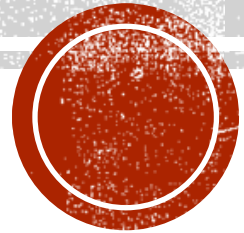
CULTURALLY PROFICIENT EDUCATORS

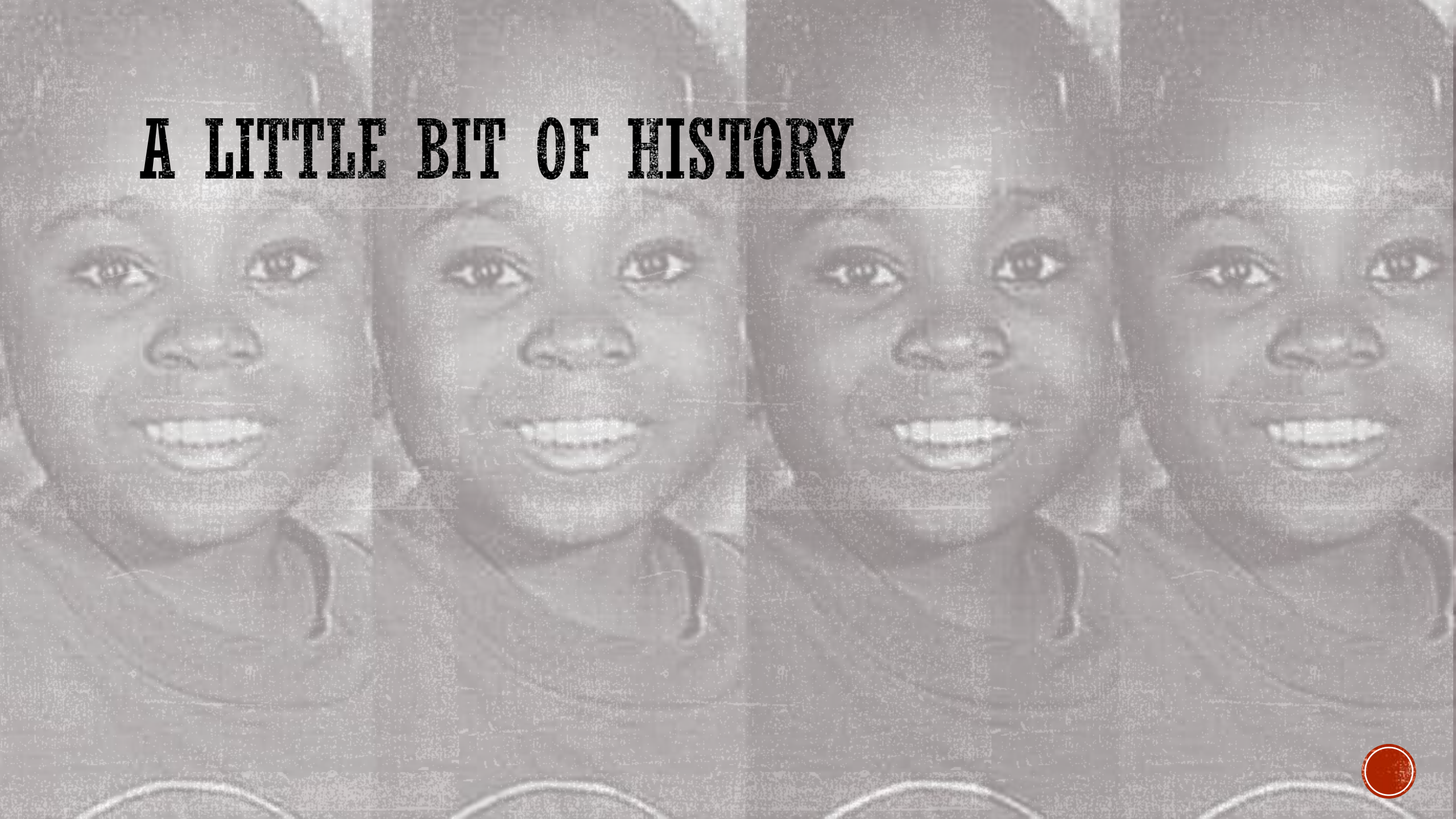
Connecting with Your Adult Learner



ABOUT ME

- In Education for 13 Years
- Adult General Education Curriculum Coordinator
- Clinical Educator
- ESOL Endorsed
- Gifted Endorsed
- Institute of Professional Development of Adult Educators State Trainer
- B.S. in Elementary Ed.
- Master's in Public Administration
- Currently Pursuing Specialist Degree in Educational Leadership
- Future Goals: Doctorate in Educational Policy; Concentration in Minority and Urban Achievement

