**Teaching Diverse Learners Vocabulary-Fall 2022**

*Introductions and community building*

**Identity**: a person’s conception and expression of their self and includes group affiliations (such as national or cultural identity). It is shaped by individual characteristics, family dynamics, historical factors, and social and political contexts.

*Historic and contemporary discourses in U.S. education/Foundations of Culturally Responsive Pedagogy*

**Education debt**: Gloria Ladson-Billings (2006) suggests reframing the idea of the racial achievement gap as one of educational debt. She argues that the term "racial achievement gap" unfairly constructs students as "defective and lacking" and "admonishes them that they need to catch up." She suggested the term "education debt," moving to a discourse that "holds us all accountable."

**Pedagogy:** activities/strategies.

**Curriculum**: knowledge students learn in school (written formal or overt curriculum).

**Deficit thinking:** “the notion that students (particularly of low-income, racial/ethnic minority background) fail in school because such students and their families have internal defects, or deficits, that thwart the learning process. blame the victim” rather than examine how schools are structures to prevent students from learning (San Miguel & Valencia, 1998, p. 135)

**Equality***:* equality of being the same in quantity or measure.

**Institutional inequality*:*** unequal access is built into the very structures that support and maintain society.

**Equity:** full access to opportunities needed to achieve or succeed; Fairness based on individual difference or need.

*\*\*Definitions from Dictionary.com*

**Meritocracy:** a philosophy that advancement in the United States is based on the hard work and intellectual ability of the individual. (i.e. “pull yourself up by your own bootstraps”).

**Assimilation:** process by which a person or a group's language and/or culture comes to resemble those of another group.

 **Americanization:** an organized national political movement that compelled immigrants during the early part of the 20th century to adopt certain “Anglo-American ways while remaining at the bottom of the socioeconomic strata of American society” (San Miguel & Valencia, 1998, p. 125).

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**Agency:** the capacity for an agent to act in a world. Human agency is the capacity for human beings to make choices.

**Resistance:** active effort to oppose, fight, and refuse to submit to abusive behavior or control.

**Cultural competence**: Can be defined as possessing the necessary dispositions and skills to successfully communicate, cooperate, and collaborate with others from different cultural backgrounds (Kohli et al., 2009).

**Culturally Responsive pedagogy:** In the early 1990s, the theory of Culturally Responsive Pedagogy (CRP) was developed as a framework to guide and challenge teachers who served in multicultural educational contexts. CRP was heralded as a catalyst to help transform minority-culture students’ learning experiences, the educational systems in which they often languished, and the pedagogy and dispositions of their teachers (Gay, 2010, p. 36)

*\*\*Definitions from Dictionary.com*

*Place matters:*

*Brown v. Board & School segregation*

**Segregation (residential & school):** the institutional separation of an ethnic, racial, religious, or other minority group from the dominant majority.

**Gentrification:** the buying and renovation of houses and stores in deteriorated urban neighborhoods by upper- or middle-income families or individuals, raising property values but often displacing low-income families and small businesses.

 **“White flight”:** the movement of white people, especially middle-class white people, from inner-city neighborhoods undergoing racial integration to the suburbs.

**Restrictive covenant:** a covenant with a clause that restricts the action of any party to it, especially an agreement among property owners not to sell to members of particular minority groups.

*\*\*Definitions from Dictionary.com*

*Race and schooling*

**Race:** Race is a socially constructed identity, where the content and importance of racial categories is determined by political, social, and economic forces. Omi and Winant (1994) argue that racial meanings pervade US society-- from the shaping of individual racial identities to the structuring of collective political action within a nation state.

**Structural racism**: a system in which public policies, institutional practices, cultural representations, and other norms work in various, often-reinforcing ways to perpetuate racial group inequity. It identifies dimensions of our history and culture that have allowed privileges associated with “whiteness” and disadvantages associated with “color” to endure and adapt over time.

