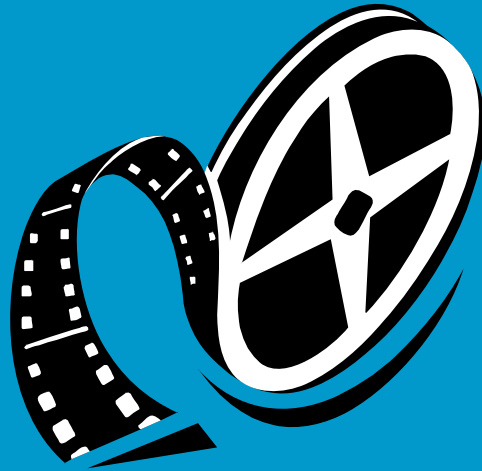


# Welcome!



Garland Independent School District  
New Teacher Orientation 2007

Diverse community  
Shared vision  
Exceptional education



Garland Independent School District



Diverse community

Shared vision

Exceptional education



*Diversity is Different  
(may not be what you think...)*



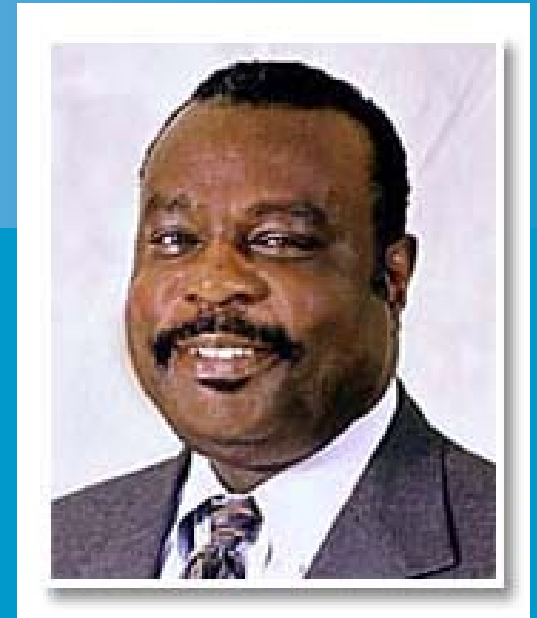
# Who's Who

- ◆ Dr. Curtis Culwell
- ◆ *Superintendent of Schools*
- ◆ **Garland Independent School District**
- ◆ [cculwell@garlandisd.net](mailto:cculwell@garlandisd.net)
- ◆ 972.487.3023





# Who's Who



- ◆ John W. Washington
- ◆ *Assistant Superintendent*
- ◆ **Garland Independent School District**
- ◆ **Student Services and Community Relations**
- ◆ [jwwashin@garlandisd.net](mailto:jwwashin@garlandisd.net)
- ◆ 972.487.3250



# Who's Who

◆ **Mary Whitt**

◆ **African American  
Community Liaison**

◆ [mawhitt@garlandisd.net](mailto:mawhitt@garlandisd.net)

◆ 972.487.3261

◆ **Javier Solis**

◆ **Hispanic Community  
Liaison**

◆ [jsolis@garlandisd.net](mailto:jsolis@garlandisd.net)