A LITTLE BIT OF HISTORY

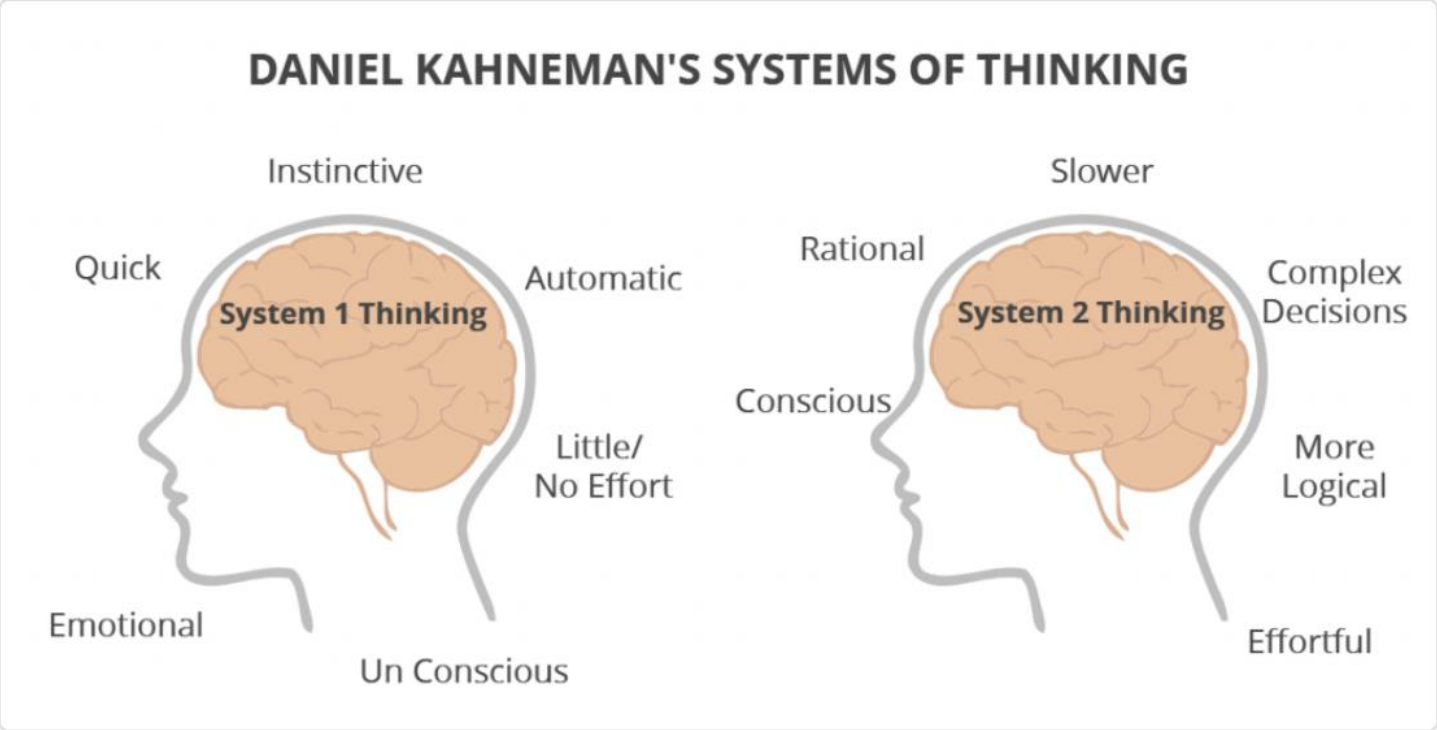


CULTURALLY PROFICIENT EDUCATOR

To be a culturally proficient educator means that as an instructor you are creating a class culture that embraces all cultures, ethnicities, genders, sexual orientation, etc. This also includes recognizing and reducing implicit biases and micro-aggressions you may have, and/or students may have about each other.

