Cultural Influences on Behavior

Classroom Management
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Statistics

• 32% of Public School Students are from a diverse background
• The number steadily increases
• We study diversity to understand and address the student needs. It is not studied to blame.

How Diverse is the US

• European-American -75%
• African-American-12.3%
• American Indian and Alaska Native Population-0.9%
• Hispanic and Latino – 12.5%
• Asian – 3.6%
• Native Hawaiian and other Pacific Islander -.1%
• Students-40% in public schools
• What is the percentage of diverse teachers?
Charlotte Demographics
Approximately 28% to 32% Diverse
• White 68.5% to 72.4%
• Black 21.5% to 12.6%
• American Indian and Alaska Native 1.3% to 0.9%
• Asian persons 2.2% to 4.8%
• Native Hawaiian and Other Pacific Islander 0.1% to 0.2%
• Persons reporting two or more races 2.2% to 2.9%
• Persons of Hispanic or Latino origin 8.4% to 16.3%

UNCC Student Diversity 28%
• 3,957-African American
• 129-Native American
• 1,143-Asian-American
• 1,238-Hispanic-American
• 1,295-Non Resident Alien
• 15,994-European-American
• 998-Unknown
• 22-Pacific Islander
• 287-Multi-Racial
UNC Student Diversity

- White: Diverse

UNC Charlotte Faculty Diversity-18%

- 81-Asian-Americans
- 55-African-Americans
- 23-Hispanic-Americans
- 745-European-Americans

UNC Faculty
Connection to CMS Schools

Fall 2010 - Clinical placements 861
              Student Teaching 105

Spring 2011 - Clinical placements 695
              Student Teaching 234

These are CMS placements for undergraduate and graduate candidates from Middle, Secondary, and K-12 Ed., Reading and Elementary Ed., and Special Ed. & Child Development.

CMS Student Demographics

• Charlotte-Mecklenburg Schools (CMS) is located in the Charlotte
• 133,600 students in kindergarten through 12th grade in 178 schools throughout the cities and towns of Mecklenburg County.
• Diverse mix of students who represent 160 different countries and various cultural and ethnic backgrounds.
• 18,800 teachers, support staff and administrators.
• Support from Charlotte’s corporate, faith and business communities and more than 43,000 mentors and volunteers that support learning and instruction in CMS classrooms.
• Graduation rate 70%

Recent News

• Charlotte-Mecklenburg got some national recognition this month. The Broad Foundation named it the top urban school district for boosting student learning. The prize comes with $550,000 in scholarships for needy students who have made substantial academic gains.
Native American 2011 3,427
Hispanic American 2000 10,852
Asian American 2006 3,455
European American 2006 21,881

CMS Student Population

Elites (42.10%)

Amer Indian (6.63%)

Multi Racial (0.00%)

Hispanic (15.47%)

Black (34.13%)

Female (52.00%)

Male (48.00%)
Definitions

- **Acculturation** – A group acquires the behavior of the American Norm
- **Assimilation** – The minority absorbs the main culture’s culture
- **Cultural relativity** – Judging the culture in the environment it occurs.
- **Cultural Conflict** – Difference in the child’s culture and the school, community, etc.

Definitions

- **Ethnic Group** – common characteristics – values, political interest, language patterns, religion, factors that contribute to group identification
- **Culture** – ideation symbols behaviors, values-learned shared transmitted behavior
Comparisons

• Native American
  – Elders to be honored
  – Learning through legends
  – Sharing group ownership
  – Humble cooperative
  – Not bound by time
  – Expect few rules

• Anglo-American
  – The future lies with youth
  – Learning from books and schools
  – Individual ownership
  – Competitive
  – Structured awareness of time
  – Expect rules for most situations

Comparisons

• Asian American
  – Quiet, reticent, aloof
  – Dependent, conforming
  – Respect for elders
  – Sons more valuable than daughters
  – Strong family exerts control over behavior
  – Child misconduct is a source of great shame