◆ 972.487.3262

# Agenda/Topics to Be Covered



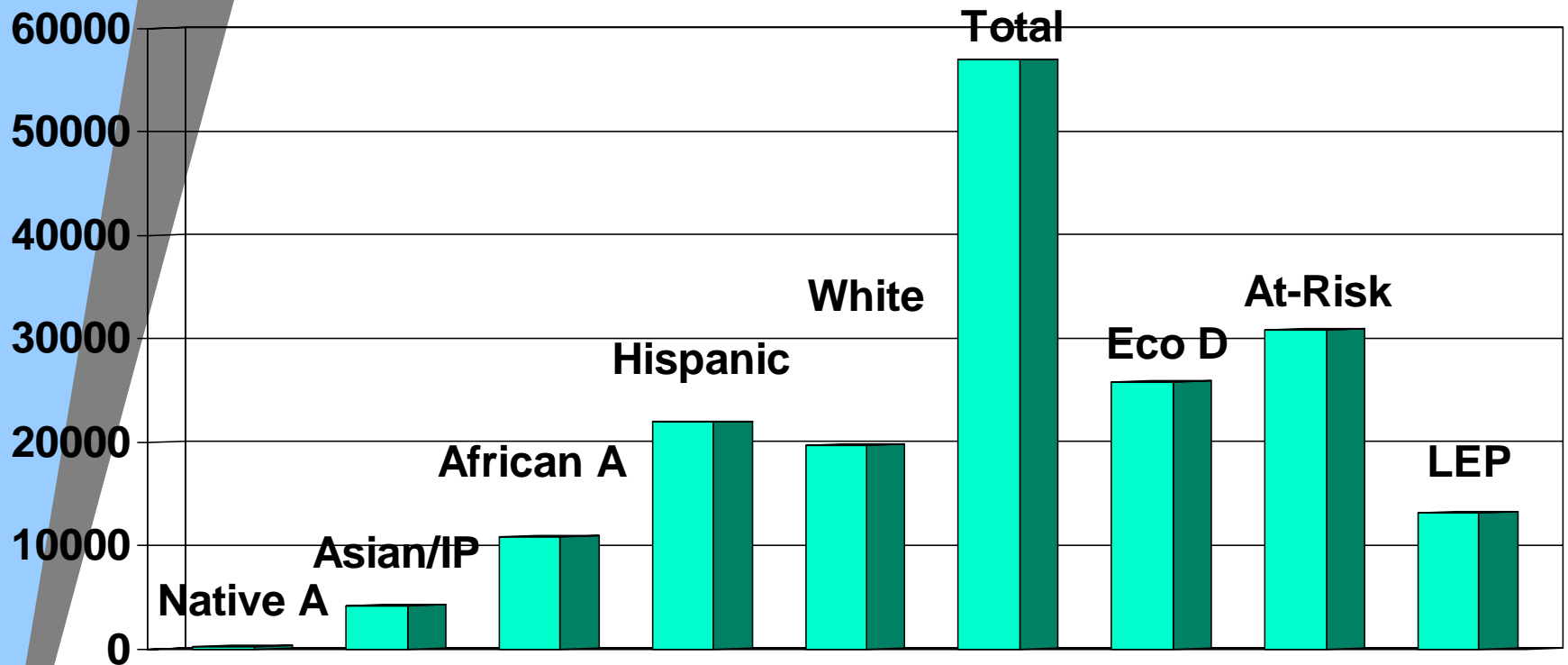
- ◆ Mission Statement
- ◆ Who's who
- ◆ Diversity/Culture/Power
- ◆ Cultural Lenses
- ◆ Awareness Circle
- ◆ Unconditional Teaching
- ◆ Activities
- ◆ Summary



