

Diversity in American Schools

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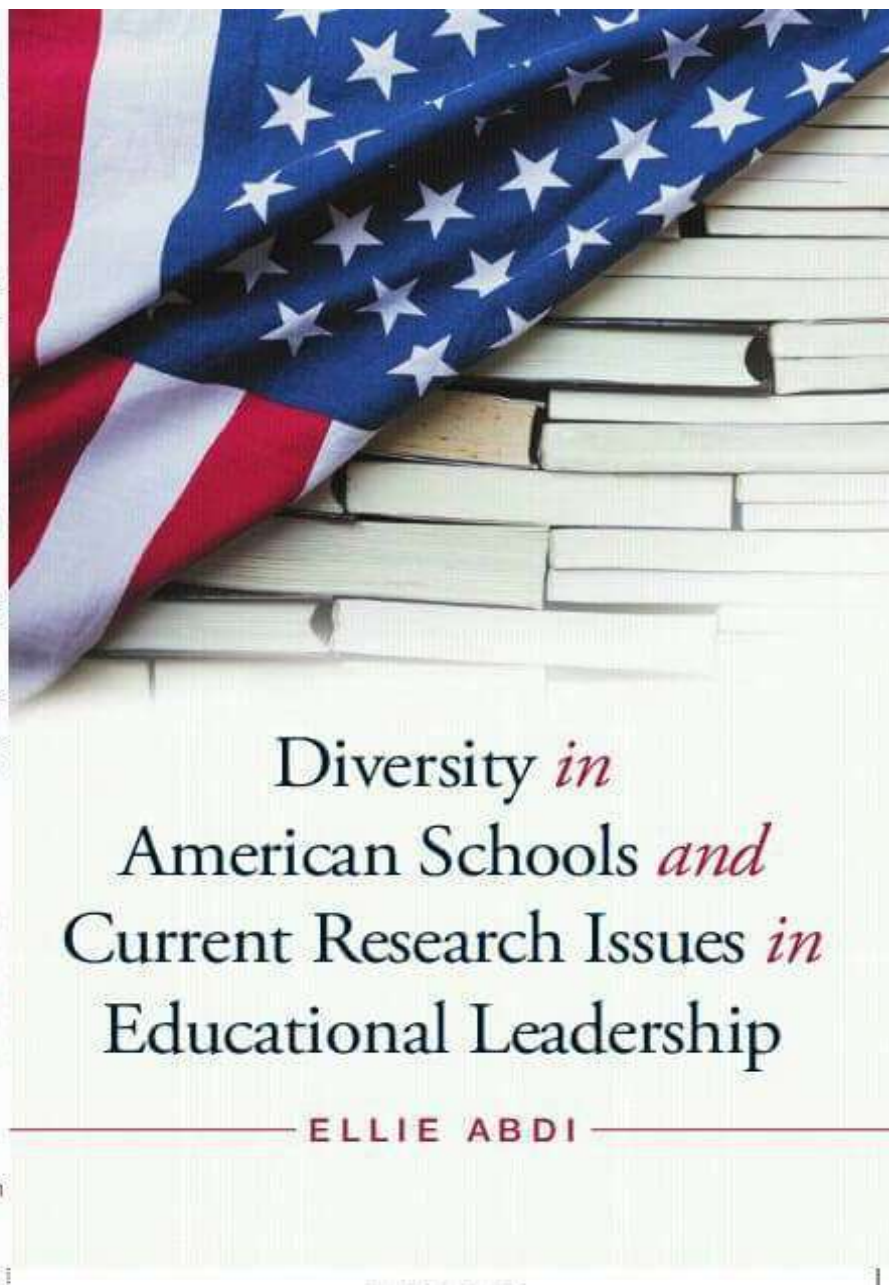
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Diversity in American Schools and Current Research Issues in Educational Leadership

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Diversity *in* American Schools *and* Current Research Issues *in* Educational Leadership

This book is divided into two parts. The first part, on educating our children in diverse America, is written for teachers, college students, parents, and the general public that is interested in understanding the social and cultural matrix of American education. This part will provide and remind the readers certain reasoning and considerations for delivering educational aspirations. Readers are introduced to sound research grounded in various issues with reflection on critically important concerns such as multiculturalism, language, immigration and acceptance, class, ethnicity and race, homosexuality, exceptionality, and religion in today's diverse society. It highlights on why teachers should evaluate the classroom and school environment to bring all children under the umbrella of knowledge.

