work?

Debriefing Note

Mr. Stivale would likely claim that he treats all students fairly. He may not know that his beliefs and lack of knowledge about students’ cultures translates into overt disrespect for students and their cultures. Although this is a “worst-case scenario,” it is not an uncommon one.

Cultural deficit assumptions often appear more subtly as well. Many well-intentioned teachers seek to assist low-performing minority and ELL students by making the curriculum less cognitively challenging and giving students a chance to “get it.” Sometimes teachers assume that culturally diverse or low-income students do not have the cultural prerequisites they view as necessary for higher order thinking. For example, a teacher who has a student from a predominately oral culture where literacy is not prominent may assume that student will be unable to process sophisticated narrative structures in texts and place the student into a lower reading group.
**Activity 14: Examining Curriculum for Culture and Language**

(Adapted from Hollins, 1996)

**Recommended Use**
In conjunction with the section, Debunking the Deficit Myth

**Approximate Time Required**
20 minutes

**Purpose**
To foster the ability to critically review published materials used in schools.

**Instructions to Participants**
In a small group, examine a curriculum guide or textbook. Use the questions in Figure 15 to determine the appropriateness of its content for students from a variety of cultures and languages.

**Suggestions/Background for Presenters**
Participants can be asked to bring materials to the group meeting, but to make the exercise most useful, presenters should provide a range of texts and curricula for participants to evaluate.

**Alternative Use**
Participants can complete the activity as homework and report back to the group. In this case, it might be useful to chart their findings for all to see.

**Figure 15: Questions to Guide the Evaluation of Educational Materials**

- How does the content provide a positive historical perspective of any relevant accomplishments, values, and beliefs of a culturally diverse population?
- How does the content reflect the accomplishments of different ethnic groups in developing new knowledge in the field (e.g., science, mathematics, history, art, literature, architecture)?
- In what ways does the content allow for students’ use of cultural knowledge as well as knowledge about culture?
- How does the curriculum address the expectations and aspirations of the students and their families?
Discussion

- What did you find in your investigation?
- What do you conclude from what you found out?
- What recommendations do you have for the curriculum and textbook publishers?

Debriefing Note

There may be considerable variation in the degree to which educational materials are culturally inclusive and in the ways they approach culture. This activity lends itself to exploring forms of stereotyping, such as picturing women or members of non-dominant groups in menial roles or using language that dismisses the agency of non-dominant groups. For example, a history book may portray American Indians only in terms of their domination by European Americans and fail to acknowledge the ways in which American Indians have survived and maintained their cultures.
Suggested Homework Assignments for Section III: 
Culture in Teaching and Learning

1. Read “No mystery: Closing the achievement gap between Africans and excellence” by Asa G. Hilliard III in T. Perry, C. Steele, & A. Hilliard III (Eds.), (2003) Young, gifted, and Black (pp. 131–165). Boston: Beacon Press. Write a paragraph on what stands out to you most vividly from this chapter.


3. Try a new strategy in your own classroom that is based on the principles of learning and teaching described in this section. Document what you do in a paragraph or bullet-point outline and evaluate its success with your students.

4. Observe aspects of the culture of your school and classroom for a week. Jot down key phrases or sentences to capture what you observe and be prepared to discuss them with the group.
Activity 15: Challenging Cultural Assumptions About Parental Involvement

Recommended Use
At the beginning of the section, Schools Connecting With Families

Approximate Time Required
20 minutes

Purpose
To stimulate the group’s thinking about why some parents interact more often and easily with schools than others; to surface the group’s knowledge on this topic.

Instructions to Participants
In a small group or in pairs, read the following teacher comment and answer the questions in Figure 16.

“I feel so bad for these kids. The parents don’t come to parent-teacher conferences. I’ve never seen any at open house either. I don’t think they really try to help the kids with school. I wonder, maybe in their culture, education isn’t as important.”—Third-grade teacher

Suggestions/Background for Presenters
It is a good idea to engage participants in this activity before reading Section IV in order to make their own thoughts and knowledge explicit before they consider the content of the section.

Alternative Use
Ask participants to reflect on the questions in Figure 16 privately before reading Section IV and to anticipate what they may be reading.
Refugees and immigrants come to the United States under many different circumstances. Each group is as different as the countries from which they come; they have different beliefs, values, and languages.

- What are some possible reasons why the parents may not have participated in their child’s schooling?
- What questions might the teacher ask herself or others to gain insight into parents’ beliefs regarding their participation in school?
- In what ways might the parents be participating in their child’s education without the teacher’s knowledge?
- What kinds of opportunities can the teacher explore to collaborate with families?

Discussion

- What ideas did your group have for understanding why some parents may not be overtly involved in their children’s schooling?
- What constructive actions can teachers take?
Activity 16: Overcoming Barriers to Family Involvement

Recommended Use
At the beginning of the section, Barriers to Family-School Connections: What Can Be Done?

Approximate Time Required
25–30 minutes

Purpose
To engage the group in problem solving about family involvement.

Instructions to Participants
Divide into six groups. Each group should draw a number corresponding to one of the six barriers in Figure 17. As a group, discuss your selected barrier and develop three strategies to overcome it. Be prepared to share your strategies with the larger group.

Suggestions/Background for Presenters
Depending upon the contexts in which participants teach or work, they may be able to identify additional barriers or specific examples of those listed in Figure 17. In introducing the activity, it is important to acknowledge that fact and invite participants to modify and/or add to the barrier their group is addressing.
Figure 17: Barriers to Family Involvement

1. **Contextual factors**, such as lack of time, child care, transportation [and inflexibility in school schedules]

2. **Language barriers** due to parents’ lack of English proficiency and school personnel’s lack of proficiency with parents’ home languages [and ways of communicating]

3. **Cultural beliefs** related to the roles families [and schools] consider appropriate [for parents and teachers]

4. **Lack of understanding** by families of the practices and policies of U.S. schools [and schools’ lack of understanding of families’ beliefs and practices]

5. **Lack of knowledge** by families about the subject matter of homework

6. **Exclusion and discrimination** by school staff or other parents who head parent organizations or committees

(Adapted from Boethel, 2003)

**Discussion**

- State the barrier your group addressed and share the ideas you had for addressing it.
- What additional barriers and solutions did your group identify?
Activity 17: Resilience and Student Learning

Recommended Use
Toward the end of the section, Resilience/Resiliency

Approximate Time Required
30 minutes

Purpose
To help participants grasp the concept of resilience and identify concrete strategies for recognizing and promoting resilience factors in their settings.

Instructions to Participants
Consider the graphic representation of student resiliency in Figure 19. Figure 20 clarifies the meaning of each outcome in column three of Figure 19. Discuss with another participant how resiliency factors (in-school and beyond) can be capitalized on and developed in the school setting to meet the needs in column one. If you are not currently in an educational setting, think of a community with which you are familiar and note external protective factors outside the school. How can either of these (in-school or out-of-school) be expanded? Be as concrete and specific as possible. Use Figure 21 to take notes so you can share your ideas with the group. Be prepared to respond to the discussion questions at the end of the activity.

Suggestions/Background for Presenters
It may be helpful to review Figures 19 and 20 before participants begin the activity and elicit definitions of some of the concepts in each column. Some of the terms in Figure 19 (defined in the text) may need reviewing.

