## **Detailed Contents**

Preface	xiv
Acknowledgments	XX
Section I: Background	1
Chapter 1: Multicultural Education: History, Theory, and Evolution  Learning Objective 1.1 Education That Is Multicultural 3  Changing Demographics 3  Understanding Why Race and Ethnicity Matter 5  The Need to Close the Achievement Gap 6  Prejudice and Discrimination Issues 8  Curriculum, Instruction, and Assessment Issues 9  Curriculum 10  Instruction 10  Assessment 11  Teacher Preparation and Professional Development Issues 11  Available Teacher Workforce Issues 12  Community and the Role of Parents 12  Moral Obligations and Responsibilities 12  In Summary 13  Learning Objective 1.2 History of Multicultural Education 13  Initial Focus on Ethnic Studies 14  Influential Publications and Organizational Forces 14  The Influence of Standards and Organizations on the  Development of Multicultural Education 15  Similarities and Differences With Other Studies of Culture 16  Learning Objective 1.3 Definition of Multicultural Education 19  A New Definition of Multicultural Education 20  So What Is Multicultural Education? 20  Learning Objective 1.4 Conceptual Models of Multicultural Education 21  Five Approaches to Multicultural Education 23	2

Learning Objective 1.5 Misconceptions and Misunderstandings 24 Profiles in Multicultural Education—James A. Banks 27	
Chapter 2: What Is a Multicultural Educator? A 4-Step Model Learning Objective 2.1 Effective Teaching and Becoming a Multicultural Educator	<b>35</b> or 37
What Is Effective Teaching? 37	
What Is a Multicultural Educator? 39	
Essential Knowledge for Multicultural Educators 41 A Repertoire of Skills for Multicultural Educators 43	
Personal Qualities or Dispositions for Multicultural Educators 44	
Learning Objective 2.2 Multicultural Educators and Professional Teaching Standard	ds 45
Curriculum Standards as a Guide for Multicultural Educators 45	
Professional Teaching Standards as a Guide for Multicultural Educators 46	
Learning Objective 2.3 At the Core of Becoming a Multicultural Educator: A Deep Understanding of Culture 48	
Why Attend to Culture? 48	
Roles and Responsibilities of Teachers in Using Culture 49	
Learning Objective 2.4 A 4-Step Model for the Professional	
Development of Multicultural Educators 51 Becoming a Multicultural Educator 51	
Getting Started 53	
Profiles in Multicultural Education—Carl A. Grant 54	
Section I Assessment	60
Section II: Knowledge	63
Chapter 3: Historical Perspectives on a Multicultural America	64
Learning Objective 3.1 The Founding and Settling of This Country 66	
Race as a Biological or Social Construct 67	
Native Americans: So Who Discovered America? 69	
A Classroom Focus on Native Americans 70	
African Americans 71 A Classroom Focus on African Americans 71	
Asian Americans 72	
Chinese Americans 72	
Japanese Americans 72	
Filipino Americans 73	
A Classroom Focus on Asian Americans 73	
Hispanic Americans 74  Mexican Americans 74	
Mexican Americans 74 Puerto Ricans 74	
Cuban Americans 75	
A Classroom Focus on Hispanic Americans 75	
European Americans 76	
A Classroom Focus on European Americans 77	
Today's America 77	

