



**Diversity & Inclusiveness Task Force**

***Setting the Standard for  
Multicultural Teaching:  
Best Practices***

# Diversity & Inclusiveness Task Force

## Open Meeting

Wednesday, 8 – 10am

Marriott Suffolk Room



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***Setting the Standard for Multicultural Teaching: Best Practices***

# **The Shape of Physical Education, Health & Wellness Programs in High-Need Middle Schools**



**JOHN DIFIORE, Ed. D.**

**“Setting the Standard for Multicultural  
Teaching: Best Practices”**

**National Association for Sport and  
Physical Education**

**March 13, 2012**

# Purpose of the Study



- To understand the ways in which PE, health and wellness programs take shape in high-need middle schools
- To understand the relevant decision-making process in how these programs take shape
- To understand the challenges and competing priorities that teachers and principals are facing
- To understand the current effects of federal, state and local policies and mandates

# Leading Research Questions



1. What is the current shape of physical education, health and wellness programs in high-need middle schools?
2. What array of decision-making at the local school level helps explain the shapes that these programs take?

# Site Selection Criteria



- Three (3) “*high-need, high-performing*” middle schools were chosen for this study
- Site selection criteria:
  - All sites were located in a high-need community within the 5 boroughs of NYC
  - Need – determined by a site’s percentage of free and reduced lunch (at least 70% of students)
  - Performance – based on state test scores and city-wide rank
  - Site must have at least one (1) certified PE teacher
  - Site must have a gym or an alternative area designated for physical activity

# Demographic Breakdown

	School X	School Y	School Z
<b>Student Population</b>	<b>529</b>	<b>1900</b>	<b>852</b>
African-American	43%	6%	54%
Hispanic / Latino	55%	36-38%	31%
White / Caucasian		4%	2%
Asian	2%		12%
Middle Eastern (Indian)		51-54%	
ELL	19%	8%	12%
Special Needs	25%	9%	16%
Title I Funding (Eligibility)	92%	70%	80%
Boys	53%	51%	52%
Girls	47%	49%	48%

# Findings of the Study



- Resolving the challenging problems of practice may be less about addressing competing priorities and more about generating innovative strategies:
  - Emphasize the need to find **creative** ways to deliver quality PE, health and wellness instruction on a regular basis
  - Establish differentiated classes to meet unique health needs of a diverse student population



# Findings of the Study



- Ensure that teachers in PETE programs are trained in matters relevant to urban areas:
  - Multicultural sensitivity
  - Developing curriculum and strategies that reflect student diversity
  - Teaching PE in non-traditional facilities

# THANK YOU



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# High School Curriculum in Urban Schools

**Robert Schmidlein**  
**Manhattanville College**



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# Emergent Themes

- The role of cultural diversity in curriculum
- Perceptions on curricula development
- Priorities based ideas in Physical Education curriculum
- Importance of lifetime activity units
- Perceived needed changes in physical education
- Obstacles faced when implementing curriculum of culture in physical education
- Ideas on social responsibility & cooperation

Funding based curricula thoughts



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# 1) Role of Culture

## Lack of Multicultural Knowledge

- ◆ “The main focus will be shifted towards being more diverse not simply skill related.”
- ◆ “... I think it's important to get them involved in other sports, it breaks down a cultural barrier and it's important for their life to engage in new things and educationally they will be more open minded.”



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## 2) Perceptions on Curricula Development

- Curricula design begins with the following: goals, outcomes, benchmarks, units and a set of standards (Jewett, Bain & Ennis, 1995).
  - ◆ “The first concern is *what kind of students* you have, what level will you be teaching.”
  - ◆ “You need to know to include all *levels* of what kids can do. You need to include beginning, intermediate and advanced.
  - ◆ “...try to get the kids *enthusiastic* about what’s going on, make it fun or whatever because it's easier for them to show interest... so you need to modify the curriculum to meet the students’ interests.”