Alternative Use
The activity could be done as homework, with each participant writing three suggestions for maximizing resilience factors or strategies in the school to meet one or more needs in the first column. These could be duplicated and shared with the whole group.
Figure 19: Youth Development Process: Resiliency in Action

YOUTH NEEDS
- Safety
- Love
- Belonging
- Respect
- Mastery
- Challenge
- Power
- Meaning

EXTERNAL ASSETS
- PROTECTIVE FACTORS
  - Caring relationship
  - High expectations
  - Opportunities to participate and contribute

INTERNAL ASSETS
- RESILIENCE TRAITS
  - Social competence
  - Problem solving
  - Autonomy and sense of self
  - Sense of purpose and future

SUPPORTS & OPPORTUNITIES

POSITIVE DEVELOPMENTAL OUTCOMES

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Improved Health, Social & Academic Outcomes
**Figure 20: Components of the Four Resilience Strengths**

<table>
<thead>
<tr>
<th>Social Competence</th>
<th>Problem Solving</th>
<th>Autonomy</th>
<th>Sense of Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Responsiveness</td>
<td>• Planning</td>
<td>• Positive Identity</td>
<td>• Goal Direction</td>
</tr>
<tr>
<td>• Communication</td>
<td>• Flexibility</td>
<td>• Internal Locus of Control</td>
<td>• Achievement Motivation</td>
</tr>
<tr>
<td>• Empathy</td>
<td>• Resourcefulness</td>
<td>• Initiative</td>
<td>• Educational Aspirations</td>
</tr>
<tr>
<td>• Caring</td>
<td>• Critical Thinking</td>
<td>• Self-efficacy</td>
<td>• Special Interest</td>
</tr>
<tr>
<td>• Compassion</td>
<td>• Insight</td>
<td>• Mastery</td>
<td>• Creativity</td>
</tr>
<tr>
<td>• Altruism</td>
<td></td>
<td>• Adaptive Distancing</td>
<td>• Imagination</td>
</tr>
<tr>
<td>• Forgiveness</td>
<td></td>
<td>• Resistance</td>
<td>• Optimism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self-Awareness</td>
<td>• Hope</td>
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<tr>
<td></td>
<td></td>
<td>• Mindfulness</td>
<td>• Faith</td>
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<tr>
<td></td>
<td></td>
<td>• Humor</td>
<td>• Spirituality</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Sense of Meaning</td>
</tr>
</tbody>
</table>

(Benard, 2003, p.14)
**Figure 21: Increasing Resilience Factors**

<table>
<thead>
<tr>
<th>Social Competence</th>
<th>Problem Solving</th>
<th>Autonomy</th>
<th>Sense of Purpose</th>
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</table>

**Discussion**

- What are existing ways the schools or communities with which you are familiar support youth resilience?
- What new ways did you identify for supporting resilience?
Suggested Homework Assignments for Section IV:  
Culture, Family, Community, and Schools


2. Experiment with a new format for parent conferences. Consider ways you might create small groups with common interests or backgrounds. Document the outcomes. If the timing does not work, write an outline of how you plan to do this during conference time. For inspiration, read “Bridging Cultures with a Parent-Teacher Conference,” a 1999 article by Quiroz, Greenfield, and Altech, in *Educational Leadership, 56*(7), 68–70.

3. Conduct an informal ethnography of one or more of your students’ families. This can be done by individual interviews, participating in activities in students’ home communities, or accepting invitations to family events.
ACTIVITIES FOR VOLUME II

Language
Activity 1: Language Attachment

Recommended Use
In the section, Language and Identity

Approximate Time Required
15 minutes

Purpose
To encourage participants to think about how attached they are to their own ways of speaking.

Instructions to Participants
Think about how you pronounce each word in Figure 2. Think about where your pronunciation originates. Be prepared to discuss your reflections with the group.

Suggestions/Background for Presenters
This activity can be done in a large group. One way to begin is by noting that everyone has opinions about correct pronunciation and usage, based on upbringing within a certain language community or communities. To set the stage for discussion, you might give a personal example of your own attachment to a certain regional way of pronouncing a word or using a term that has a more common alternative (e.g., divan for sofa, frappe for milkshake, or chest of drawers for bureau).

Make an overhead of the items in Figure 2 (or copy them onto a black or white board). Explain that differences in pronunciation are often determined by one’s regional origin or ethnic group affiliation. Ask participants how they would pronounce each word. With luck, there will be some variation within the group. If so, there will likely be groans of disagreement because people are attached to their own ways of saying things.

Note: The list may not generate disagreement—everyone may be attached to the same pronunciation or usage. Even so, you can make the point that there are alternatives to which others are equally attached, that is, pronunciations that feel natural or correct. Invite participants to suggest other examples of pronunciation differences they have noticed between their own usage and that of others. Highlight the fact that no pronunciation is absolutely correct and what is accepted as correct varies by region and group membership.
Figure 2: How Do YOU Pronounce It?

- nuclear
- percolator
- caramel
- wash
- Boston
- mischievous
- grease (as a verb)
- literature
- licorice
- etc. (et cetera)
- often
- forehead
Debriefing Note

As most will know, *nuclear* is pronounced either nu´-cle-er or nu´-cu-ler. In some areas, *per-colator* is pronounced per´-cu-later, in others per´-co-later or per´-cuh-later. Arguments about car´-mel versus car´-a-mel (first syllable sounds like “care”) abound. Some dialects insert an /r/ sound in *wash* (warsh). In Baltimore, the same often happens with the word *garage*, leading to (gararge). The first vowel in the word *Boston* is variable, depending upon where one has grown up; some say Bah´-ston and others Baw´-ston. In the South, when *grease* is used as a verb, it is often pronounced with a /z/ sound, as in, “Are you going to greaze that pan?” In some dialects, *literature* is lit´-tra-ture, in others lit´-er-a-ture. Some say lick´-rish, and others say lick´-uh-ris for *licorice*. In some regions, when a person comes to the abbreviation *etc.* or the words et cetera, he or she may pronounce them as eck-cetera or et-cetera. Some say of´-fen, others of´-ten. *Forehead* is sometimes rendered as fore´-head or for´-head and at others as for´-rid (rhymes with *horrid*).

A word’s spelling is not always in line with what is considered correct pronunciation: For instance, the preferred pronunciation of *often*, according to the dictionary, is of´-fen (without the /t/ sound), and for *forehead*, it is for´-rid.

Discussion

- How do you pronounce each of the words on the list in Figure 2?
- What other pronunciations have you heard? What do you think or feel when you hear another pronunciation?
- Has anyone ever attempted to correct your pronunciation of a word, either directly or indirectly? How did that make you feel?
Activity 2: Comparing Narrative Styles

Recommended Use
At the end of the section, Cultural Variations in Storytelling

Approximate Time Required
30 minutes (more for secondary school teachers)

Purpose
To help participants recognize different kinds of storytelling/narrative skills and identify positive ways to help students acquire the narrative skills they need for school.

Instructions to Participants
Read the two oral stories in Figure 3 narrated by elementary school children. Discuss the questions following the stories (in pairs, small groups, or the whole group).