Learning Objective 3.2 Historical Perspectives of Peoples of the United States	78
Historical Highlights 79	
Highlights From Native American History 79	
Highlights From African American History 79	
Highlights From Asian American History 80	
Highlights From Hispanic American History 81	
Highlights From European American History 81	
Civil Rights Movement Timeline 82	
Learning Objective 3.3 Key Legislation Impacting Education 84	
Federal Civil Rights Laws 85	
Other Education Laws 85	
Free Speech Rights of Students 86	2) 00
Profiles in Multicultural Education—Ronald Takaki (April 12, 1939–May 26, 2009	9) 88
Chapter 4: Foundational Knowledge for Culturally Responsive Teaching	95
Learning Objective 4.1 Knowledge About Culture, Diversity, and Student Assets	97
Essential Elements of Culture 98	
Socioeconomic Status and Education 100	
Religion and Education 101	
Gender and Education 103	
Learning Objective 4.2 Knowledge About the Foundations of	
Multicultural Education and the Achievement of Equity 105	
Understanding Racism 107	
Understanding the Impact of Policy on the Learning Environment 107	
Learning Objective 4.3 Knowledge About Academic Achievement and Diverse	
Students 109	
Learning Styles and the Achievement of Culturally Diverse Students 109	
Knowledge About Communication Styles 111	
Learning Objective 4.4 Knowledge About Teaching and Learning 112	
The Role of Culture in the Process of Learning 112	
Culturally Responsive Teaching and Curriculum Development 115	
Profiles in Multicultural Education—G. Pritchy Smith 117	
Section II Assessment	124
Section III: Awareness	127
	12/
Chapter 5: Understanding Cultural Identities and	120
Their Influence on Teaching and Learning	128
Learning Objective 5.1 Dimensions of Your Cultural Identity 130	
What Is Cultural Identity? 130	
Sources of Information About Our Identities 134	
Challenges to Uncovering Our Cultural Identities 135	
Naming Groups With Which We Identify 137	
Learning Objective 5.2 Understanding Privileged Cultural Identities 140	
The Challenge of Entitlement 140	
What Does It Mean to Be White? 143	

Learning Objective 5.3 The Influence of Personal Cultural Identities on Teaching and Learning 147 The Influence of Cultural Identity and Worldview on Approaches to Teaching and Learning 148 Profiles in Multicultural Education—Sonia Nieto 151	
Chapter 6: Developing Awareness of Others as Cultural Beings	157
Learning Objective 6.1 Seeing Differences in Others 159	
Factors That Influence Our Perceptions of Others 160	
Racial Identity Development in Children 163	
Learning Objective 6.2 Responding to Differences in Others 164	
Self in Relation to Others as Cultural Beings 164 Responses to Differences: Stereotypes, Bias, Prejudice 165	
Learning Objective 6.3 Ineffective Responses to	
Cultural Differences in Schools 170	
Does Difference Make a Difference in Schools? 170	
Hate Crimes, Bullying, and Harassment in Schools 171	
Learning Objective 6.4 Positive Responses to Cultural	
Differences in Schools 175	
The Need for a Safe School Climate 175 Understanding the Law and Education 176	
Understanding the Law and Education 176 Helping Children to Develop Multiple Perspectives 179	
Profiles in Multicultural Education—James Loewen 179	
Section III Assessment 1	84
Section IV: Skills	85
Chapter 7: Curriculum Development and Lesson Planning	186
Learning Objective 7.1 Developing the School's Curriculum 188	
Defining Curriculum 188	
The Curriculum Development Process 190	
Learning Objective 7.2 Developing a Multicultural Curriculum 192	
Characteristics of a Multicultural Curriculum 193	
Learning Objective 7.3 Analyzing Texts and Materials for Cultural Bias 194	
Seven Forms of Bias in Curriculum Materials 195 Checking for Bias 196	
Learning Objective 7.4 Writing Multicultural Lesson Plans 200	
Planning Learning Experiences From a Multicultural Perspective 201	
Multicultural Principles 203 Key Concepts for a Multicultural Curriculum 204	
Key Concepts for a Multicultural Curriculum 204 Profiles in Multicultural Education—Christine E. Sleeter 209	