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### 3) Priorities Based Ideas in Physical Education Curriculum

- All of the participants thought that health related fitness and life long activities were the most important part of their curriculum.
  - ◆ “Physical best” program and the “Fitness gram” as the foundation of their curriculum.
  - ◆ Physical Best is a program of the National Association for Sport and Physical Education (NASPE), an association of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)



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# 4) Importance of Lifetime Activities Unit

- Sports and games have all different degrees of difficulty. Movements are sometimes complex and physical contact can have an added burden. The answer to these types of physical activities is lifelong sports such as golf, tennis, jogging, walking, and softball.
  - ◆ “By teaching them aerobic activity, they can help deal with daily stresses that may come down the road.”
  - ◆ “I talk about fitness and nutrition often, so the students can take it home and build up a working knowledge to use later in life.”



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# 5) Perceived Changes Needed in Physical Education

- ◆ Physical Education reform needs to be a *joint effort*
- ◆ Teachers themselves need to want to change or no reform can begin to take place.
  - ◆ “Traditional sports are scaring kids out of phys. ed. And making them uncomfortable and I'll like it if there is anyway we can find more lifestyle activities and teach kids about important parts of physical activities.”



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## 6) Obstacles to Implementing Culture in Curriculum

- Large *class sizes* and *lack of space* have led to over crowding in the gymnasiums of those interviewed.
  - ◆ “ Whenever you get a large group of teenagers together, they are going to want to talk and 'fool' around.”
  - ◆ “You get them as teenagers and it's harder because it didn't happen at their younger or earlier grades when they really should begin implementing it, now it is a problem in high schools.”



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# 7) Ideas on Social Responsibility and Cooperation

- ◆ Teamwork is a skill that is a mainstay in physical education since the beginning of formal classes.
- ◆ When you play a sport or activity, working with others is ingrained in the team model.
  - ◆ “We try to get them to understand that everyone has an idea and it's not just your idea, out there. They need to listen to everyone else's ideas and then decide on what the best one is. This can work and be positive, where everyone alters one another’s thinking... their ideas are allowed too. Teamwork is about respect and how to communicate... they then understand that there are roles and talking specifically about leadership, we try to touch on this everyday.”



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# 8) Funding Based Curricula Thoughts

- Only one participant felt that funding was not a problem in relation to curriculum development.
  - ◆ “Funding is a huge problem because the resources are terrible. Equipment is very, very little. We don't have the funding to purchase equipment, we can't play important games... with more funding the kids would get a more rich learning environment.”
  - ◆ “...with a lot more equipment, you can do a lot more things. You can basically revolve your curriculum around what kind of equipment you have.”



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# The Take Home...

The purpose of today's presentation will provide many suggestions on how to improve curriculum in urban physical education classes....

Thank you!



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# Recognizing How Cultural Differences Impact Student Behavior

**Sandra Bargainnier**  
**Syracuse University**



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# Creating Place in Urban PE

**Martha James**

**Saint Paul Public Schools**



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# Defining Diversity

**John Strong**

**Niagara County Community College**

**Jennifer Faison-Hodge**

**Capital University**



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# Objectives

- Discuss words or terms that are associated with diversity
- Explore acceptable and unacceptable nomenclature related to diversity
- Write your own definition of diversity
- Discuss definitions commonly used for diversity and discuss them
- Discuss what the term “diversity” means in physical education



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# Activity #1

- Brainstorm words associated with the letters in the word “diversity”
- Working with individuals at your table write words for each letter that reflect diversity
- You will have 3 minutes to do this.
- Answers will be recorded on the flipchart.



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**D-**

**I-**

**V-**

**E-**

**R-**

**S-**

**I-**

**T-**

**Y-**

# Activity #2

- List other words related to diversity that are not listed.
- You have 3 minutes to brainstorm words.