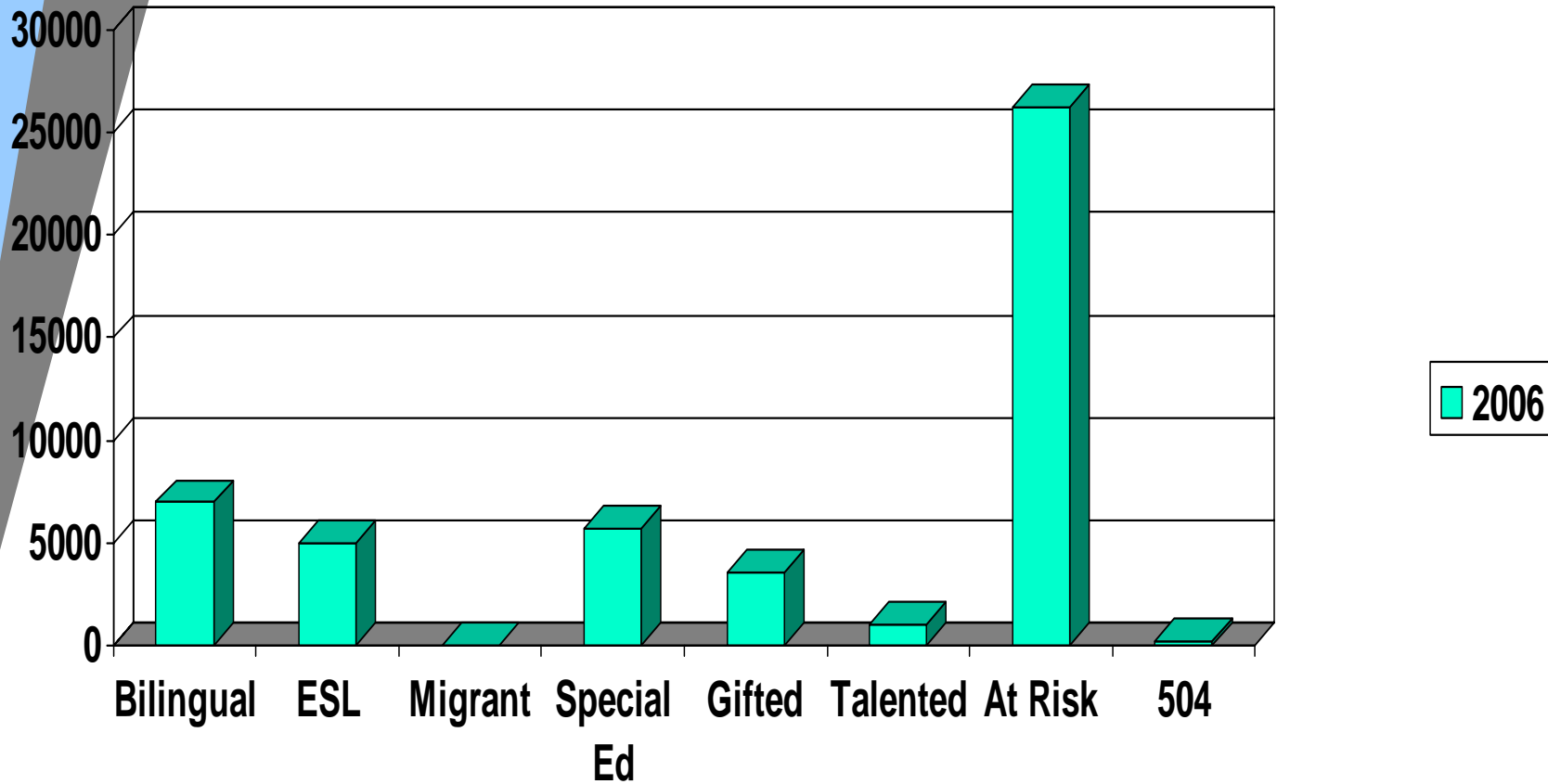
# About GISD

- ◆ 57,000 Students
- ◆ 7,000 Employees
- ◆ Mission Statement
- ◆ At-Risk, SpEd, ESL/BiL,504, GT, Immigrant, Migrant, Drop out prevention, Emergency Aid

# About GISD Students



# About GISD Students Special Populations



# What does the research say?

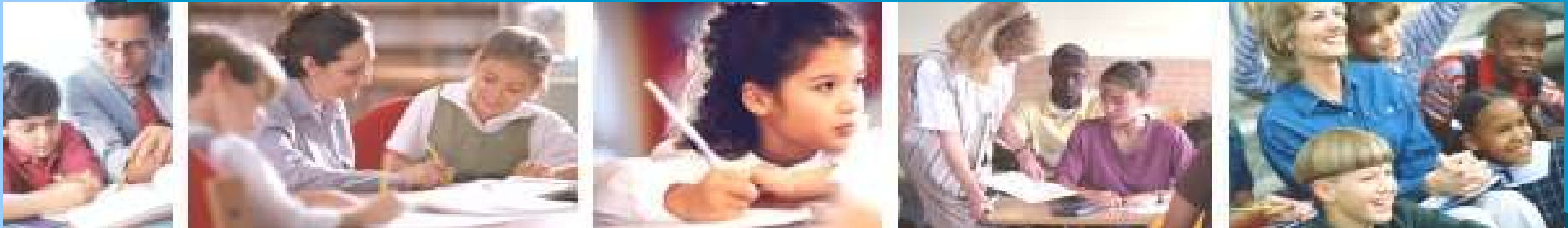
**Disproportionate representation of minority students may be found in which area of schools/education?**

- A. Academic achievement
- B. Discipline
- C. Special education
- D. Gifted and talented programs
- E. All of the above



# Disproportional...

Disproportionality refers to the **over** or **under** representation of a given population group defined by ethnic and racial backgrounds, socioeconomic status, English proficiency, and gender in a specific population category.





## Responsibility

- ◆ Achievement of all students is the responsibility of all the adults in the district



# *“Responding to Inappropriateness at School”*



- ◆ *“Most schools have plans in place for responding to fires, hazardous weather, weapons possession, fights, medical emergencies, and other situations that call for quick assessment and decisive action...”*

*But, when bias incidents occur, many administrators and teachers discover that they have not planned ahead.”*