Chapter 8: Instructional Strategies Needed by Multicultural Educators  Learning Objective 8.1 How We Teach and How We Learn 217  The Purpose of Education 218  Behaviorism 219  Cognitivism 220  Constructivism 221  Models of Teaching 223	215
Learning Objective 8.2 Popular Instructional Practices and Multicultural Education 226  Differentiated Instruction 228  Multiple Intelligences 229  Response to Intervention (RtI) 232	
Responsive Classroom 233 Research-Based Instructional Strategies That Enhance Student Achievement 233	
Learning Objective 8.3 Culturally Responsive Education 236	
Profiles in Multicultural Education—Christine Iverson Bennett 240	
Chapter 9: Developing Skills in Language and Linguistic Diversity	247
Learning Objective 9.1 Language Proficiency and Student Achievement 248	
Educating Second-Language Learners 251 Language Proficiency and Achievement 253	
Learning Objective 9.2 Characteristics and Needs of English Language Learners 256	
Experiences of ELL Students 256	
Learning Objective 9.3 Teaching English Language Learners From a Multicultural Perspective 260	
Language Diversity 262	
Schools and the Home 266 Misdiagnosis 267	
Profiles in Multicultural Education—Philip C. Chinn 268	
Chapter 10: Assessment That Is Culturally Responsive	273
Learning Objective 10.1 Overview of Assessment 275	
Types of Assessments 276	
Learning Objective 10.2 Challenges to Quality Assessment 279	
High-Stakes Testing 280	
Bias in Assessment 281	
Learning Objective 10.3 Classroom-Based Assessment Choices 283 Principles of High-Quality Assessment Systems 283	
Timespies of riight Quarty rescessment systems 205	

Guidelines for Development of Classroom-Based Culturally Responsive Assessments 284
Authentic Assessments 285
Portrait of a School in an Assessment Transition 287
Profiles in Multicultural Education—Jacqueline Jordan Irvine 293
Section IV Assessment 299
Section V: Action 303
Chapter 11: Becoming a Multicultural Educator 304
Learning Objective 11.1 Getting Started: Beliefs, Visioning, and Goal Setting 305
A Starting Point: Developing a Multicultural Education Platform of Beliefs 307
Visioning 307 Goal Setting as a Multicultural Educator 309
Learning Objective 11.2 Designing Learning Experiences That Put Students First 311
Learn About Your Students 311  Maintain High Expectations for Student Outcomes 313  Work to Integrate Multiple Perspectives 314
Learning Objective 11.3 Working in Collaboration: Finding Partners, Allies, and Critical Friends 315
Functioning as a Partner 316 What Can You Do as Partners? 317
Learning Objective 11.4 Using Data to Examine Your Own Practice 319
Inventories 319
Journaling and Anecdotal Logs 322 Assessment Instruments 322 Action Research 322
Learning Objective 11.5 Attending to Your Own Professional Development 324
Professional Development Options 324 Enhancing Your Skills as a Reflective Practitioner 325 Profiles in Multicultural Education—Jeannie Oakes 327
Chapter 12: Supporting Diverse Learners on a Schoolwide Level 333
Learning Objective 12.1 Action Planning on a Schoolwide Level 335
Learning Objective 12.2 School Culture and Readiness for Change 337 School Culture as a Shared Set of Values and Beliefs 337 Assessing School Culture 339 Developing a Shared Vision 341
Developing a Culture of Collaboration and Teamwork 342

Learning Objective 12.3 School Improvement and Multicultural Education 343	
Collection and Analysis of Student and Other Data 345 Goal Setting and Multicultural Education 345 Identification and Selection of Promising Practices 348 Implementation and Monitoring 348	
Learning Objective 12.4 Supporting Teacher Growth for Multicultural Education 348	
Strategies to Support Teacher Learning 350 The Diversity Project: An Illustration of Schoolwide Action Planning to Implement Multicultural Education 352 Needs Assessment 352	
Assessment of Current School Culture 352	
About Students and Learning 353 About Curriculum and Instruction for	
Diverse Student Populations 353	
About Adult Learning and Becoming	
Multicultural Educators 353	
About Education and Equity 354	
A Culture of Collaboration and Teamwork 354	
Goal Setting 354	
Identification of Research-Based Interventions 355	
Support for Teacher Growth 355	
Monitoring of Impact 355	
New Approaches to Teaching and Learning Pay Off 356 Summary 356	
Profiles in Multicultural Education—Donna M. Gollnick 357	
Section V Assessment	363
Appendix: The Vital Multicultural Classroom: Resources, Organizations, and Associations	365
Glossary	396
Photo Credits	400
Index	402
About the Authors	407
AUUUL HIE AUUIUIS	40/