Suggestions/Background for Presenters
Because language arts standards usually emphasize a topic-centered structure, with a beginning, middle, and end, it may be difficult for teachers to see the skills of a student who uses a different approach. For example, Jason and Nellie overlap in their strategies. Both would benefit from similar activities, such as listening to stories that follow a particular pattern and discussing the pattern, dictating their own stories and getting feedback from the teacher, or comparing their stories (with help from the teacher) to a model that uses cohesive devices other than “and.”

When a structural difference is combined with a dialectal difference in syntax or pronunciation (as Nellie’s story below did in its original form), teachers may have even more trouble seeing a student’s skills. Nellie’s story shows use of some structural features she may have learned in school: introducing the story by saying who she is and what the story is about and closing with “And that’s all.” Jason’s story begins by establishing the time, characters, and setting. Like Nellie, he uses and to connect pieces of his story. However, his story uses narrative skills associated with schooling, such as the use of the adverbs when and then to establish sequence and the use of a clear concluding sentence at the end of the narrative.

Alternative Use
If the activity seems too time consuming, it can be completed as a homework assignment and debriefed during the following session.
**Figure 3: Oral Story #1**

*Nellie’s Story*
I’m Nellie, and I want to tell about my dog. My dog he’s a big German Shepherd. He stays down at my granmamma’s house. ...My mamma doesn’t like dogs. And he’s big, too. ...My granmamma’s got another old dog, and they fight. My dog got a big hole in his shoulder. We had to take him to an old man. He put some white stuff on it. And that’s all. (Based on Heath, 1983, pp. 302–303)

**Figure 4: Oral Story #2**

*Jason’s Story*
One day my mom said we had to go take my dog to the vet to get his shots, and we put him in a special dog box and put the box in the car. My dog’s name is Spunky, and Spunky howled when we took him in the car. He didn’t want to go to the vet. When the vet gave him his shots, he whined, but pretty soon it was over. Then we took him home, and he took a nap.

**Discussion**

- What are the similarities and differences in the ways that the two students have structured their stories?
- How would each story be rated or evaluated by most teachers? Excellent? Good? Poor? Why?
- Identify the storytelling skills of each student, trying to judge each story on its own merits.
- Given Nellie’s storytelling style, how would you, as a teacher, introduce her to more “school-like” structures? How could you avoid having school expectations displace home expectations?
- Could the same activity help Jason to hone his storytelling skills? How?
ADAPTING THE ACTIVITY FOR TEACHERS OF OLDER STUDENTS

The same style issues may well apply to older students’ writing. Have participants read and compare the following two writing examples and answer the same questions with slight modification. Note that one writing sample is a sequential narrative and the other is more of a lengthy descriptive paragraph with a somewhat sequential nature. The few spelling errors in the first essay have been corrected so that teachers can focus on organizational features.

Figure 5: Written Story #1

When a Dream Comes True, by Miguel Flores

It was a sunny day. There were birds flying around the school. It was a small, simple but peaceful school that is located in a very little town in Oaxaca exactly in the southwest part of Mexico. I was sitting on an old bench watching the birds flying, when my teacher came to me and smiling said, “Miguel, you have been chosen to represent our school in the next testing competitions in Santa Ana.”

“My God,” I exclaimed in surprise. “How did that come to be?”

“Because your score on the last test was above average. In fact, it was better than anyone else’s score.” He then added, “One more thing the test will be in three weeks from now. I am telling you this to give you a chance to study because we need to win so keep in mind that you must win.”

My mouth was dry, and I started to sweat, my heart pumped my blood faster. It was a terrible way to start. At the end of the test I was so tired and bored. In addition each student was nervous waiting for the results. Finally the results were ready after two hours of waiting.

“Please stand in a line, I’m going to give you the results,” said the principal.

As soon as possible we made the line. I was praying to win the competition. The school principal started to give the results from the lowest to the highest, and he went until he got to the second place. I was very nervous almost crying when the principal said, “Ladies and gentlemen, the winner of this competition is Miguel from Agua Blanca. (name of the town where I’m from) I felt very excited and proud of my self. I felt happy when all the people on campus started to sing the National Hymn to me.

I couldn’t say anything, my mouth was dry as in the beginning of the test. I remember when I arrived home and told my mother what happened on campus, and she felt happy and proud of me. “Incredible,” she said.

At the school I was nominated the star student. It was a really interesting event in my life. Since this event happened to me, I believe that starting something is always hard but never impossible.

(Adapted from “When a Dream Comes True,” Writing/Diagnostic Assessment Guide for English Language Learners, 1999, p. 61)
Figure 6: Written Story #2

My Grandfather, by Elton Yazzie
I never realized my grandfather was such a hard worker until recently. He is currently 70 years old and was born October 10, 1926. On some nights when I go to see him I usually like to sit and listen to what he has to say. At times I regret not learning how to speak Navajo. He knows how to speak Navajo and Spanish fluently. He says modern English is not our true language so therefore he does not speak it. Often times he doesn’t like it when we, as grandchildren, speak only English. He is a very serious person. He’s not the type to make jokes and laugh about them. His determination all started when he became a Christian. At first he grew up the traditional way of living but that never did any good for him, Meaning he was a young man who ran wild and free. He was an alcoholic for sometime which made him crazy. He had friends who were Spaniards. He worked with them as a Construction Worker. But that all changed, after his marriage with Nannabah who is my grandmother he became Christianized into “Friends Church.” He practiced to become a preacher after that. He then started traveling to other churches of his kind and met new people. People who are now his friends.

(Adapted from “Details Make the Difference,” Writing/Diagnostic Assessment Guide for English Language Learners, 1999, p. 52)

Discussion

• What are the similarities and differences in the ways students have structured their stories?

• How would each story be rated or evaluated by most teachers? Excellent? Good? Poor? Why?

• What types of writing errors affect teachers strongly? How can teachers see beyond the errors to the strengths of a student’s writing?

• Identify the storytelling skills of each student, trying to judge each story on its own merits.

• Are there instructional steps you would want to take to help either of these students develop additional writing skills, focusing on structure and organization?
Debriefing Note

These two narratives written by high school students not only give us insights into students’ mastery of the narrative structures expected in schools, they also contain personal information related to students’ linguistic and cultural identities. The first student has learned English as a second language and is judged by his teachers to be at an advanced level of English acquisition. He retains pride in his Mexican origins as evidenced by the subject about which he chooses to write. Participants may observe that Miguel is called upon to be very competitive and apparently feels comfortable with that, in contrast to the characterization of Mexican American students presented in the section on individualism and collectivism in Volume 1. It may be that because he is representing the school, the competition is in service of the group. Or, it may be that the culture of Miguel’s school has been influenced by individualistic values in some way.

The second student has grown up in a Navajo community. He is a native speaker of English, but his use of language is influenced by the Navajo language and culture. The account itself is a story of conflicts related to language and culture; for example, how does one decide which languages to learn and use? How does one find a place in a larger society that has historically denigrated one’s language and culture?
Activity 3: Linking Home and School Discourse

Recommended Use
At the end of the section, Contrasts in the Purposes of Classroom Discourse

Approximate Time Required
30 minutes

Purpose
To highlight different norms for discourse and suggest ways to bridge the difference between home and school discourse.