**Harry Clincy - GISD Teacher - 2005**

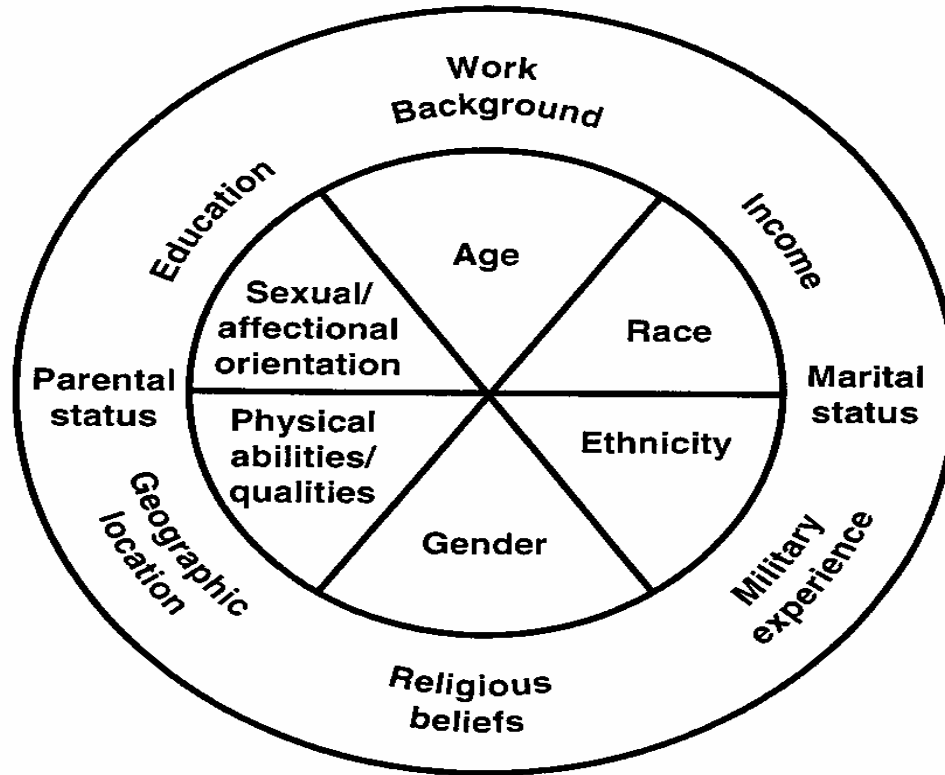


# Cultural Awareness and Sensitivity

- ◆ Awareness of cultural self and others
- ◆ Cultures in GISD
- ◆ Cultural differences and similarities
- ◆ Stereotypes, prejudice and discrimination
- ◆ Nonverbal behavior
- ◆ Communication styles



# AWARENESS CIRCLE



**Primary & Secondary  
Dimensions of  
Perception**

# Cultural Groups/Factors

- ◆ **Age**
- ◆ **Gender**
- ◆ **Race**
- ◆ **Ethnicity**
- ◆ **Nationality**
- ◆ **Sexual Orientation**
- ◆ **Language**
- ◆ **Electronic Media**
- ◆ **Social Organizations**
- ◆ **Income**
- ◆ **Education**
- ◆ **Family**
- ◆ **Religion**
- ◆ **Geographic Location**
- ◆ **Physical/Mental Abilities**
- ◆ **Political Views**



# Questions and Answers Activity/Reflection

- ◆ **Quickly answer what you believe to be the correct answer to the questions on the handout.**
- ◆ **Do not linger on any one question.**
- ◆ **Jot down in short hand your answer.**
- ◆ **No one else should see your answer.**
- ◆ **You have three minutes.**



# Questions and Answers

1. **What are our personal cultural lenses?**
2. **What is the impact of those lenses on individuals from other groups?**
3. **What is our own cultural identity?**
4. **What are issues of power in cultural dynamics?**
5. **How do misunderstandings occur in cross-cultural communication?**
6. **Are there strategies to avoid them?**
7. **Are there effective strategies for interrupting culturally inappropriate/offensive remarks (i.e., standing up for one's own cultural groups and being an effective ally to others)?**
8. **Can we develop personal action plans for both continued learning and continued skill development in diversity issues?**



# Culture

*society, mores, background, traditions, ethnicity, customs, religion, way of life*

## **Multicultural Common NEEDS**

- ◆ **Survive**
- ◆ **Be physically and emotionally safe**
- ◆ **Have a sense of belonging, a connection to a group**
- ◆ **Be loved and valued**
- ◆ **Feel respected, heard, and understood**
- ◆ **Be important**
- ◆ **Have a sense of predictability**
- ◆ **Make a contribution through our work**
- ◆ **Make sense out of life and give our personal story meaning**
- ◆ **Have a sense of creativity**



# Diversity

- ◆ **Does not exclude Whites**
- ◆ **Includes not only women, African Americans, Hispanics or people who speak another language**
- ◆ **Considers differences in:**
  - **Beliefs**
  - **Values**
  - **Work ethics**
  - **Communication**
  - **Personality**
  - **Experiences (childhood and adult)**
  - **Language**
  - **etc**

