

Multicultural, Gender-Fair Education

1. Iowa Code Chapter 256.11 EDUCATIONAL STANDARDS.

“The state board shall adopt rules under chapter 17A and a procedure for accrediting all public and nonpublic schools in Iowa, offering instruction at any or all levels from the pre-kindergarten level through grade twelve. **The rules of the state board shall require, that a multicultural, gender fair approach is used by schools and school districts. The educational program shall be taught from a multicultural, gender fair approach.** Global perspectives shall be incorporated into all levels of the educational program”.

2. Iowa Administrative Code Chapter 12 Preamble:

With local community input, school districts and accredited nonpublic schools shall incorporate accountability for student achievement into comprehensive school improvement plans designed to increase the learning, achievement, and performance of all students. As applicable, and to the extent possible, comprehensive school improvement plans shall consolidate federal and state program goal setting, planning, and reporting requirements. Provisions for **multicultural and gender fair education**, technology integration, global education, gifted and talented students, at-risk students, students with disabilities, and the professional development of all staff shall be incorporated, as applicable, into the comprehensive school improvement plan. See subrules 12.5(8) to 12.5(13), 12.7(1), and 12.8(1).

3. Iowa Administrative Code 281-12.5(8)

Multicultural and gender fair approaches to the educational program. The board shall establish a policy to ensure that students are free from discriminatory practices in the educational program as required by Iowa Code section 256.11. In developing or revising the policy, parents, students, instructional and non-instructional staff, and community members shall be involved. **Each school or school district shall incorporate multicultural and gender fair goals for the educational program into its comprehensive school improvement plan. Incorporation shall include the following:**

a. Multicultural approaches to the educational program.

These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, gender, disability, religion, creed, and socioeconomic background. The contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians,

European Americans, and persons with disabilities shall be included in the program.

b. Gender fair approaches to the educational program.

These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of women and men to society. The program shall reflect the wide variety of roles open to both women and men and shall provide equal opportunity to both sexes.

4. IAC Chapter 281-12.5(5)i.

Vocational education—school districts (three units each in at least four of the six service areas). A minimum of three sequential units, of which only one may be a core unit, shall be taught in four of the following six service areas: agricultural education, business and office education, health occupations education, home economics education, industrial education, and marketing education. The instruction shall be competency-based; shall provide a base of knowledge which will prepare students for entry level employment, additional on-the-job training, and postsecondary education within their chosen field; shall be articulated with postsecondary programs of study, including apprenticeship programs; shall reinforce basic academic skills; **shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups.** Vocational core courses may be used in more than one vocational service area. Multi-occupations may be used to complete a sequence in more than one vocational service area; however, a core course(s) and multi-occupations cannot be used in the same sequence. If a district elects to use multi-occupations to meet the requirements in more than one service area, documentation must be provided to indicate that a sufficient variety of quality training stations be available to allow students to develop occupational competencies. A district may apply for a waiver if an innovative plan for meeting the instructional requirement for the standard is submitted to and approved by the director of the department of education.

5. IAC 281-12.7(1) Provisions for staff development.

Each school or school district shall incorporate into its comprehensive school improvement plan provisions for the professional development of all staff. To meet the professional needs of all staff, staff development activities shall align with district goals; shall be based on student and staff information; **shall prepare all employees to work effectively with diverse learners and to implement multicultural, gender fair approaches to the educational program;** and shall emphasize the research-based practices to achieve increased student achievement, learning, and performance as stated in the comprehensive school improvement plan.

6. IAC 12.8(1)C(2) Content Standards and Benchmarks.

The board shall adopt clear, rigorous, and challenging content standards and benchmarks in reading, mathematics, and science to guide the learning of students from the date of school entrance until high school graduation. Standards and benchmarks may be adopted for other curriculum areas defined in 281—Chapter 12, Division V. **The comprehensive school improvement plan submitted to the department shall contain, at a minimum, content standards for reading, mathematics, and science. The educational program as defined in 281—Chapter 12, Division II, shall incorporate career education, multicultural and gender fair education, technology integration, global education, higher-order thinking skills, learning skills, and communication skills as outlined in sub-rules 12.5(7), 12.5(8), 12.5(10), and 12.5(11), and subparagraph 12.8(1)“c”(1).**

7. Rationale for Multicultural, Gender Fair Approaches

When students see the contributions and perspectives of their group included in the curriculum it connects the learner to the curriculum. It tends to contribute to a higher self esteem, stimulate greater motivation to learn, and ultimately to higher achievement.

When students see the contributions and perspectives of other groups included in the curriculum, it tends to prevent students from developing an inflated sense of self/group superiority, which can contribute to ethnocentric perspectives, paternalism, and subtle forms of racism and sexism over time.