Instructions to Participants
Read the vignette in Figure 7 and the discussion questions following it. Discuss responses as a group.

Suggestions/Background for Presenters
There are two segments to the activity, each with its own set of discussion questions. Have participants read the vignette and respond to the first set of questions. Then introduce the next segment of the activity, along with the T-chart and the second set of questions. Participants will need copies of the vignette and, later, a copy of the T-chart Ms. Anderson developed.

Alternative Use
The activity can be done in several ways. It works as an independent reflection where participants write individual responses or as a “think-pair-share,” where everyone reads individually and then responds to the discussion questions in pairs. The activity can also be completed out of class by individuals and paired with either written or oral reflection. Students should still have the opportunity to hear each other’s responses to the discussion questions in the whole group.
Ms. Anderson’s fourth-grade class was preparing to take a field trip to the Ballona Wetlands Park near their Los Angeles school. They were lucky enough to have a wildlife docent from the park, Mr. Kane, come to their classroom twice before the trip to help them understand what they would be doing and seeing. When Mr. Kane asked the students what they knew about various animals they would likely see on the trip, they routinely answered with stories about animal experiences with their families. On the second visit, he let a couple of stories go by and then issued the admonition, “No more stories!” Ms. Anderson knew that what Mr. Kane wanted was a “scientific discussion” with no “extraneous” commentary. She wasn’t surprised, though, when his next question was met with silence.

Discussion #1

• Why did Ms. Anderson’s students suddenly become quiet?
• What could Mr. Kane have done to direct the discussion the way he wanted?
• What do you think Ms. Anderson was thinking when the students stopped responding to Mr. Kane?

Ms. Anderson’s Next Steps
Ms. Anderson’s students are largely from immigrant Latino families whose cultures do not always stress the separation of content knowledge from social experience. After the docent left, Ms. Anderson invited her students to tell their stories that related in some way to the planned field trip. As they talked, she constructed a T-chart on the board with key elements from the students’ stories on the left. Then, she asked them to help her extract the “scientific information” from their stories. For example, she used a student’s comment that “the hummingbird’s wings moved so fast” to draw out information about the bird’s metabolism and feeding habits. The students were participating, and the science lesson was taught in a culturally responsive way.
The classroom extension in Figure 8 shows a reconstruction of the T-chart Ms. Anderson and her students developed. Through her instructional strategy, Ms. Anderson helped students move from a familiar discourse style to the more academic style expected in the classroom. She used students’ strengths and values (including a strong orientation to family) to shape the instruction. She allowed students to relate their stories—stories that often involved trips or other family activities. The result was a high level of student engagement, ready identification of students’ prior knowledge, and a joint construction of the scientific knowledge that was the goal of the lesson.

Figure 8: Classroom Extension

<table>
<thead>
<tr>
<th>Student Experience</th>
<th>Scientific Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carolina’s Story</td>
<td>Hummingbird</td>
</tr>
<tr>
<td>I was playing in the garden with grandmother and I saw a hummingbird near the cherry tree.</td>
<td>Brownish with bright iridescent green and red coloring around head and neck</td>
</tr>
<tr>
<td>The bird “stood in the air.” I tried to go close to the pretty little bird, but it kept darting away.</td>
<td>Wings beat rapidly.</td>
</tr>
<tr>
<td></td>
<td>Bird can hover and fly in any direction.</td>
</tr>
<tr>
<td></td>
<td>Has to eat frequently because it uses so much energy in its movements</td>
</tr>
</tbody>
</table>

(Adapted from Trumbull, Diaz-Meza, & Hasan, in press)

Discussion #2

- How does Ms. Anderson’s strategy both show respect for students’ forms of discourse and scaffold their acquisition of school discourse?
- What language skills is Ms. Anderson teaching through the T-chart activity?

Debriefing Note

The kind of narrative approach to science discussions Ms. Anderson’s students demonstrated is not necessarily ineffective or even unscientific. It is simply different from the expected approach. Human minds seem to be attuned to organizing experience as stories, and the “narrative construal of reality” is as legitimate intellectually as the “methods” for creating a “reality according to science” (Bruner, 1996, p. 149).
Activity 4: Taking Different Points of View

Recommended Use
In the section, Direct and Indirect Speech

Approximate Time Required
15–20 minutes, including suggested debriefing.

Purpose
To illustrate how cultural values and beliefs interact with communication norms.

Instructions to Participants
Read the vignette in Figure 9. Think about whether you have had a similar experience and can identify with either the postal clerk or the tourist. Respond to the discussion questions following the vignette.

Suggestions/Background for Presenters
This activity can be done as an independent reflection, in pairs, or in small groups. Participants can either write their own individual reflection or assign one group member to record responses. In either case, the whole group should have an opportunity to discuss the questions.

Alternative Use
The activity could be completed outside of class as a homework assignment for individuals or small groups. Pair the homework assignment with either written or oral reflection.

Figure 9: Communicating Bad News

I was visiting an island in the Pacific whose indigenous culture has remained relatively intact, despite incursions by Europeans and Americans over the past centuries. As a speaker at an educational conference, I was thrilled to have several days to meet educators from this island, and many others throughout Micronesia, and learn from them how they taught in culturally relevant ways. Of course, I wanted to send post cards of this lovely island to family and friends; so I sneaked away to the post office one afternoon to buy some beautiful stamps depicting local arts that I had seen firsthand. I stood in line for nearly half an hour, along with perhaps 20 island residents, tourists, and conference guests. As I neared the counter and the lone postal clerk, I heard murmurings to the effect that there might not be any stamps. Suddenly, the tourist ahead of me turned around and announced in tones that everyone could hear, “They are out of stamps, and there won’t be any until three o’clock this afternoon when the plane from Hawaii arrives!”

(Elise Trumbull, personal experience)
Discussion

• Why do you think the postal clerk did not make a public announcement about the lack of stamps?
• What is the positive value of not making the public announcement?
• How might members of the postal clerk’s culture have interpreted his behavior?
• How might those same people have interpreted the tourist’s announcement?

Debriefing Note

In the United States, people tend to value “straight talk.” They want the truth. In many other societies, there is a distinction between objective reality and interpersonal reality (Condon, 1985; Lustig & Koester, 1999). Whereas the dominant U.S. culture tends to value objective reality, other cultures tend to focus more on interpersonal relations.

Condon (1985) cites a similar example involving differences between Mexican and American cultures: “Viewed from the Mexican perspective, a visitor asks somebody for information which that visitor doesn’t know. But wanting to make the visitor happy and to enjoy a few pleasant moments together, the Mexican who was asked does his best to say something so that for a short while the visitor is made happy. It is not that Mexicans have a monopoly on telling another person what that person wants to hear: Perhaps in all cultures the truth is sometimes altered slightly to soften the impact of a harsh word….It is the range of situations in which this occurs in Mexico and the relatively sharper contrast of ‘truth-telling’ standards in U.S.-Mexican encounters that is so notable” (Condon, 1985, pp. 89–90).

In our vignette in Figure 9, there are several issues playing out at the same time. For example, it is likely that the postal clerk implicitly believed that he should convey the bad news personally to each person rather than make an impersonal announcement. In addition, he may have been trying to preserve face, meaning that he wanted to avoid the public embarrassment of having to acknowledge that he could not do his job.