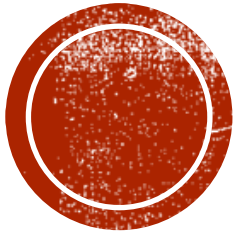
IMPLICIT BIAS

- Term began in 1995 by two psychologists: Mahzarin Banaji and Anthony Greenwald,
- Unconscious belief based on stereotypes or perceptions (Staats, 2016).



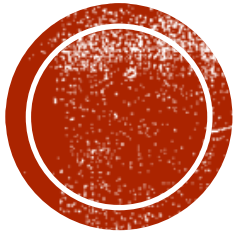
IMPLICIT BIAS

- Implicit bias may not be how we truly feel explicitly (Staats, 2016).
- "These biases often arise as a result of trying to find patterns and navigate the overwhelming stimuli in this very complicated world. Culture, media, and upbringing can also contribute to the development of such biases" (Ruhl, 2020)
- According to psychologist Daniel Kahneman, we have two systems of thinking.



SYSTEM 1

I will say a few statements. In the chat response, type the answers in the chat as fast as you can.



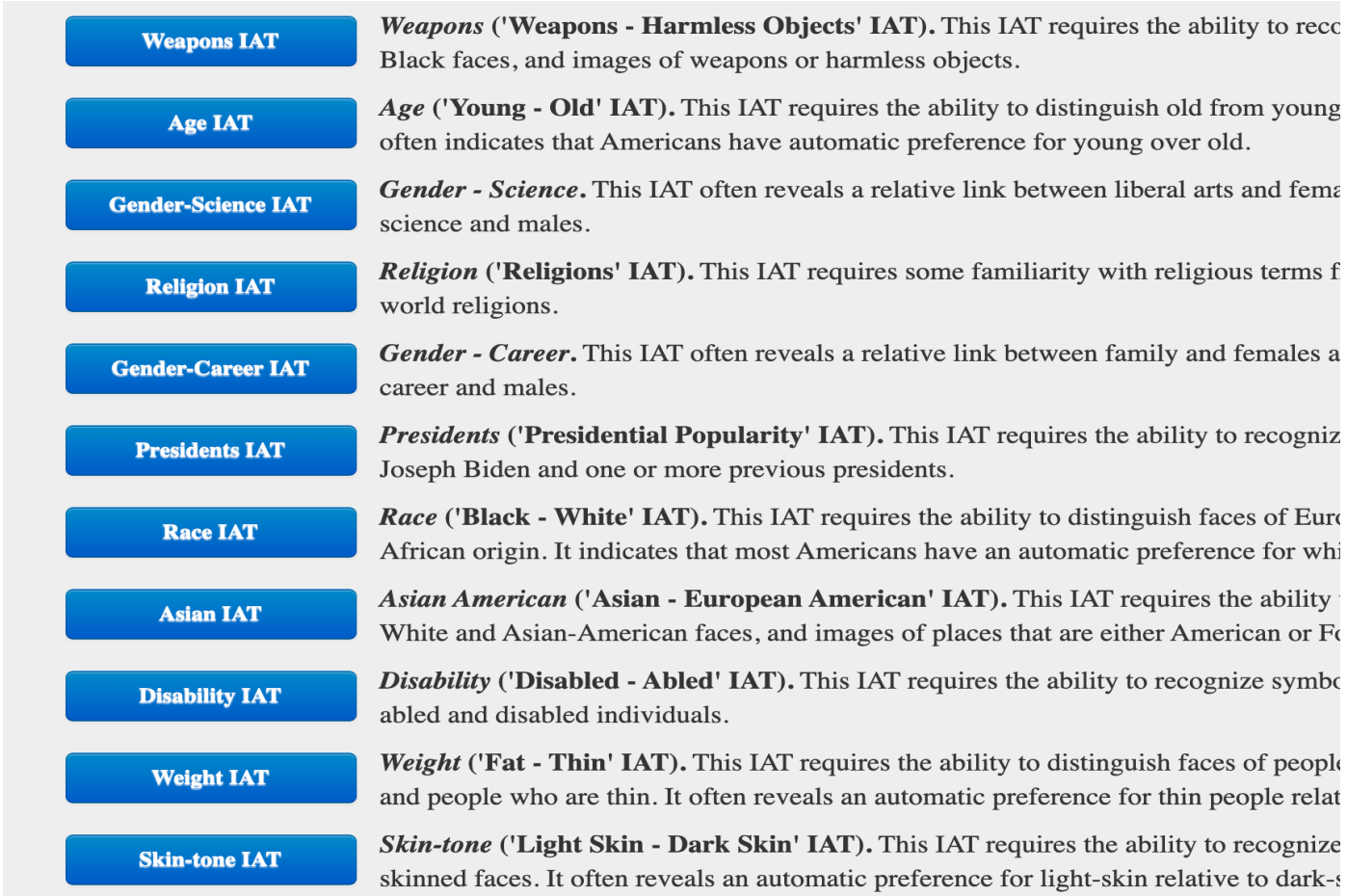
SYSTEM 2

I will say a few statements and think about the complexity of how you would answer.