It exposes students to the diversity of their country and the world and therefore better prepares them to live and work successfully in a diverse world and a global economy. It engenders greater comfort with diversity and displaces fear of diversity.

Mathematics:

1. Does the mathematics curriculum include the contributions of diverse racial/ethnic groups, both men and women and persons with disabilities to the field of mathematics?
2. Does the mathematics curriculum include units/activities which explore the importance of basic mathematical skills in broadening and expanding career options and enhancing future earning capacity?

3. Does the mathematics curriculum include units/activities which explore mathematics related careers in ways that do not stereotype on the basis or racial/ethnic background, gender or disability?
4. Are persons of diverse cultural/racial groups, men and women in both traditional and non-traditional roles, and persons with disabilities, used as resource persons in the classroom?
5. Are the bulletin boards and teacher made displays in the mathematics classroom representative of the cultural/racial diversity in the United States, and the roles open to both men and women?

Science

1. Does the Science curriculum include units/activities which explore the importance of basic scientific knowledge and skills in broadening and expanding career options and enhancing future earning capacity?
2. Does the Science curriculum include the contributions of diverse racial/ethnic groups, both men and women, and persons with disabilities to the field of Science?
3. Does the science curriculum include units/activities which explore mathematics related careers in ways that do not stereotype on the basis or racial/ethnic background, gender or disability?
4. Are the bulletin boards and teacher made displays in the science classroom representative of the cultural/racial diversity in the United States, and the roles open to both men and women?

Reading

1. Does the reading curriculum include literature by and about diverse racial/ethnic groups, both men and women and persons with disabilities?
2. Does the reading curriculum include the perspectives and contributions of diverse racial/ethnic groups, both men and women, and persons with disabilities?
3. Does the reading curriculum include content and activities that assist students to recognize stereotyping and prejudice when it appears in written and oral language?

4. Are the bulletin boards and teacher made displays in the reading classroom representative of the cultural/racial diversity in the United States, and the roles open to both men and women?

Language Arts

1. Does the language arts and reading curriculum include literature by and about diverse racial/ethnic groups, both men and women, and persons with disabilities?
2. Does the language arts and the reading curriculum include the perspectives and contributions of diverse racial/ethnic groups, both men and women, and persons with disabilities?
3. Does the language arts and reading curriculum include content and activities that assist students to recognize stereotyping and prejudice when it appears in written and oral language?
4. Are there units/activities in the language arts curriculum that assist students to recognize ethnocentrism, gender bias, and stereotyping of persons with disabilities when they occur in the various forms of mass media?
5. Is there career oriented content in the language arts curriculum, which guides student exploration of a broad range of communication related careers, regardless of their racial/ethnic background, gender or disability?
6. Do speech and composition curriculum include content which will help students speak and write in a gender-fair, culturally sensitive, and inclusive manner?
7. Are the bulletin boards and teacher made displays in the language arts classroom representative of the cultural/racial diversity in the United States, and the roles open to both men and women?

Social Studies

1. Are the contributions and perspectives of men and women, diverse racial/ethnic groups and persons with disabilities included in all units of American History and World History?
2. Is history taught from a multi-centric rather than a Eurocentric perspective?

3. Does world history include the history of both the western and eastern hemispheres?
4. Does the social studies curriculum include units and activities on the origins and effects of stereotyping, prejudice, and discrimination?
5. Are strategies in place to reduce and eliminate ethnocentrism from curriculum content about diverse cultures?
6. Does the social studies curriculum include units and activities dealing with the basic concepts of interpersonal and inter-group relations?
7. Are the bulletin boards and teacher made displays in the social studies classroom representative of the cultural/racial diversity in the United States, and the roles open to both men and women?

Physical Education

1. Is the emphasis of the physical education curriculum on recreational, conditioning, and health skills, which can be used over long periods of one's life?
2. Has the curriculum been designed to avoid an over-emphasis on contact activities, which may lead to extensive gender segregation within physical education classes?
3. Does the physical education curriculum reflect the contributions, perspectives, interests of diverse racial/ethnic groups, both men and women, and persons with disabilities?
Examples: soccer as well as football
Table tennis as well as tennis
Dance as well as weight lifting
Synchronized swimming as well as water polo
Lacrosse as well as softball
4. Have community resources been tapped in order to diversify the physical education curriculum?
Examples: National Guard- rappelling and cross country skiing
Community- bowling alleys, archery clubs, golf courses, swimming pools, skating rinks etc.
5. Are the cultural origins of the various activities and games discussed when introducing students to a new activity?
6. Is participation in all activities which make up the physical education program open to both genders?

7. Are locker room facilities equitable for boys and girls?
8. Are the bulletin boards and teacher made displays in the physical education environment representative of the cultural/racial diversity in the United States, and the roles open to both men and women?
9. Do teachers avoid lining up or grouping students for activities by gender?
10. Do teachers use heterogeneous grouping as opposed to homogeneous grouping for P.E. activities?
11. Do male and female instructors team comfortably for planning and implementing the physical education curriculum?