The tourist’s public announcement may have been taken as a breach of etiquette. The islanders may have been uncomfortable with her presumption that she should tell everyone there were no stamps. Did she think that the clerk did not know what he was doing and that only she, a white woman from mainland U.S., could properly communicate what everyone needed to know? Finally, it is possible that the clerk, in fact, had a few stamps that might go to high-status customers. In many Pacific cultures, people who are descended from chiefly families or hold certain positions receive special deference. This practice is not viewed negatively but is accepted as appropriate.

Lustig and Koester (1999), define face as “the favorable social impression that a person wants others to have of him or her. Face therefore involves a claim for respect and dignity from others” (p. 274).
Activity 5: Exploring Dialects

Recommended Use
At the end of the section, What Background Knowledge Do Teachers Need

Approximate Time Required
30+ minutes

Purpose
To highlight: (1) the nature of different dialects, (2) basic attitudes about dialects in American society, (3) the uses of standard and vernacular dialects (i.e., time and place), and (4) the relation between language and identity (Wolfram, n.d.).

Instructions to Participants
Read the excerpts in Figure 10 one at a time. Take a minute to read each one and a minute to discuss it with a partner. Then discuss responses as a whole group.

Suggestions/Background for Presenters
This activity works equally well for teachers at any grade level. During the group discussion, have students read each excerpt aloud before discussing it.

Alternative Use
For more extended exploration of American dialects, the presenter can show the group the 56-minute videotape from which the transcripts are taken. Additional background and questions can be found on the Web at http://www.cnam.com/downloads/amt sg.html.

Figure 10: Samples of American Speech

Excerpt #1
PENNSYLVANIA DUTCH WOMAN:
Well, they call me “Dutchified.”

INTERVIEWER:
Does that get you upset?

PENNSYLVANIA DUTCH WOMAN:
Well, in a way, because they get people on television, you know, like you watch these programs, they’re from a different country. Well, I can tell they’re from a different country, but I wouldn’t make fun of them because they talk the way they do, and you accept them like that, don’t you? I do. But why make fun of me because I sound Dutchified. You’re dumb, just as soon as it’s Dutchified or German, you’re dumb.
Excerpt #2
WHITE MISSISSIPPI MAN:
I think you see more change in the way the Blacks talk than you do the way the Whites talk because some of this yakkety-yak junk that they do an’ just go on and on and on, and when they get through when it all boils down they just say “good morning” but yet they’ll talk fifteen minutes on that that same thing.

Excerpt #3
TEXAS WOMAN AT DELI IN NEW YORK CITY:
Do y’all have chicken fried steak? I would like chicken fried steak, hush puppies on the side, cream gravy and an’ ice tea, please.

DELI MAN 1:
What’s that?

DELI MAN 2:
This hush puppies… This is a New York deli. If you want to nosh, if you wanna eat, you could schlep all over the world and you wouldn’t find what we got here. How about a poppy smear? How about a knish?

DELI MAN 1:
How about a kishka?

DELI MAN 2:
How about a nice bialy?

TEXAS WOMAN:
Hey, wait, wait. Time out, y’all. I don’t understand a word you’re saying.

Excerpt #4
WASHINGTON, DC WOMAN:
At times, I go back to my Southern dialect, you know. It’s certain words I feel more comfortable, and then there are other settings that I correct that.

INTERVIEWER:
When must you correct that?

WASHINGTON, DC WOMAN:
When I’m in my professional field, more so than anything and when I’m in my own social group and I’m more relaxed, my Southern dialect seems to come out a little bit more and I feel more relaxed, and then they begin to call me a Southern girl and that’s my identity and I like that.


**Discussion**

- What attitudes (both positive and negative) toward dialects do you notice in the excerpts?
- What perpetuates stereotypes about dialects and accents?
- How do the excerpts illustrate how people show prejudice against the speech of a particular region, class, or social group?
- What effect does it have on people to be constantly told—directly or indirectly—that their dialect is inferior?

(Questions adapted from Wolfram’s Study Guide for the videotape [n.d.])

**Debriefing Note**

Excerpts #1 and #2 illustrate negative prejudices about dialects—one from the perspective of the speaker of the dialect in question and one from the perspective of an outsider. Excerpt #3 illustrates the nature of dialect differences (vocabulary and pronunciation) and the communication problems they can cause. Excerpt #4 illustrates the fact that people may switch dialects, depending on social situation; and it illustrates how language (including dialect) and identity are interrelated.
Activity 6: Aspects of Dialectal Difference

Recommended Use
Directly after Table 1, in the section, What Instructional Approaches Support Acquisition of Standard English

Approximate Time Required
15 minutes

Purpose
To get participants thinking about the types of dialectal variation, in this case, in the context of Black Language (BL).

Instructions to Participants
Follow the directions in Figure 11. Be prepared to discuss your responses with the group.

Suggestions/Background for Presenters
You may want to copy and distribute Figure 11 to participants, so they need not write in their books. Have them complete the exercise individually and then discuss as a group.

Alternative Use
Use the activity as a homework assignment.
Figure 11: Pronunciation, Vocabulary, or Grammar?

For each item below, decide whether the dialectal difference in each pair of sentences is due to pronunciation (P), vocabulary (V), or grammar (G). Mark with the appropriate letter (P, V, or G) or combination of letters.

1. ______ Adrienne usually goes for coffee after work.  
   Adrienne be goin’ for coffee after work.

2. ______ Yo! What you doin’?  
   Hey! What are you doing?

3. ______ There are so many skeeters around here in August.  
   There are so many mosquitos around here in August.

4. ______ I use my mother’s recipe for roast beef.  
   I use my mother recipe for roas’ beef.

5. ______ My dad and I went to services at the tabernacle on Friday.  
   My dad and I went to services at the temple on Friday.

6. ______ Bryan bought ten pound of tenderloin.  
   Bryan bought ten pounds of tenderloin.

7. ______ He axed Carrie to slow cook it.  
   He asked Carrie to slow cook it.

8. ______ Ari’s new car is outstanding.  
   Ari’s new car is all that.

9. ______ Jon, he worked hard on his biology test.  
   Jon worked hard on his biology test.

10. _____ Ethel doesn’t appreciate the new management at her apartment building.  
    Ethel don’t dig the new management at her apartment building.

(Adapted from Wolfram, Adger, & Christian, 1999, p. 179)

Discussion

• What are the dialectal differences in each pair of sentences?
• What difficulties did you have distinguishing among the three kinds of differences?
**Debriefing Note**

Participants may have difficulty recognizing that in #6 pluralization is a grammatical feature or that in #7 “axed” vs. “asked” is just a matter of pronunciation.

**Key to Figure 11**

For each item below, decide whether the dialectal difference in each pair of sentences is due to pronunciation (P), vocabulary (V), or grammar (G). Mark with the appropriate letter (P, V, or G) or combination of letters.

1. **G, P** Adrienne usually goes for coffee after work. Adrienne be goin’ for coffee after work.

2. **G, V, P** Yo! What you doin’? Hey! What are you doing?

3. **V** There are so many skeeters around here in August. There are so many mosquitos around here in August.