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# Activity #3

- List unacceptable nomenclature related to diversity
- List acceptable nomenclature related to diversity
- Discuss for 3 minutes



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# Activity #4

- Working in groups create your own definition of diversity using the words that you have shared.
- You have 5 minutes for this activity
- Share your definitions



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# Activity #5

- Read other definitions that are commonly used for diversity
- See handout



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# Best Practices when Communicating Across Cultures

**Brian Culp**

**Indiana University-Purdue University  
Indianapolis**

**Amy Rady**

**William Paterson University**



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# Five Minute Strategies

- Communicating with English Language Learners
- Creative Grouping Techniques
- Elementary Challenges
- Addressing Health Issues in Low Socioeconomic Communities
- Communication in Diverse Environments
- Infusing Culturally Relevant Pedagogy



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# Communicating with English Language Learners

**Rhonda Clements**  
**Manhattanville College**



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# Setting the Standard for Multicultural Teaching: Best Practices

## CREATIVE GROUPING TECHNIQUES

*ROSE GELROD*



# CHALLENGES

- **LARGE CLASSES**
- **SMALL SPACES, UNUSUAL SPACES**
- **LIMITED MATERIALS AND EQUIPMENT**
- **LIMITED ENGLISH PROFICIENCY**
- **PLETHORA OF NON VERBAL COMMUNICATION STYLES AMONG STUDENTS**



# SOLUTIONS

- **GESTURES, GESTURES, AND MORE GESTURES**
- **ACCOMPANY GESTURES BY SIMPLE WORDS, USE PRINT**
- **USE AVAILABLE FLOOR MARKINGS, USE FLOOR TAPE, USE POLY SPOTS**
- **SIMPLE, CONSISTENT ROUTINES**



# Setting the Standard for Multicultural Teaching: Best Practices Elementary Challenges Overview





# **A FAMILY'S FIRST SCHOOL EXPERIENCE**

**MANY STUDENTS FROM THE NON-DOMINANT CULTURE DO NOT HAVE PROTOTYPES OF ACADEMIC LANGUAGE AND THINKING AND FEEL UNAFFILIATED WITH SCHOOL CULTURE. GENERATIONAL HISTORIES OF OPPRESSION MAGNIFY A STUDENT'S AND A FAMILY'S DISCOMFORT AND ALIENATION. (GEE, 2004)**

# IMMIGRANT FAMILIES...ADJUSTING TO MORE THAN SCHOOL

- HOUSING
- MEDICAL CARE
- SOCIAL SERVICES
- EMPLOYMENT
- LEGAL SERVICES
- LONELINESS



# **First Experience with Physical Education**

- **Families and students do not arrive at their first school experience knowing what to expect**
  - **May be the first child**
  - **Even with older siblings, poverty, or recently arrived immigrants preclude experience with traditional American sporting experiences**
  - **Cultural expectations for movement are different than those of dominant culture**

# SUGGESTIONS FOR PRACTICE

- **FIRST, HELP STUDENTS AND FAMILY FEEL SAFE AND HAPPY IN YOUR CLASS AND WITH YOU, THE LEARNING WILL COME**
- **FOR STUDENTS: FEWER WORDS, MORE PICTURES- ESPECIALLY OF THEM, MORE DEMONSTRATIONS, ESPECIALLY USING THEM**
- **FOR FAMILIES: NEWSLETTERS WRITTEN SIMPLY WITHOUT ACADEMIC JARGON, PHOTOS OF THEIR CHILDREN, TRANSLATED INTO THEIR LANGUAGES**

# SUGGESTIONS FOR PRACTICE

- INVITE FAMILIES TO CLASS, HAVE SHOWS, MEET AND VALUE THEM
- HELP FAMILIES FIND LOW COST OR FREE COMMUNITY PHYSICAL ACTIVITY
- INCREASE YOUR CULTURAL COMPETENCE: ATTEND SESSIONS LIKE THESE, AND READ, READ, READ

## SUGGESTED READINGS

- Delpit, Lisa D. (1995). *Other People's Children: Cultural Conflict in the Classroom*. New York: New Press: Distributed by W.W. Norton
- Noguera, Pedro A. (2008). *The Trouble With Black Boys...And Other Reflections on Race, Equity, And the Future of Public Education*. California. Jossey-Bass, A Wiley Imprint.
- Payne, Ruby K. (2005). *A Framework for Understanding Poverty*. (2005). Texas. Aha! Process Inc.
- Teel, Karen Manheim and Obidah, Jennifer E. Eds. (2008). *Building Racial and Cultural Competence in the Classroom, Strategies from Urban Educators*. New York. Teachers College Press.