**Racial ascription:** Assigning some quality or character to a person or thing based on race.

**Color-blind ideology**: an ideology that presumes or asserts that a race neutral social context exists (race doesn’t matter here). Substitutes cultural rather genetic or biological- explanation of racial disparities. It also involves non-recognition, but not considering race; as well as ignoring race as a viable source of analysis or identification embedded in institutional inequality racism (Lewis, 2005).

*Social class and privilege*

**Social class**: people who have similar socioeconomic status/position based on income occupation education, values, and behaviors. These positions are not situated as equal.

**Capital:** A resource → advance one’s position in society and secure additional resources.

**Social capital**: advantage created by a person’s location in a structure or network of relationship. It explains how some people gain more success in a particular setting through their superior connection *(i.e.knowing which schools to get into and the connections to get into those schools, etc.)*.

**Symbolic capital:** Within an acting structure → honor and prestige granted to members of groups

* + (Ex: white skin privilege, last name privilege)

**Economic capital:** Economic resources → used to access other forms of capital (cultural, symbolic social).

**Cultural capital:** Knowledge, skills → social advantages in society (being at ease, knowing a range of appropriate things to talk about, speech patterns).

**Privilege**: “systemically conferred dominance and the institutional processes by which the beliefs and values of the dominant group are'' normal” and universal” (Sensoy & DiAngelo, 2012, p. 57).

**Whiteness**: A powerful social construction with very real, tangible, violent effects. According to Leonardo (2002, p. 31) Whiteness serves to reproduce White privilege and racism. Giroux (1997) describes Whiteness as racial performance, something that can be enacted to reproduce racial inequity. Chubbuck (2004, p. 302) suggests that Whiteness is “directly connected to institutionalized power and privileges that benefit white Americans.” Racism is based on the concept of whiteness. Whiteness is a constantly shifting boundary separating those who are entitled to have certain privileges from those whose exploitation and vulnerability to violence is justified by their not being white (Kivel, 1996, p. 19). The power of whiteness is manifested by the ways in which racialized whiteness becomes transformed into social, political, economic, and cultural behavior (Henry & Tator, 2006, p. 46-47).

**White Privilege**: “The ways in which Whites are advantaged in society because of their/our race. These advantages can be obvious as being able to find bandages and pantyhose that match the “flesh” color of a White person’s skin, or as subtle as not being pulled over by police for no apparent reason while driving-- or even walking and not routinely being followed by security in department stores” (Marx, 2006, p. 7).

**“Culture of power”:** “...tastes, styles, dispositions, and preferences of the most dominant social groups in society-- or the cultural knowledge that is required for moving up the socioeconomic ladder” (Carter, 2013, p. 147).

*Gender and sexuality in education/Gifted Diverse Students*

**Gender as a social construct**: the social, historical, and ongoing daily individual processes that help define what it means to be a male or female.

**Gender identity:** “...where you see yourself on the continuum of gender (if you identitfy with the sex you were born with at birth, you are considered cisgender). ([Cochrane, 2016 from Teen Vogue](https://www.teenvogue.com/story/heteronormativity-gender-identity-sexual-orientation))

**Gender performativity:** Perspective that views gender as an act that has been rehearsed, much like a script, but individual actors who make this script a reality over and over again by performing these similar actions.

**Gender Expression: “**How someone outwardly presents characteristics and behaviors that are socially defined as masculine or feminine, including dress, mannerisms, and behaviors”. [(from the National Conference for Community and Justice)](https://www.nccj.org/cissexism)

**Cisgender/Cis:** “The term used to describe those whose gender aligns with the gender they were assigned at birth. Essentially, not trans”. [(from the National Conference for Community and Justice)](https://www.nccj.org/cissexism)

**Sexual Orientation:** “...who you are attracted to, and can range from being straight/heterosexual, to being gay or anything on the spectrum between”. ([Cochrane, 2016 from Teen Vogue](https://www.teenvogue.com/story/heteronormativity-gender-identity-sexual-orientation))

**Heteronormative**: of, relating to, or based on the attitude that heterosexuality is the only normal and natural expression of sexuality (dictionary.com).