4. **G, P** I use my mother’s recipe for roast beef. I use my mother recipe for roas’ beef.

5. **V** My dad and I went to services at the tabernacle on Friday. My dad and I went to services at the temple on Friday.


7. **P** He axed Carrie to slow cook it. He asked Carrie to slow cook it.

8. **V** Ari’s new car is outstanding. Ari’s new car is all that.


10. **G, V** Ethel doesn’t appreciate the new management at her apartment building. Ethel don’t dig the new management at her apartment building.
Suggested Homework Assignments for Section I:
Language, Culture, and Schooling

1. Read chapter 8, “Teachers as Learners,” in Shirley Brice Heath’s book, *Ways With Words* (1983). Write a page about the different linguistic and cultural expectations the children of Trackton and Roadville faced when they entered pre-school. What was the impact of the differences?

2. Read Courtney Cazden’s chapter, “The Language of African American Students in Classroom Discourse” in C. Adger, D. Christian, & O. Taylor (Eds.), *Making the Connection: Language and Academic Achievement Among African American Students* (1988). Address the following questions orally or in writing:
   a. What can teachers do to ensure that black language (Cazden says “Black dialect”) speakers participate at a high level in classroom activities and also acquire the language skills they need?
   b. Why are attitudes toward language so important in affecting outcomes for students?

3. Observe the speaking or writing of your own students from different cultural/dialect backgrounds. What features do you see that are not standard but that reflect that the students have learned how to use their home dialect? What are constructive ways to respond to those differences? Are there activities from Table 1 or other parts of this section that suggest appropriate steps you can take?
**Activity 7: Exploring Language Use in the Classroom**

**Recommended Use**
In the section, The Goal of Communicative Competence in English

**Approximate Time Required**
20–40 minutes, depending upon number of participants and how activity is conducted

**Purpose**
To emphasize the extensive role of language in the classroom and help participants develop a way to identify the way language is used in their own classrooms or in other settings where they interact with students.

**Instructions to Participants**
Select a partner and discuss which language uses are most common in your classrooms. Using Table 4, write specific classroom examples for each language use. Be prepared to discuss your responses with the whole group. You may want to refer to the sequence of your day (elementary school) or your course (middle and high school) to organize your thoughts.

**Suggestions/Background for Presenters**
Depending upon teachers’ grade levels, instructors may want to focus more on certain uses than others. For instance, with high school a focus on uses 6–12 may yield more interesting and fruitful discussion.
Table 4: Uses of Language in School

<table>
<thead>
<tr>
<th>School Language Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regulating behavior</td>
<td></td>
</tr>
<tr>
<td>2. Expressing needs and feelings</td>
<td></td>
</tr>
<tr>
<td>3. Labeling and describing</td>
<td></td>
</tr>
<tr>
<td>4. Recounting</td>
<td></td>
</tr>
<tr>
<td>5. Following or giving directions</td>
<td></td>
</tr>
<tr>
<td>6. Obtaining or giving information</td>
<td></td>
</tr>
<tr>
<td>7. Commenting</td>
<td></td>
</tr>
<tr>
<td>8. Narrating</td>
<td></td>
</tr>
<tr>
<td>9. Arguing and persuading</td>
<td></td>
</tr>
<tr>
<td>10. Expressing creativity</td>
<td></td>
</tr>
<tr>
<td>11. Expressing identity</td>
<td></td>
</tr>
<tr>
<td>12. Talking about language (metalinguistic function)</td>
<td></td>
</tr>
</tbody>
</table>

Discussion

- For which uses was it easiest to name examples?
- Do all students exhibit skill with each use? If not, what differences do you see?
- Are there differences between ELLs and other students, or among ELLs in the ways they engage in these language uses?
- Are there particular uses you would like to increase the frequency or quality of? How could that be accomplished?
Activity 8: Applying Cummins’s Theory

Recommended Use
At the end of the section, Attending to Form and Function

Approximate Time Required
30+ minutes

Purpose
To give participants experience in evaluating the cognitive and linguistic demands of various instructional activities and help them think about how they can consciously alter those demands to meet different goals.

Instructions to Participants
Evaluate the cognitive and linguistic demands of the activities listed in Figure 15 (for the age group of interest) with a partner or group and place them in the appropriate quadrant in Figure 16. Some apply to elementary school students, some to middle and high school students.

Suggestions/Background for Presenters
Have participants work in groups of two to four for the activity and then debrief as a group. If discussion appears to be flagging, remind participants to consider different parts of their instructional day—for example, morning greetings, classroom management, preparing for an activity, particular subject-area instruction, lecturing, holding discussions, and small-group work.

Alternative Use
Assign as a homework activity or have students complete the activity individually in class and then discuss it as a group.
Figure 15: Categorizing Classroom Activities

For teachers of younger students...
- Talking to a friend at lunch
- Describing a weekend trip to the zoo at circle time
- Participating in a phonics lesson on a new sound-letter relationship
- Telling Mom what happened at school today
- Performing in a play
- Reading aloud from a new story in the basal reader
- Listening to a favorite story

For teachers of older students...
- Reading the instructions for a multi-step, standardized assessment task
- Reading a persuasive essay against littering
- Following a science demonstration by the teacher, assisted by visual props
- Participating in classroom discussion about a social studies topic the teacher has taught and one has read a chapter about
- Writing an explanation of one’s solution to a math problem
- Writing an explanation of why one was late for school
**Figure 16: Quadrant Worksheet**

<table>
<thead>
<tr>
<th></th>
<th>Cognitive Demand</th>
<th>Context Embedding</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Cognitively undemanding and context-embedded</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Cognitively undemanding and context-reduced</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Cognitively demanding and context-embedded</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Cognitively demanding and context-reduced</td>
<td></td>
</tr>
</tbody>
</table>
**Discussion**

- How did you decide where to place each activity?
- Did you feel you needed additional information to evaluate the language and cognitive demands of some activities? Which ones? What kind of information?
- What other classroom activities would go in each quadrant?
- Pick a quadrant D activity and discuss how it could be moved into quadrant C with modification. How could it be modified and moved into quadrant B?

**Debriefing Note**

The linguistic and cognitive demands of an activity depend to a large extent on students’ age, experiences, past education, and particular abilities. In addition, affective factors such as motivation influence how individual students engage with a task. Participants can discuss these activities in terms of linguistic or cognitive demand with and without taking these variations into account.
Suggested Homework Assignments for Section II: English Language Learners

1. Ask participants to read chapter 3, “Successful Schooling for ELLs: Principles for Building Responsive Learning Environments” in Claiming Opportunities: A Handbook for Improving Education for English Language Learners Through Comprehensive School Reform (Education Alliance, Brown University, 2003). Have participants do a jigsaw activity in which each individual is assigned to evaluate one (or more if you have fewer than nine people) of the nine principles in terms of how well their school or district adheres to it. Debrief as a group, with each participant sharing the principle he or she was assigned.

2. Arrange for participants to observe a classroom with ELLs. Ask individuals to document the numbers and duration of opportunities for children to speak and the language functions in which they engage, and then to write a short commentary. Table 4 can be duplicated and used for documentation.