IMPLICIT BIAS- STRATEGIES

- Your implicit biases are based on many factors including your own experiences.
- Examine your own implicit biases
- Understanding your own biases is "crucial for educators to help ensure that their explicit intentions to help students learn and reach their full potential are not unintentionally thwarted by implicit biases" (Staats, 2016, p.32).

IMPLICIT BIAS - TEST



Weapons IAT	***Weapons*** **('Weapons - Harmless Objects' IAT).** This IAT requires the ability to recc Black faces, and images of weapons or harmless objects.
Age IAT	***Age*** **('Young - Old' IAT).** This IAT requires the ability to distinguish old from young often indicates that Americans have automatic preference for young over old.
Gender-Science IAT	***Gender - Science.*** This IAT often reveals a relative link between liberal arts and fema science and males.
Religion IAT	***Religion*** **('Religions' IAT).** This IAT requires some familiarity with religious terms f world religions.
Gender-Career IAT	***Gender - Career.*** This IAT often reveals a relative link between family and females a career and males.
Presidents IAT	***Presidents*** **('Presidential Popularity' IAT).** This IAT requires the ability to recogniz Joseph Biden and one or more previous presidents.
Race IAT	***Race*** **('Black - White' IAT).** This IAT requires the ability to distinguish faces of Eur African origin. It indicates that most Americans have an automatic preference for whi
Asian IAT	***Asian American*** **('Asian - European American' IAT).** This IAT requires the ability White and Asian-American faces, and images of places that are either American or F
Disability IAT	***Disability*** **('Disabled - Abled' IAT).** This IAT requires the ability to recognize symb abled and disabled individuals.
Weight IAT	***Weight*** **('Fat - Thin' IAT).** This IAT requires the ability to distinguish faces of peopl and people who are thin. It often reveals an automatic preference for thin people relat
Skin-tone IAT	***Skin-tone*** **('Light Skin - Dark Skin' IAT).** This IAT requires the ability to recognize skinned faces. It often reveals an automatic preference for light-skin relative to dark-s

- Several test on the internet that can determine your implicit biases: Most widely used one: Project Implicit Association Test (Harvard)- it's free

PERCEPTIONS ABOUT ENGLISH TO SPEAKERS OF OTHER LANGUAGES STUDENTS

- Uneducated
- Low Performing
- Low Socioeconomic Status
- Disadvantaged

WHAT OTHER PERCEPTIONS OR STEREOTYPES ARE ASSOCIATED ESOL STUDENTS?

Please type your answer in the chat.

PERCEPTIONS ABOUT GED STUDENTS

- Low Performing
- Low Socioeconomic Status
- Problems in School
- Difficulty Achieving Goals
- Parenthood

(Knesting-Lund, K., Reese, D., Boody, R., 2013)

WHAT OTHER PERCEPTIONS OR STEREOTYPES ARE ASSOCIATED GED STUDENTS?

Please type your answer in the chat.

PERCEPTIONS ABOUT ADULT BASIC EDUCATION STUDENTS

- Low Socioeconomic Status
- Won't Achieve Much
- Illiterate
- Disadvantaged/Poor

(Malicky, G., Norman, C. 1996)

WHAT OTHER PERCEPTIONS OR STEREOTYPES ARE ASSOCIATED ABE STUDENTS?

Please type your answer in the chat.

MICRO-AGGRESSION

- Slight statement or remark that usually occur continually because the person conducting the act doesn't recognize it as a problem. These statements are usually "put downs" about an individual's race, ethnicity, gender, or sexual orientation conducted implicitly (Lindsey, R. Robins, K & Terrell, R, 2009).