**Heteronormativity**: “...the idea that binary gender identity and heterosexual orientation (meaning, there are only two sexual orientations and genders) are the norm”. ([Cochrane, 2016 from Teen Vogue](https://www.teenvogue.com/story/heteronormativity-gender-identity-sexual-orientation))

**Intersectionality:** how the intersections of race and gender can lead to the complicated experiences of racism, patriarchy, classism, etc. in multiple spaces. Intersectionality allows for women to recognize and privilege the multiple intersections of their identities without having choosing one axis of identity over the other.

 **Sexism:** a belief presumes that one sex is superior or more valuable than the other sex; as a practice it is discrimination based on gender, particularly the female gender.

**Misogyny**: the hatred or dislike of women or girls. It can be displayed in numerous ways, including sexual discrimination, belittling of women, violence against women, and sexual objectification of women.

**Misogynoir:** *combines “misogyny” and the French word for black, “noir”* – is a term coined by the queer Black feminist Moya Bailey to describe the particular racialized sexism that Black women face.

**Gifted and Talented students:** The federal Elementary and Secondary Education Act defines gifted and talented students as “Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.” [Title IX, Part A, Definition 22. (2002)]

**Twice exceptional students (2E):** A term used to describe a student who is both gifted and disabled. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism.

**RCELD STUDENTS:** “racially, culturally, ethnically, and linguistically diverse” (RCELD) student is the most inclusive of the populations most often underrepresented in gifted and talented services and advanced courses.

**ENGLISH LEARNERS (ELS)** :English Learners are a diverse group of students, with different language, academic, and social-emotional needs.

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*Pushed out: Rethinking school discipline*

**School-to-prison pipeline:** “a disturbing national trend wherein children are funneled out of public schools and into the juvenile and criminal justice systems. Many of these children have learning disabilities or histories of poverty, abuse, or neglect, and would benefit from additional educational and counseling services. Instead, they are isolated, punished, and pushed out. “Zero-tolerance” policies criminalize minor infractions of school rules, while cops in schools lead to students being criminalized for behavior that should be handled inside the school. Students of color are especially vulnerable to push-out trends and the discriminatory application of discipline.” [(From the American Civil Liberties Union)](https://www.aclu.org/issues/juvenile-justice/school-prison-pipeline)

**Restorative Justice:** “Restorative Justice is a theory of justice that emphasizes repairing the harm caused by criminal behavior. It is best accomplished through cooperative processes that allow all willing stakeholders to meet, although other approaches are available when that is impossible. This can lead to transformation of people, relationships and communities.

The foundational principles of restorative justice have been summarized as follows:

1. Crime causes harm and justice should focus on repairing that harm.
2. The people most affected by the crime should be able to participate in its resolution.
3. The responsibility of the government is to maintain order and of the community to build peace.

If restorative justice were a building, it would have four corner posts:

1. [Inclusion](http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/lesson-1-what-is-restorative-justice/inclusion/) of all parties
2. [Encountering](http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/lesson-1-what-is-restorative-justice/encounter/) the other side
3. [Making amends](http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/lesson-1-what-is-restorative-justice/amends/) for the harm
4. [Reintegration](http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/lesson-1-what-is-restorative-justice/reintegration/) of the parties into their communities

To review: restorative justice...

* is a different way of thinking about crime and our response to crime
* focuses on repairing the harm caused by crime and reducing future harm through crime prevention
* requires offenders to take responsibility for their actions and for the harm they have caused
* seeks redress for victims, recompense by offenders and reintegration of both within the community
* requires a cooperative effort by communities and the government”

[(From the Center for Justice & Reconciliation)](http://restorativejustice.org/restorative-justice/about-restorative-justice/tutorial-intro-to-restorative-justice/lesson-1-what-is-restorative-justice/#sthash.Djr2qzWK.dpbs)