Art and Music

1. Are the individual works of art and music of women, men, diverse racial/cultural groups, and persons with disabilities included in the art and music curriculum?
2. Do the music and art programs include units/activities which explore art and music related careers in non-stereotypical ways?
3. Do the music and art programs thoroughly integrate the concept of the arts as universal means of expression and communication?
4. Do the music and art programs include units/activities which encourage self and group awareness?
5. Do the works chosen for study and/or performance derive from a diverse group of artists, composers, playwrights, choreographers and performers?
6. Are the bulletin boards and teacher made displays in the art and music classrooms representative of the cultural/racial diversity in the United States, and the roles open to both men and women?

Career and Technical Education

1. Does the content of the Career and Technical Education programs and courses treat men and women as having the same potential responsibilities and capabilities in household and workplace-related matters?

2. Do the curricula of career and technical courses include career education content, which permits students to view women, men, persons of diverse racial/ethnic backgrounds and persons with and without disabilities in a variety of paid and unpaid roles within various career areas?
3. Do Family and Consumer Science and Industrial Technology curriculum focus on both homemaking and wage earning as being long term roles for all adults regardless of race, sex, national origin, or disability?
4. Do career and technical programs and courses contain activities which prepare students to live and work with those physically and culturally different from themselves as well as those who are physically and culturally similar?
5. Do the curricula in the career and technical programs include content on the rights and responsibilities of the persons in the workplace

The Goals of Multicultural Gender-Fair Education

1. To Help Students to Develop Positive and Realistic Self Concepts Regardless of their Gender, Race, National Origin, or Disability
2. To assist students to understand that both men and women, diverse racial/Cultural Groups and Persons with Disabilities have made valuable contributions to the Heritage of the United States and this rich diversity enriches and strengthens our country.
3. To Assist Students Understand that all Persons are Members of the Human Race and that they have Common Needs Feelings and Problems.
4. To Assist Students to Develop Positive interpersonal and Inter-group Communications Techniques as well as the Motivation to Play an Active Role in the Solution of Societal Problems and Conflicts.
5. To Provide a Warm, Supportive and Inclusive Learning Environment for all Students so that they can achieve Their Maximum Potential.

MCGF MATHEMATICS STANDARDS (Examples)

- Demonstrate an awareness of the contributions of women and men, diverse racial/cultural groups and persons with disabilities to Mathematics.

- Explore a broad range of career opportunities in fields that require mathematical skills as well as the stereo types that have been associated with those careers.
- Express how the involvement of diverse groups of both men and women in mathematics help insure that these professions provide equitable services to all individuals regardless of their race, national origin, gender, and or disability.
- Explore the relationship between mastering basic mathematical skills and broadening one's career options and enhancing future earning capacity.

MCGF SCIENCE STANDARDS **(Examples)**

- Demonstrate an awareness of the contributions of women and men, diverse racial/cultural groups and persons with disabilities to the field of science.
- Explore a broad range of career opportunities in fields that require scientific knowledge and skills as well as the stereo types that have been associated with those careers.
- Express how the involvement of diverse groups of both men and women in science related careers help insure that these professions provide equitable services to all individuals regardless of their race, national origin, gender, and or disability.
- Understand the scientific basis for the determination of race and the common characteristics shared by all human beings as well as their unique differences
- Understand the scientific basis for the determination of gender and the common characteristics shared by males and females as well as their unique differences.

ENGLISH/LANGUAGE ARTS/READING STANDARDS **(Examples)**

- Read, explore and analyze literature by and about both men and women, members of diverse racial/cultural groups and persons with disabilities
- Demonstrate awareness of the broad range of careers in the occupational area of media and communications.
- Describe the ways that stereotyping, bias, and ethnocentrism are reflected in various forms of media

- Demonstrate interpersonal and inter-group communications skills such as listening, humane expression of criticism or point of view and empathetic feedback.
- Speak and write using gender inclusive and culturally sensitive language.

SOCIAL STUDIES STANDARDS

(Examples)

- Demonstrate an understanding of their own personal and group identity and how life experiences have shaped their perceptions and values
- Demonstrate an awareness of the valuable and unique contributions that diverse racial/ethnic groups, both men and women and persons with disabilities have made to the historical and contemporary heritage of Iowa, and the United States.
- Demonstrate an understanding of their rights, responsibilities, and privileges as citizens in a free, democratic, and diverse society
- Practice and improve their teamwork and problem-solving skills
- Demonstrate an understanding regarding the origins and effects of stereotyping and prejudice

THE ARTS STANDARDS

(Examples)

- Explore their own individual and cultural identity through artistic and musical expression
- Explore the cultural identity of diverse cultural groups, both men and women, and persons with disabilities through examining their art and music.
- Demonstrate an understanding of the universal nature of art and music and its potential for promoting interpersonal and intergroup understanding.