The second part of the book is geared toward teachers who possess leadership roles, college students in supervisory majors, supervisors, and principals or any person who might be interested in acquiring more knowledge on educational leadership. This part of the book concentrates on theories of educational leadership, practical application, and research to real-life situations, ethics, and research. All of these subjects will be explored by examining the research.

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Educating Our Children in Diverse America ?

- Introduction

1. Multiculturalism
2. Language, immigration, and acceptance
3. Class, ethnicity, and race
4. Homosexuality
5. Exceptionality
6. Religion



Introduction

1. Lost Child (activity)

1. Misplaced
2. Language abilities

Why do teachers should evaluate the classroom and school environment to bring all children under the umbrella of knowledge?



Multiculturalism

- What do you know or what have you heard? (activity)
 - a. Cultures are not written rather learned
 - b. Stereotyping
- Multiculturalism vs. ethnocentrism
 - a. Multiculturalism: experiences shaping perceptions common to age, gender, religion, socio-economics, exceptionality, culture, linguistic, racial identities.
 - b. Ethnocentrism: believes in superiority is one's personal ethnic group, but it can also develop from racial or religious differences and/or solely based on their heritage.

Is it possible? When teachers and students live in a world in which racism and other forms of bias continue to impact education.

Multiculturalism (continue)

What have we done?

- Integrating multicultural courses for different viewpoints
 - Contemporary issue courses in respect to history
 - Placement of students in urban districts
- Reviewed school/ district policies related to educational equity



Multiculturalism (continue)

Who was teaching our children in the United States when this country was formed?

Who is teaching our children today?