3. Have participants read chapter 19, “Rethinking English Language Instruction: An Architectural Approach” by Dutro and Moran (2003), identify and implement two new strategies for boosting language development of ELLs, and report back to the group (or write a one-page account). Alternative: Have students discuss in class how Dutro and Moran’s conceptualization of teaching English language development has altered their understanding of how to approach that task.

4. Ask participants to go to the Center for Research on Excellence, Diversity, and Education’s (CREDE) Web site (www.crede.ucsc.edu), choose two readings that pertain to their own instructional settings, and be prepared to offer a short summary to a small group within the class. One choice might be “The Instructional Conversation” by Tharp and Gallimore (1991). For those interested in secondary education of ELLs, Echevarria and Goldenberg’s research brief (1999) might be of interest.
Activity 9: Evaluating Language Demands of Assessments

Recommended Use
In the beginning of the section, Language Factors, Content Mastery, and Assessment

Approximate Time Required
20 minutes

Purpose
To aid participants in developing the skills needed to evaluate the language demands of assessments.

Instructions to Participants
Performance assessments that require an extended response often call upon multiple, high-level language skills. We will take a look at some prototypical assessment tasks and evaluate their language demands.

Suggestions/Background for Presenters
Show an overhead of Table 7, covering the right side (“Language Demands”) with a piece of paper. Ask participants to supply their own analyses of the language demands of each task on the left before showing them what is written. The discussion questions can be used to stimulate responses and be revised on the basis of participants’ comments.

Alternative Use
Have participants suggest examples of four or five open-ended assessment questions that they have used or observed others use. Record a brief summary on an overhead, using a format like that of Table 7, and ask participants to evaluate the language demands of each task. (This would be one way to tailor the activity to specific grade levels.)
### Table 7: Language Factors in Assessment

<table>
<thead>
<tr>
<th>Sample Assessment Activity*</th>
<th>Language Demands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a report to a friend who was sick today, explaining to her the science experiment you did and how you did it. (Elementary writing task following a classroom science assessment)</td>
<td>Recount a multi-step past event; sequence and interpreting information; assume role of the teacher to a non-present audience; consider what recipient already knows and the level of detail he or she needs to be able to comprehend the activity.</td>
</tr>
<tr>
<td>Tell us anything else about your understanding of this story—what it means to you, what it makes you think about in your own life, or anything that relates to your reading of it. (Segment of an elementary reading assessment)</td>
<td>Give account of own experiences; link experiences to text; elaborate story comprehension.</td>
</tr>
<tr>
<td>Imagine that you are a staff writer for a small magazine. One day you are given your “big chance.” You are asked to write the final scene of an incomplete story. (Taken from a high school writing task; a partial story is shown the student.)</td>
<td>Complete an account (a story) following prescribed format; comprehend and analyze the story so that the new segment makes sense; take on the voice of another author, maintaining style.</td>
</tr>
</tbody>
</table>

* Tasks are adapted from examples provided by the California Department of Education (Estrin, 1993)
Discussion

• What language skills are involved in each activity?
• How complex are the directions? Consider sentence structure and length, vocabulary, amount of text, and the importance of small relational words such as before, after, if, then, and because.
• What language functions does a student have to engage in to complete the task?
• What could the teacher do to ensure that students understand what is expected of them?

(Adapted from Farr & Trumbull, 1997)

Debriefing Note

Participants are probably not used to analyzing assessment items linguistically and may need guidance on how to evaluate sentence structure. However, research has shown that teachers are good judges of sentence complexity, even if they cannot perform the linguistic analysis a linguist would (Solano-Flores, Trumbull, & Nelson-Barber, 2002).
**Activity 10: Interpreting Student Behavior**

**Recommended Use**
In the section, Assessment as a Cultural Event

**Approximate Time Required**
30+ minutes

**Purpose**
To highlight the cultural underpinnings of behavior.

**Instructions to Participants**
Read the account in Figure 21 and the questions that follow it. Be prepared to discuss your answers with the group.

**Suggestions for Presenters**
Have participants work in groups of two to four for the activity and then debrief as a group.

**Alternative Use**
Assign as a homework activity or have students complete the activity individually in class and then discuss responses as a large group.
Figure 21: A New Child

Hermana comes from Palau, an island republic in the Pacific about 700 miles east of the Philippines, to my first-grade classroom in Honolulu earlier this year. She’s staying with an older sister and brother-in-law. Earlier today I read the class a story that has always captured their imagination, Maurice Sendak’s *Where the Wild Things Are*. As I read, Hermana sat quietly, eyes down. I remember thinking, “Is she interested? Has she put herself into the story?” It was easy to tell with the others. I could almost feel Sam’s interest as he wiggled, frowned, and smiled along with the story. I’ve been trying to get a sense of Hermana’s understanding while I read. I decided to try this book because it’s never failed me before. When I called on Hermana and asked her how she liked the story, she barely spoke. “Good.” She said it so quietly that no one else heard. When I asked how she’d feel if she were the boy in the story, she looked confused. The more questions I asked about the story, the less she responded. I’m frustrated and worried. I have no idea what she really understands.

Discussion

• What expectations does the teacher have regarding Hermana’s participation in storytelling?

• Why might Hermana be responding in this way? Consider both her cultural background and her personal experience.

• How could her teacher find out what’s going on with Hermana?

• What cultural differences might account for Hermana’s behavior?

Debriefing Note

In Hermana’s home culture, when stories are told, children are expected to listen quietly and respectfully. Stories typically convey social and cultural meaning and are often intended to pass on a moral lesson to the child—sometimes through accounts of the travails and triumphs of historical figures. The role of such narratives is to socialize children and communicate important cultural knowledge. It would not be usual for an adult to elicit a child’s opinion about a story or to ask the child to put herself in the place of a character. Those behaviors would transgress social boundaries related to the roles of adults and children and perhaps show disrespect for an ancestor or mythic hero.
Suggested Homework Assignments for Section III: Language and Assessment

1. Use Figure 22, The Assessment Design Self-Assessment Checklist, as a guide to evaluate a performance task you or a colleague has used. Be prepared to discuss specifics with the group.

2. Interview a sample of students after giving a classroom test. Ask each one the following questions about one of the open-ended items, and document their answers:
   - In your own words, what were you supposed to do on this question?
   - What did you do? (probe if necessary…. And then what, etc.)
   - Why did you do it that way?
   - How would you make this item (question, task) better?
   - How would you explain it to a friend?

Reflect on what you have learned from the exercise and be ready to discuss in class.

3. Read “Defining Good Assessment,” (pp. 77–112) in Making Assessment Work for Everyone (Kusimo et al., 2000). Write a paragraph in response to each of the three prompts on page 110 of the chapter, and be prepared to share in class.
APPENDIX A:

Executive Summaries for Volumes I & II
What are the reigning theories of human development and cognition? How are human development and culture related? How does identity development intersect with achievement motivation? What is intelligence? How can our knowledge of human development inform our work as educators working with an increasingly diverse student population? What is known about how to work successfully with families from non-dominant cultural groups? In this volume, we tackle these questions and more. The four sections we describe below collectively point to a vision of schooling that is both an ideal and a possibility. Many educational leaders have said that we now know what we need to do; we just need the will to follow through.