# Eight Practices that Minority Parents and Students Equate with Effective Classroom Management

- ◆ Fairness
- ◆ An open mind and positive attitude about students
- ◆ Explicitness about class rules and teacher expectations
- ◆ A comprehensible, interesting, challenging, and culturally relevant curriculum
- ◆ Effective teachers who have an engaging style of instructional delivery
- ◆ Teachers who make teaching, instead of discipline, their main priority
- ◆ Firmness but not meanness
- ◆ Teachers who are patient

Ref: *“Up Where We Belong”* by: Gail L. Thompson

- *Helping African American and Latino Students RISE in School and in Life*



# Qualities of Outstanding Educators According to African American High School Seniors

	<u>Quality</u>	<u>Percent</u>
◆ 1.	<b>Explain Things Well</b>	<b>74</b>
◆ 2.	<b>Make the Course Work Interesting</b>	<b>74</b>
◆ 3.	<b>Give Extra Help</b>	<b>67</b>
◆ 4.	<b>Patience</b>	<b>66</b>
◆ 5.	<b>Fairness</b>	<b>62</b>
◆ 6.	<b>Friendliness</b>	<b>58</b>
◆ 7.	<b>Humor</b>	<b>57</b>
◆ 8.	<b>Challenge Students Academically</b>	<b>50</b>
◆ 9.	<b>Intelligence</b>	<b>49</b>
◆ 10.	<b>Make the Course Work Relevant</b>	<b>42</b>

# Qualities of Outstanding Educators According to African American High School Seniors (Continued)

<u>Quality</u>	<u>Percent</u>
◆ 11. Enthusiasm	39
◆ 12. Niceness	38
◆ 13. Give Rewards	33
◆ 14. Strictness	28
◆ 15. Give Lots of Homework	13
◆ N=271	
◆ <i>From African American Teens Discuss Their Schooling Experiences</i>	

# Stages of Multicultural Sensitivity



- ◆ **Defense:** Recognizes some differences, but sees them as negative
- ◆ **Minimization:** Unaware of projection of own cultural values; sees own values as superior
- ◆ **Acceptance:** Shifts perspectives to understand that the same “ordinary” behavior can have different meanings in different cultures
- ◆ **Adaptation:** Can evaluate other’s behavior from their frame of reference and can adapt behavior to fit the norms of a different culture
- ◆ **Integration:** Can shift frame of reference and also deal with resulting identity issues



# Communications Styles

- ◆ **Eye Contact**
- ◆ **Volume of Speech**
- ◆ **Touching**
- ◆ **Written vs. Verbal**
- ◆ **Long Term History between Groups is Important**
- ◆ **Personal Space is Important**
- ◆ **Ignoring “Turns”**

# Communications Styles

## Eye Contact



- **European Cultures** believe that they can understand others better if they look into their eyes.
- **Asian and Native American** cultures teach that direct eye contact is disrespectful. Looking down or away is also a way to show respect for authority.
- **African Americans** may use eye contact to indicate that they are ready to ask a question or make a comment. Looking away may be a sign of thinking... not disrespect.
- **Hispanics** use prolonged eye contact mostly with family members or close friends.

# Unconditional Teaching

Alfie Kohn



- ◆ Effects of Conditional Acceptance
- ◆ Acceptance Based on Performance
- ◆ Acceptance Based on Obedience
  
- ◆ **Providing Unconditional Acceptance**

Accept students for who they are  
...not for what they do...

- ◆ **Not just a matter of how we respond to students after they do something wrong**
- ◆ **Countless gestures that let them know that we're glad to see them**
- ◆ **That we trust and respect them**
- ◆ **We care what happens to them**
- ◆ **How we think about how we might do things differently**
- ◆ **Not the selective reinforcement offered to some students who please us**



# Cultural Awareness

- ◆ **Become aware of yourself as a person with a culture.**
- ◆ **Become aware of how your cultural groups have shaped how you understand and act.**
- ◆ **Become aware of how attitude and assumptions influence perceptions.**



# Personal Action Steps

- ◆ "own up"
- ◆ Take responsibility
- ◆ Value diversity
- ◆ Be "in the know"
- ◆ Challenge yourself



# Handouts/Announcements/ Summary

- ◆ **Teaching Strategies**
- ◆ **Eighteen Effective Strategies**
- ◆ **Awareness Circle**
- ◆ **Q & A**
  
- ◆ **New Teacher Reception September 5, at**
  - **Special Events Center 4-6 pm**
  
- ◆ **Wrap-up**

[http://www.garlandisd.net/departments/community\\_liaisons/index.asp](http://www.garlandisd.net/departments/community_liaisons/index.asp)