• Anglo American
  – Talkative and outgoing
  – Independent “do my own thing”
  – Youth is most valuable
  – Sons and daughters of equal value
  – Child free to exert independence
  – Child misconduct is an expression of independence

Comparisons

• African-American
  – Not look listener in the eye
  – Seek support from larger families
  – Child rearing a result of the extended family
  – Cultural pride
  – Lower educational expectations
  – May interrupt speaker with encouraging remarks

• Anglo-American
  – Look speaker in the eye
  – Seek support from smaller more immediate family
  – Child rearing a result of the immediate family
  – Individual pride
  – Usually higher educational expectations
  – Use nods and few words to encourage speaker
Comparisons

• **Hispanic American**
  – Do not want to be separated from group as being different or excelling
  – Stand closer, touch, avoid eye contact
  – Respect extended family
  – Personalismo, preference for individual contact
  – Tendency toward lower academic achievement
  – Strong commitment to dignidad, machismo, and respecto

• **Anglo-American**
  – Competitive, wants recognition
  – Respect distance, avoid touch, make eye contact
  – Loyalty to immediate family
  – Favor a more organized and more impersonal approach
  – Tendency toward higher academic achievement
  – Do not share this commitment

Culturally Responsive Teaching

• A culturally responsive teaching builds on the premise that how people learn and behave will different from culture to culture. Cultural differences present opportunities as well as challenges. Teachers must gain knowledge of the cultures represented in the classroom.

• **Responsive**
  – Committed to providing a balanced perspective
  – Committed to examining both similarities and differences among people
  – Considered an integral part of each class

• **Unresponsive**
  – Focused on a single point of view
  – Designed to indoctrinate students into a controlled philosophy
  – Considered to be an addition to the curriculum of school day
  • Teepees and Chitterlings
Culturally Responsive Teaching

- Culturally responsive teaching uses the child's culture to build a bridge to success in school achievement. In so doing, it places other cultures alongside middle class mainstream culture at the center of the classroom instructional paradigm. The bridge leads to more than achievement. It moves to broader cultural horizons. Most importantly, the teacher and the student cross the bridge together hand in hand.

Theoretical Constructs

- The greater the gap between the child's culture and the school's culture the more likely the student will be judged as misbehaving. The greater the degree of cultural congruity, the greater the degree of success.

Cultural Congruity

- The professional judgements of the teachers should be based on understanding how the student’s behavior and though processes involve to the larger extent than is generally recognized, the reenactment of cultural patterns. Being responsive, thus means to be aware of and capable of responding educationally constructive ways to the ways in which cultural patterns influence the behavioral and mental ecology of the classroom.
Cultural Incongruity

Child’s Culture  School’s Culture

Gap=Low Degree of Success

Seven Essentials of Culturally Responsive Teaching

- Patterns of Knowledge
- History
- Values
- Cognitive Style
- Unique Skills and Behaviors
- Language
- Communication Styles

Cycle of Destruction

- Overidentification and disproportionality
- Lack of knowledge of diverse cultures
- Poor attitudes, low tolerance for differences
- Lack of knowledge of varied strategies
Cultural Congruity

Child’s Culture

Schools Culture

Overlap = High Degree of Success

Hidden Curriculum

• We have a hidden curriculum said Mrs. Brunson. While one curriculum sought to show acceptance and respect for diversity, the hidden curriculum projected just the opposite. The media center was predominately Anglo-oriented. Instructional practices and academic expectations addressed Anglo learning style and mostly Anglo children participated in extra curricular activities. What were they conveying to culturally diverse learners.

Evaluation

• The content of courses are racially neutral
• I treat all students alike.
• My teaching style is culturally neutral?
• React to these statements
Checkpoint

• In your group, decide how can you facilitate positive teacher student relationships with each cultural group according to their characteristics? Each class group should examine one cultural group.