## TABLE OF CONTENTS

	Preface11
	The Philosophy of the Author 11
	Purpose of and Issues in this Book 12
	A Perspective for Teaching in Diverse Schools 12
	How to Use this Book 14
	Disclaimer 15
	Definition of Terms – 16
	Precautions on Categorizations and Potential Stereotyping 17
1.	Introduction: Making the Case for Reaching All Learners
	Out of the Many, One: America's Diversity and Schooling 21
	Understanding the Nature of Difference 21
	Why the Need for Diversity Awareness? 24
	Perspectives for Understanding Diversity 26
	The Value of Diversity in the American Society 29
	Some Vital Statistics to Ponder – 33
	Prisons and the Production of At-Risk Students
	Prison Expenses versus Living Expenses 38
	The Achievement Gap Problem 40
	Tough Questions from Teachers 46
	Teaching for Transformation 48
	Teachers as Diagnosticians, Strategists, and Interventionists 49
	Summary 51
2.	What You Must Know Before Stepping Into a Diverse Classroom 57
	Who Are America's Diverse Learners? 58
	Expansive Diversity: Urban, Rural, and Suburbia 59
	Thoughts for Working in Challenging Diverse Environments 64
	The "Silent Epidemic" Report: From the Students' Own Mouth 65
	Understanding Absenteeism 66
	Interventions for Working with Diverse Youth 67
	Reality Check: The Nature of Current American Students 68

School Violence and Drug Use: Surprising Data 73	
Cognitive Development and Teaching 76	
Biology of Students: Why They Do What They Do 78	
The Classroom and Social Consequences of Physical Growth 80	
Social Implications of Physical Growth 82	
Summary 84	
<b>Identity Development Issues, Socio-Cultural Processes, and Low-Income Students 87</b>	
Psychological Processes	
Minority Children's Identity Development 87	
The Cost of Being a Minority Student in America 88	
Minority Identity Development and Teaching 90	
Socio-Cultural Considerations	
Inter-Cultural Communications: Verbal and Non-Verbal Communications 94	
Culture and Language (in Action) 95	
Non-Verbal Communication: Paralanguage and Personal Space 98	
Chronemics: The Concept of Time Across Cultures 104	
• Working with Students From Lower Socio-Economic, Homeless, and Refugee Familia	es
Socio-Economic Status and the Classroom 106	
A Portrait of America's Poor Children 108	
Low Income Groups in American Schools 110	
Teaching and Poverty: What Teachers Must Know 112	
Strategies for Teaching Low Income Students – 115	
Lessons from Teachers 116	
Summary 118	
Summary 110	
Socio-Cultural Processes and Schooling 123	
Understanding Cultural Capitalism 123	
Teaching for Agency: Can the Cycle Be Broken? 124	
Critical Theory Perspective: Of Standards and Common-Sense 126	
The School as a Sorting Agency 130	
Teaching with Agency 131	
Creating a Teaching Philosophy 133	
Understanding the History and Nature of Stereotypes 134	

3

4.

	Stereotyping in Schemas, Patterns, Typologies, and Archetypes 134
	De-Stereotyping the Historical African American 137
	De-Stereotyping the Historical Native American 141
	Addressing the Notion of the Asian Model Minority 141
	Frames, Stereotypes, Racialization, Criminalization, and Identity 143
	Summary 146
5.	Perspectives for Teaching Diverse Student Groups 149
	• Working with Underachieving Learners – 149
	How to Implement the "Motivation Trap" Strategy 150
	Teaching Strategies and Lesson Planning Ideas for Teaching Underachieving Learners 153
	• Teaching with Gender in Mind 153
	Male and Females in Action: Nature or Nurture? 153
	Boys and Girls in School 155
	Strategies for Teaching in Coeducational Classrooms 156
	• Sexuality in the Schools – 159
	Interventions162
	• Teaching Religiously Diverse Students 163
	Landmark Court Decisions 163
	Working in a School with Gangs 166
	Tough Neighborhood, Tough School? 168
	What Teachers Should Know: An Ironic Twist about Gangs 171
	How to Help Gang Members in School 173
	<ul> <li>Working with Diverse Families, Colleagues, and Communities:</li> </ul>
	Optimizing Collaboration 174
	Managing the Barriers of Community-School Relations 175
	Mechanisms for Creating Effective Community-School Relations 177
	Teacher-Suggested Ideas for Fostering Community-School Relations 179
	Summary180
6.	Working with Special Needs Learners 183
	Who are Students with Special Needs? 183
	General Information 184
	Policies to Know: Teachers' Roles and Responsibilities in the Inclusive Environment – IDEA,

LRE, and IEPs -- 185 Free Appropriate Public Education for Students with Disabilities – 187 IEPs in Practice -- 193 Special Education Teacher's Roles and Responsibilities -- 195 Working with AD(H)D Learners -- 196 Applying Knowledge-Creation Theory for Understanding AD(H)D Students -- 198 Teachers' Concerns -- 200 Interventions for Home and School -- 201 Working with Gifted Learners -- 205 AIG Teachers' Concerns and Observations -- 210 Interventions -- 210 Teaching Students with Mild Disabilities -- 211 Teachers' Concerns and Notes -- 211 Interventions -- 212 Summary -- 214 Working with Linguistically Diverse and English Language Learners ------ 216 Issues of and a Brief History of English Learning / Bilingual Education -- 216 Section 3102 of Public Law PL 107-110... English Language Acquisition, Language Enhancement, and Academic Achievement Act -- 218 EL Students in the Classroom -- 220 The Process of Second Language Acquisition -- 220 Second Language Acquisition and Instruction – 222 Krashen's Hypothesis about Second Language Acquisition -- 223 Cummins' BICS and CALP -- 224 U.S.-Born Speakers of Other Languages -- 226 What is the Function of Language? The Need for Standardization -- 227 English Learning and Immigration: Working with Generation 1.5 -- 228 Insights for Content Instruction -- 230 Sheltered Instruction as an Instructional Strategy -- 231 Inclusion Placement Strategy -- 232 Best Practices and Lesson Planning Ideas -- 233 Strategies Websites -- 234

7.