In the first part of this volume, Current Perspectives on Human Development, Culture, and Cognition, we review recent literature on these topics as well as interrelationships among development, culture, and learning. The prevailing perspective is sociocultural and constructivist, based in the philosophy, research, and theory of Russian psychologist Lev Vygotsky. We show how human development is not only a function of biological, neurological, and cognitive growth; it is also a process largely mediated by and situated in social and cultural contexts. To understand human development and cognition, one must draw from multiple disciplines, such as cultural psychology, cultural anthropology, and sociology, among others. We present brief summaries that illustrate how each of ten disciplines has contributed to current understanding. In addition to supporting a sociocultural and constructivist view of learning and development, research increasingly indicates that intelligence itself is both multiform and changeable throughout life. Thus, there are good reasons to incorporate greater variety in teaching strategies and materials and to have high expectations for all students.

The second part, Culture, Identity, and Schooling, examines how students’ healthy identity development and the ways schools foster that development are intimately related to their engagement in learning. Research shows a relationship among a sense of belonging (being accepted for who one is), achievement motivation, and learning outcomes. Identity can be complex, particularly for bicultural and mixed-heritage students. The messages students receive outside of their homes—particularly in schools—can affect how they see themselves academically and interpersonally. For these reasons, we have included a whole section on the topic of identity.

The third part, Culture in Teaching and Learning, moves from learning principles and standards that can guide high-level learning for all students to specifics of culturally responsive pedagogy. We use the example of African American students to illustrate how cultural links can go beyond curriculum content to the ways instruction is organized in the classroom. Readers will see connections between this example and the more thorough treatment of African American language styles and use in Volume II: Language. A substantial portion of this section addresses what might be called equity pedagogy, that is, approaches and strategies that have been identified as necessary and useful in promoting equity. Among these are anti-racist education, high expectations, and moving beyond deficit thinking. Finally, the section offers a vision of a positive school culture that works for teachers, students, and families.
The fourth part, Culture, Families, Communities, and Schools, reviews research and promising practices related to involving parents in the schooling of their children. Immigrant families, others from non-dominant communities, and those living in poverty face particular barriers to school involvement, but there are ways around those barriers. As important as specific strategies may be, perhaps even more important is the stance that schools take toward families. Research and theory suggest that a strengths-based approach works best; identifying what families can do as opposed to what they cannot or won’t do results in much better outcomes. We use Benard’s work on resilience, Moll’s concept of funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 1992), and Bourdieu’s notion of cultural capital to think about ways we can capitalize on student and community strengths (Bourdieu, 1977).

**Cultural Capital**

The human, social, and material resources that families can use to reach desired goals; sometimes the term social capital is used to refer to the social networks and institutional supports available in a given community (Coleman, 1988, cited in Diamond, 2000).

If we combine what the past two decades have taught us about how students learn with a more inclusive philosophy—the belief that all students, not just a few, deserve a top-notch education, as called for by the federal No Child Left Behind Act of 2001—our society can make great strides toward meeting the needs of all students and establishing a truly democratic society. Most important to the process of addressing the needs of learners from a wide range of backgrounds is a positive, ongoing process of exploration and constructive conversation among the professionals who serve such students and between professionals and students’ families.
What is language proficiency? How does it interact with culture, human development, learning, and schooling? How can teachers best support English language learners (ELLs) and speakers of different English dialects? What are the current views of literacy acquisition and best approaches to literacy instruction? And how can assessments eliminate bias based on language? In Volume II: Language, we address these questions and many more.

We live in a world connected through language. All human beings have the desire to communicate, and this connection is achieved largely through language. In fact, as Fromkin and Rodman (1998) have observed, “Wherever humans exist, language exists” (p. 26). Given the universal nature of language, it might not appear to be worthy of study. But upon closer scrutiny, it is clear that language is an extremely complex sociocultural and cognitive phenomenon. Because language is at the heart of learning, development, and schooling, it bears investigation by teachers beyond the ways that it is usually presented in language arts courses.

In this volume, we ground our understanding of language in culture and cultural context. The noted sociolinguist Joshua Fishman (1991) has described three connections between language and culture:

- **Language indexes culture**: A language that has grown with a culture is the best language through which to describe and communicate that culture. So, cultures cannot truly be understood through another language—and when children lose the language of their parents, they become cut off from many cultural meanings that can be conveyed only through that language.

- **Language symbolizes culture**: Language reflects the status and social positioning of a culture. In Sweden, the Finnish language of immigrants and former immigrants marks them with a lower social status in schools than their native-Swedish-speaking peers. Terms like Anglo and Hispanic that are used to designate groups of English or Spanish speakers conjure up different associations related to social status.

- **Culture is partly created by its language**: Certain cultural events such as rituals, storytelling, greeting, praying, and joking encode and perpetuate deep cultural meanings across generations. It is unimaginable that such cultural content could be conveyed without language and without the particular language of the cultural group.

In Part 1: Language, Culture, and Schooling, we discuss the central role of language in culture and in human identity. We introduce the reader to cultural differences in communication style and language use, presenting examples and activities that illustrate these differences. We consider language attitudes and explore variations in language, including African American Vernacular English (also known as Black Language or Ebonics). In a way, we ask the reader to become an
educational linguist and to investigate the ways that language is used in nondominant cultural and linguistic groups. We take the position that teachers can empower students both by valuing their home-culture languages and dialects and also by teaching them what Delpit calls the “codes of power” (1995, p. 40)—the language of school and the dominant culture.

In Part II: English Language Learners, we describe the language learning goals that ELLs face and some of the most important factors that influence their progress toward accomplishing those goals. This material is intended as a basic resource for general education teachers who increasingly have ELLs in their classrooms. For this reason, we focus not only on instructional strategies but also delve into theories underlying second language acquisition, the developmental stages of second language acquisition, and some of the educational programs and models that support bilingualism and biliteracy. Here, we differentiate between language difficulties—which are common occurrences in the natural progression of second language acquisition—and language deficiencies, with which second language learners are often misdiagnosed, causing them to be disproportionately represented in special education classes.

Finally, in Part III: Language and Assessment, we discuss language as it relates to two very important realms of schooling. We review research-based approaches to literacy instruction and show how children need to relate oral and written language in the process of literacy acquisition. Understanding students’ literacy acquisition is greatly enhanced by a basic grasp of the components of language as linguists have defined them—phonology, syntax, morphology, semantics, and pragmatics. Development in these areas of language, along with an understanding of print, appropriate literary styles, and purposes for reading, make up the complex process of literacy acquisition.

In our discussion, we explore both language assessment and the role of language in subject-matter assessment. We suggest ways that teachers can evaluate their students’ language proficiency, with a view to identifying areas in which students need support. And we explain how they can reduce inappropriate linguistic demands on subject-matter assessments. Not only ELLs but all students stand to benefit from assessments written in clear, simple language; it is important to distinguish between low assessment performance based on difficulties with language and lack of conceptual understanding.

As with Volume I: Human Development, Culture, and Cognition, we urge readers to engage in ongoing conversations in their schools and communities that address issues of diversity and the education of culturally and linguistically diverse students. We also challenge the reader to raise questions about complex social phenomena and inequities—questions that may not offer simple solutions but do illuminate pathways toward social change.
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