# Addressing Health Issues in Low Socioeconomic Communities

**Sandy Bargainnier**  
**Syracuse University**



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# Communication in Diverse/Multicultural Environments

D. Floyd Jones, Associate Professor  
West Virginia University; Morgantown, WV  
[Youthenrichmentservices.org](http://Youthenrichmentservices.org)



AAHPERD  
Boston, MA 2012

# My Journey

- My Siblings
- Citizenship Camp
- Urban Pittsburgh YMCA
- Trips Overseas
- Lessons Learned





## Understanding ways to communicate cultural differences

- What we see as “racial” differences may reflect the fact that people have different values and do things in a different manner
- To communicate this, the way students are taught must be adjusted
  - Must begin dialogue that is not about race
- History must be taught in a way that will stop denying the contributions of others

## Variations among “Races”

- Variations among races cannot possibly explain the difference in behavior or intelligence that people believe they see
- Skin color alone cannot account for differences in group averages on standardized tests
- There is no known gene that controls specific behavior or intelligence among different human groups

# Race – Not the major factor

- “Races” as imagined by the public do not actually exist—constructed socially
- More exceptions than classifications are created using that system
- No matter what system is used, most people do not fit

# Communication in Multicultural Environments Always is: **PERSONAL**

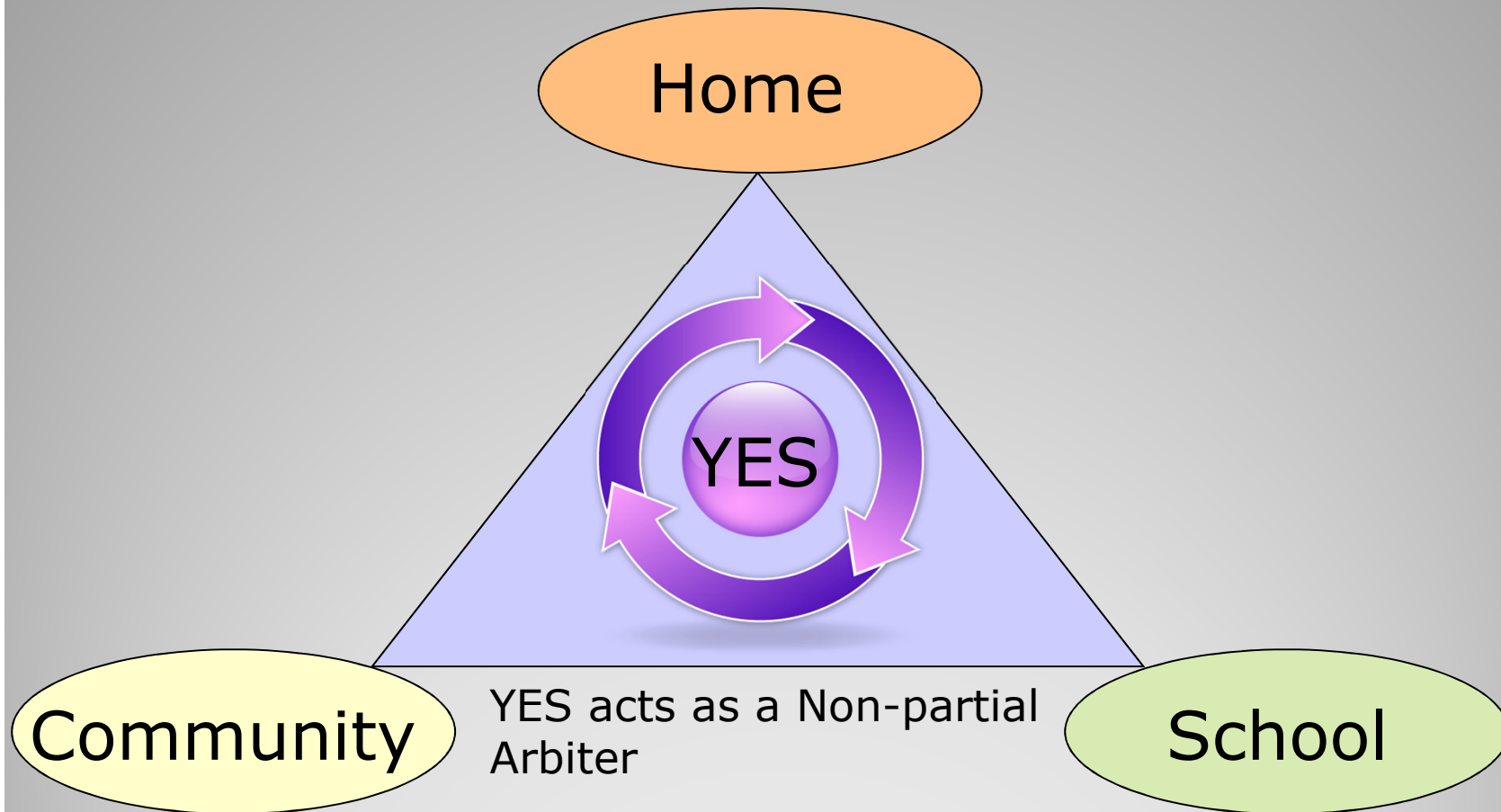
- Communicating in multicultural environments requires a personal investment
- In order to be successful, a personal approach is required