Recognize & Reduce

EXAMPLES OF MICROAGGRESSIONS

- ”Wow! You speak well for an African American.”
- “Most males don’t do well with the writing portion, that’s ok!”
- “Thank you for writing such an articulate e-mail.”
- ”How did you get this job here?”

EXAMPLES OF MICRO-AGGRESSIONS

- "Don't worry, mathematics isn't a strong academic area for most females."
- "It's ok, people over the age of 50 can't really understand technology."
- "Ok! I know you attend this university…What sport do you play?"

WHAT MICROAGGRESSIONS HAVE YOU ENCOUNTERED?

Type your answer in the chat.

WHY IS THIS A PROBLEM IN EDUCATION?

LOW EXPECTATIONS FOR STUDENTS

NOT EMBRACING THEIR CULTURE

NOT HELPING STUDENTS LEARN TO THEIR FULL POTENTIAL

CREATING A NEGATIVE CLIMATE/CULTURE

BARRIERS

- The subject makes us uncomfortable, so we become "blind" to this area.
- Our methods/teaching strategies work, so we don't need to change them.
- We don't have time to make this important- our adult learners have their goals.
- Our students are being too sensitive.

Create	Create an environment where all students feel welcomed regardless of their age, race, gender, sexual orientation, socioeconomic status, or physical abilities.
Notice	Notice when students are formulating microaggressions against each other.
Provide	When creating a syllabus, provide a statement about being culturally inclusive.
Stop	Stop micro-aggressions from student to student.

STRATEGIES

- Recognize your own implicit biases and microaggressions
  - E.g. Not learning or trying to pronounce a student's name correctly
- Whether it is conscious or unconscious, you have a responsibility to your students to be culturally aware create a culturally responsive classroom.
- Create projects that can incorporate student cultures
- Foster relationships with students: Get to know them!
  - Understand the fluid movement in Adult Education, but every student is important.

STRATEGIES

- Recognize there are different groups within each ethnic group/race.
  - Example- Hispanic: Mexican, Puerto Rican, Dominican, Cuban, Panamanian, etc.
- Don't assume one person from a race represents the entire culture or their traditions.
- Educate yourself about the cultures of these groups.
- When using supplemental materials, articles, or real-life applications for teaching, try to incorporate some of the cultures within your classroom.

HOW CAN WE DO THIS WITH ADULT LEARNERS?

- Create an environment that is inclusive of all genders, races, ethnicities, sexual orientation, generations, religions, physical abilities, etc.
- Conference with students
  - What are their goals?
  - Discover and take interest in their cultural background
  - Make note of what is considered important in their culture
  - Take note of important holidays surrounding their culture

WHAT ELSE CAN WE DO AS EDUCATORS?

SURVEY STUDENTS- COLLECT FEEDBACK

MAKE CHANGES BASED ON FEEDBACK

STUDENT SURVEY EXAMPLE

Questions	Yes/No/Sometimes	Comments
My instructor shows an interest in getting to know me.		
I can discuss my culture/ ethnic background in class.		
I feel that all students are treated fairly in class.		
My instructor connects my learning to life experiences.		
My instructor has high expectations for all students.		

Resources: Teacher Dispositions and Student Impact after Culturally Responsive Pedagogy Training & Panomora Education User's Guide Equity & Inclusion Survey

WHO AM I?

- Using a piece of paper – jot down all the various groups you think you belong to.
- Example: Woman, Caribbean, Black, 30-40 age range, Millennial, Daughter, Educator, etc.
- Take a look at your list and categorize your top three items.
- Why did you choose those top 3?

Think of your students and all the groups they belong to.

Resource & Reference: Lindsey, R. Robins, K & Terrell, R. (2009). Cultural Proficiency: A Manual for School Leaders. Corwin: Thousand Oaks, CA

CONCLUSION

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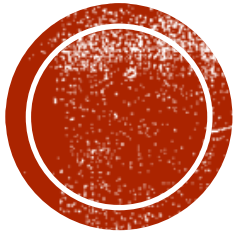
RESOURCES

- Implicit Bias Test: https://implicit.harvard.edu/implicit/takeatest.html
- Motivating Diverse Learners Using Culturally Relevant and Responsive Education: https://apadiv15.org/wp-content/uploads/2020/04/D15-Practice-Brief-Motivating-Diverse-Learners-2.pdf
- Books:
  - Thinking Fast and Slow by Daniel Kahneman



QUESTIONS/COMMENTS

Thank you for attending my session!