Summary -- 234

8.	Diverse Teachers with Diverse Learners 242
	It Takes a Village: White Allies and Minority Progress 242
	Cultural Similarities and Teaching 243
	Cross-Cultural Identities and Schooling 244
	Teachers as Agents for Change 248
	Self-Diagnosis for Teachers – 250
	Exploring Racial Consciousness and Identity Development 250
	Connecting Teachers' Racial Identity Development and Teaching Diverse Learners 254
	Diversity Inclusion Survey 257
	Assessment in Black and White: The Influence of Culture on Assessment 259
	The Impact of Teacher Perception on Student Referrals 261
	The Implications Cultural Coincidence and Cultural Dissonance 263
	Minority Teachers and Minority Students 266
	White Teachers and Minority Students – 268
	White Teachers and White Students 268
	Understanding the Issue of Minority-White Trust 269
	Minority-White Power Dynamics in Diverse Schools 271
	Minority Teachers on the Staff 272
	Teaching with Transformation for Transformation 274
	Summary 276
9.	Teaching Strategies for Diverse Learners280
	A Brief History of Schooling and the Nature of Humans 280
	Data-Based Teaching: The Art and Science of Teaching 281
	Constructivism in the Diverse Classroom – 283
	Strategies for Working with Diverse Learners 283
	Culturally-Relevant Instruction 285
	How to Plan Lessons for Cultural Relevance 286
	Differentiated Instruction – 289
	Considerations for Differentiating Instruction 292
	Multiple Intelligences and Differentiated Instruction 293
	Cooperative Grouping with a Purpose – 297
	Grouping Dynamics 298

	The First Week of School 300
	Learning More about Your School Population 307
	Understanding the Student: How to Collect Pedagogically Useful Information 308
	How to Manage and Motivate Learners 310
	Selecting Culturally-Relevant Literature 314
	Summary315
10.	Working with African-American Learners 317
	General Information 317
	Who Is Black? 318
	A Brief History of American Americans: Connections to Antiquity 321
	Africans in Slavery and Jim Crow's America: The Creation of a New Survivalist Culture – 324 The Emergence of HBCUs and Black Middle Class 326
	African Americans and the Emergence of Urbanity 327
	African Americans, Wealth Accumulation, and the Achievement Gap Problem – 329
	At Issue: Educating Predominantly Urbanized African American Youth – 332
	Prisons and the Production Cycle of At-Risk Students 332
	Understanding African American Students through African American Identity
	Development 334
	African American Children in School 337
	Specific Concerns of Teachers 341
	Learning African American Pedagogy from the Black Church 342
	Best Practices and Lesson Planning Ideas 344
	Summary 346
11.	Working with Asian American Learners 351
	Who Are Asians? – 351
	Asian Immigration Trends 353
	Asians and Family Life 355
	Teaching Asian Americans: Learning From Culture 356
	The Dangers of the Model Minority Stereotype 359
	Misdiagnosing Cathy 360
	Excessive Pressure to Achieve: Asian Students Speak – 360
	Asian Immigration and Generational Gap 362

	Low-income Asian immigrants and Gangs 363	
	Cultural Plunge: A Teacher's Pedagogical Reflection of the Vietnamese Culture 365	
	Instructional Implications 368	
	Best Practices and Teaching Tips 370	
	Summary 373	
12.	Working with European American and Middle Eastern Learners	376
	The Expansion of Europe and the Creation of the New World –377	
	Pre-New World Europe 377	
	Ethnic Europeans in the Emerging United States 379	
	Diverse European Ethnic Cultures in the U.S 381	
	• English Americans 384	
	• German Americans 385	
	• Irish American 385	
	• Italian Americans 386	
	Middle Eastern Americans 387	
	• Jewish Americans 389	
	Understanding Whiteness in the Context of America's Diversity – 389	
	The Untouchable Topic 390	
	The Notion of White Privilege 391	
	Marginalized White Students in Diverse Classrooms 394	
	White Youth Sub-Cultures and Teaching 397	
	Summary 400	
13.	Working with Latino American Learners	403
	Who are Latinos? 403	
	Understanding Latinos through Immigration Trends 405	
	Latinos and Family Life – 407	
	Family Roles and Educational Implications 409	
	The Need for Latino Parent-Teacher Partnerships 410	
	Working with Low-Income Latino Parents 411	
	Quinceanera, Religion, Family Life, and Educational Implications 412	
	Quinceanera and the Process of Adult-Making 412	
	Quinceanera and Latino Male Youth 414	

Recent Latino Immigrants and U.S. Education – 415	
Latinos and School Dropout 417	
Gangbanging: Beyond School Dropout 417	
Best Practices for Teaching Latino Learners – 419	
Connecting with Best Practices: Teacher-Suggested Tips 421	
Summary 425	
Working with Native American Learners 429	
General Information 429	
Quick Facts – 430	
The Americas and the Advent of Columbus 431	
Native Americans and the Making of the Americas 432	
Native Americans under Western Education 433	
From Resistance to Struggle in Western Schools 435	
Western Education and Cultural Disharmony 435	
Struggle 436	
Utah State Office of Education's Indian Education: A Model Response 437	
Socio-Cultural Issues for Teaching 438	
Implications of Socio-Cultural Practices for Teaching 440	
Implied Strategies for Teaching Native Americans 442	
Best Practices: Recommendations from National Studies 444	
Summary 444	