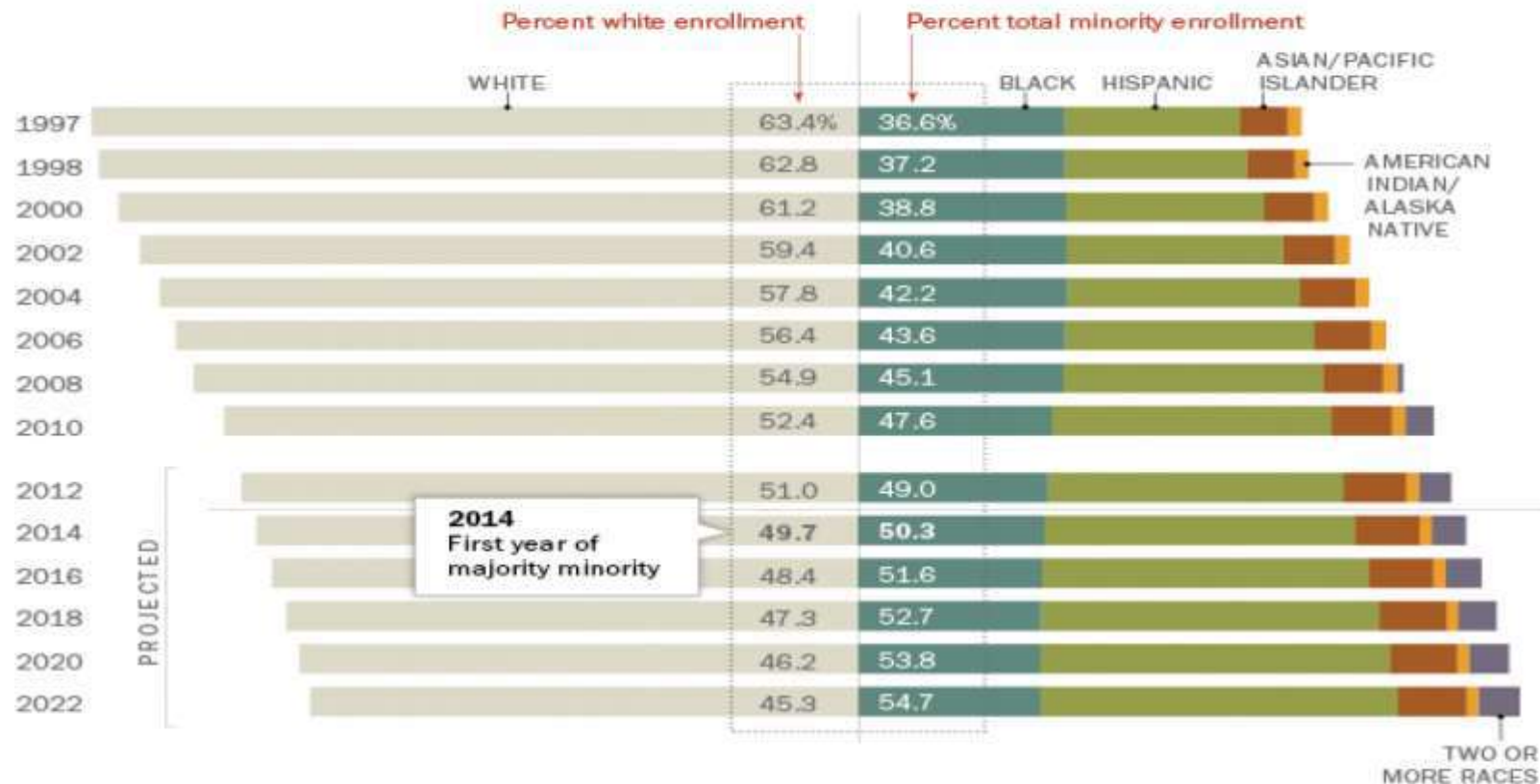
- In 1992, minorities were accounted for 32% of all children
- Today it is 47%
- In 2035, it will be 50%



Multiculturalism (continue)

Public Schools in the United States Projected to Be Majority-Minority in 2014

Actual and projected share of enrollment in public elementary and secondary schools, by race/ethnicity



Note: Whites, blacks, Asian/Pacific Islander and American Indian/Alaska Native include only non-Hispanics. Hispanics are of any race. Prior to 2008, "two or more races" was not an available category. In 2008 and 2009, some students of both Asian origin and Hawaiian or Other Pacific Island origin were included in the two or more races category. In 2010 and 2011, all students of both Asian origin and Hawaiian or Other Pacific Island origin were included in the two or more races category. In 2008, five states reported enrollment counts for students of two or more races. In 2009, 14 states reported enrollment counts for students of two or more races.

Source: National Center for Education Statistics, U.S. Department of Education.

Language, Immigration and Acceptance

- Language
- 5 years to catch up
- Correlation with socioeconomics
- Little is known about the adaptation
- United States has no national agency or department dedicated to the integration of immigrants.
- What is the primary concern of schools in regards to newly arrived immigrants?

Language, Immigration and Acceptance

(continue)

- Privileged, educated family vs. Underprivileged, uneducated family

Successful immigrants:

- Nigerian: 37% undergraduate degree, 17% Masters, 4% doctoral
 - Iranian: 50.9% undergraduate degree, 1 in 4 has Masters or doctoral.
- Among the top 20 immigrant groups of business ownerships

Acceptance comes with length of stay,

- | | |
|----------------------|-------------------------|
| a. Socioeconomics | d. Multiculturalism |
| b. Teachers' support | e. Diverse lesson plans |
| c. Support emotions | |