# Ownership Theory

- People support what they value and have an investment in
  - Parents as their own best resource (Authentic Leadership)
    - Clinical and health support services (Critical need for kids)
  - Community and addressing issues, such as delinquency, crime, and violence (Empowering Community – School in cultural link)
    - Community organizations, volunteer board of directors, community leaders (Authentic Leadership – Diverse, well-respected)

## Ownership Theory Cont'd

- Funding Agencies and return on investment
  - Foundations, government agencies, private donations, church groups (All want progress, success, growth, communication with them gives them ownership in your outcomes!)
- Schools are a partnership resource
  - Schools need what you can give them, partnerships many times are one-way – and that's OK!
- True Partnership do whatever it takes, for as long as it takes regardless of time, cost, or level of commitment



# Communication Pattern Travel

# Cultural Diversity Issues in Education

- Community based programs
- School to community programs
  - FERPA/IRB
    - All Must be negotiated
      - Home visits
      - School visits
      - Calls
      - Medical request
      - Academic request



# Parental involvement, adult mentors for school-to-community



AAHPED Boston, MA 2012

# Measurement, Assessment, Evaluation of school and community programs

- Models must be measurable
- Always keep the numbers. They will be needed
- Evidence based programs encouraged
- As much as possible, partner with university professionals and publish, present, and write up
- Help with Grant Project

# Program Prospectus

## School to Community Programs

- Introduction of Program Categories
  - Racial and Cultural Integration Program
    - Programs designed to physically integrate racial groups
    - Exposure to cultural differences
    - Education regarding cultural differences
    - Value associated with understanding cultural differences
  - SDA for Unique Sports
    - Historical relevance of cultural diversity
    - Power of cultural specific activities
    - The fun of cultural specific activities

# Program Prospectus

## School to Community Programs

- Anti-Bullying
  - Mental side of Cultural Awareness
  - Values in cultural awareness
  - Illnesses related to cultural isolation
  - Dangers of cultural ignorance
- Parental involvement, adult mentors for school-to-community programs
  - Racial integration
  - Parental involvement in sport
  - Parental involvement in cultural isolation
  - Parental involvement in cultural awareness/values

# Infusing Culturally Relevant Pedagogy

**Joe Burden**

**University of Central Florida**



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