Class, Ethnicity and Race

- Chain of Diversity (activity)
- Teacher's higher & lower expectations based on:
 1. Socioeconomics
 2. Academic label
 3. Race
 4. Gender
- 1955 Supreme Court decision *Brown Vs. Board of Education* (Topeka KS) based on 14th amendment of the Constitution with all citizens equal protection.
- Mid 1800s
- 1945 *Sylvia Menendez* case (California)

Class, Ethnicity and Race (continue)

- Segregated more? After 1955?
- (Economist 2010)= 40% black & Latino students attend schools that are between 90% to 100% nonwhite, up from 1/3rd in 1988.
- *Brown vs. Board of Education*= response to a social problem
 1. Overcrowded
 2. Lack of supplies
 3. Rundown buildings
- Same Race or class but different ethnicity



Class, Ethnicity and Race (Continue)

New Jersey case

- 1984 under Gov. Kean, NJ became the 1st state to plan comprehensive, collaborate statewide approach to addressing the problems of inner city.
- Introduced the states' urban initiative.
- 1985 *Abbott vs. Burke*
- 1988 new construction & Pk programs were added
- 2008 under Gov. Corzine *Abbott* districts lots a large portion of funding due to School Funding Reform Act.
- 2010 under Gov. Christie \$1billion in education funding was slashed.

Homosexuality



Violence
prejudice
bullying

* Gender stereotyped

Role of a teacher:

- Support system
- Teach for understanding
- Provide information

Exceptionality

- .Ribbon (activity)
- Least restrictive environment to the maximum extent that is appropriate.
- IEP to provide appropriate education for all
 - ❖ Referrals
 - ❖ Identification
 - ❖ Classification
 - ❖ Evaluation
 - ❖ Educational placement
- What to do if IEP is questionable?

Exceptionality (Continue)

- IEP
 - ❖ Developed
 - ❖ Reviewed
 - ❖ Evaluated
 - ❖ Revised, If not appropriate
- Children will be placed in resource room, self contained classes or school, inclusion, homeschooled.

Exceptionality (Continue)

- How did we get here?
 - *Brown v. Board of Education* (quality, desegregation)
- Individuals with Disabilities Education Act (IDEA) 1975

What came after ?

- Role of Race

2000 Blacks 14.8% of school population

20.2% of special education population

2009 lower high school graduation rate: Blacks, Latinos, special education, English Language Learners

Exceptionality (Continue)

- Over representation of Blacks = reading, research, personal experience
- Intelligence Quotient (IQ):
 - Mental health facilities, correctional facilities, self-contained classrooms, behavioral remediation classes
- School as least priority: miscategorization- misplacement- misinstruction- low expectation
- Emotionally disturbed: 3% more ED

Exceptionality (Continue)

- Solution:
- Parental involvement: academic achievement
- Support from school/district psychologists, special Ed. teachers, social workers, counselors.
- Reintegration



Religion

- 1647 first common schools in Massachusetts
- First Amendment along with the remainder of the Bill of Rights was submitted in Sep. 25, 1789 and was adopted on Dec. 15, 1791
- Separation of religion and schools
 - Teaching religion in a secular context is permitted such as role of religion in the historical, cultural, and social development.
 - No religious group can mandate the contents of curriculum in public schools, due to diversity of the US.
- France
- Syria

Religion (continue)

Battles:

- one nation under God
- Yoga
- Co-education
- State of NJ does not permit school districts or schools to allow students to substitute other activities for their required physical education credit, unless by opt out & board of education permission.
- Accommodations will be made for those with medical, cultural, or religious considerations.

Closing Remarks

The beauty of public education is that all children, regardless of the ability to pay a tuition, religious background, and academic talents, are schooled. Inclusiveness has made public schools the backbone of American democracy. In a general trend of thoughts in the past century, especially by Dewey and Hooks is the increasing recognition of the freedom importance, democracy, and happiness of all children.