PHYSICAL EDUCATION STANDARDS

(Examples)

- Demonstrate mutual respect and sensitivity toward one another while taking parting in physical activities in co-ed and diverse groups.
- Demonstrate an awareness of how stereotyping, sexism and prejudice have been historical exhibited in the fields of recreation, athletics, and health

- Explore a broad range of careers in the field of recreation, health, and athletics regardless of their gender, racial/ethnic background or disability
- Understand the importance of regular physical activity and health maintenance skills for all persons regardless of their gender, racial/ethnic background or disability

RESOURCES FOR MULTICULTURAL, GENDER-FAIR EDUCATION

1. **Area Education Agencies:** Your AEA provides assistance to school districts as they implement multicultural, gender fair instructional approaches and curriculum. Each agency has a consultant who has responsibility for providing technical assistance in MCGF Education. The media center of your AEA will also be able to provide teachers with MCGF related instructional materials in specific curriculum areas and topics.
2. **The Midwest Educational Equity Assistance Center.** College of Education, 401 Bluemont Hall, 1100 Mid-Campus Drive Kansas State University, Manhattan, Kansas 66506-5307 (913) 532-6486. The Midwest Center is a federally funded agency which provides equity-related technical assistance to school districts in Iowa, Nebraska, Missouri, and Kansas. At the request of public school districts, including charter and magnet schools, center staff provide a variety of free services and resources, including professional development workshops, institutes, conferences, and in in-service training for teachers, administrators and parents.
3. **Diversity Iowa: A Resource for Education:** This website is meant to be a tool that supports Iowa educators from kindergarten to postsecondary school in their efforts to recognize and reflect diversity in their classrooms and to provide students with a welcoming, supportive and effective learning environment. www.diversityiowa.net
4. **The National Alliance for Partnerships on Equity (NAPE)** is a consortium of state and local agencies, corporations, and national organizations that collaborate to create equitable and diverse classrooms and workplaces where there are no barriers to opportunities. Its emphasis is on Career and Technical Education, gender equity, and non-traditional careers. <http://www.napequity.org>

5. **Anti-Defamation League (ADL) Creating an Anti-Bias Learning Environment** is a website that provides activities, lessons plans, and more from the Anti-Defamation league. It assists educators to create educational environments that reflect the rich diversity of the community, nation, and world assist in opening students' minds and actively engaging them in their learning. <http://depts.washington.edu/ctcenter/index.html>

6. **Teaching Tolerance:** Provides free educational materials to teachers and other school practitioners in the U.S. and abroad. Their self-titled [magazine](#) is sent to 400,000 educators twice annually, in September and January, and tens of thousands of educators use their [free curricular kits](#). More than 10,000 schools participate in Teaching Tolerance's annual [Mix It Up at Lunch Day](#) program. Tolerance.org .

7. **Education Development Center, Inc.:** EDC is a global nonprofit organization that develops, delivers, and evaluates innovative programs to address challenges in education, health, and economic development. Their resources include inclusive and multicultural materials related to early childhood education, career education and global education. Education Development Center, Inc., 55 Chapel Street, Newton, Massachusetts 02458-1060, USA, Phone: (617) 969-7100. <http://main.edc.org/>

8. **The Gender, Diversities & Technology Institute:** The Gender, Diversities & Technology Institute is a learning exchange, an incubator for new ideas and approaches, a generator of new policy. The Gender, Diversities & Technology Institute focuses on developing [gender-healthy](#) education and schools; [technology and gender](#); the elimination of all forms of [gendered violence](#); improving [economic self-sufficiency](#) for both women and men; and developing a deeper understanding of the multiple ways to define [femininity and masculinity](#). 55 Chapel St., Newton, Ma 02458, Phone: 800.225.4276, fax: 617.332.4318 genderdiversities@edc.org

9. **Office of Civil Rights (OCR) United States Department of Education:** The mission of the Office for Civil Rights is to ensure equal access to Education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights. The office serves student populations facing discrimination and the advocates and institutions promoting systemic solutions to civil rights problems. OCR provides technical assistance to help institutions achieve voluntary compliance with the civil rights laws that OCR enforces. An important part of OCR's

technical assistance is partnerships designed to develop creative approaches to preventing and addressing discrimination. U.S. Department of Education, Office for Civil Rights, Customer Service Team, 400 Maryland Avenue, SW, Washington, D.C. 20202-1100, Telephone:1-800-421-3481, FAX: 202-245-6840; TDD: 877-521-2172, Email: OCR@ed.gov

10. **National Women's History Project:** The *NWHP* is a clearing house providing information and training in multicultural women's history for educators, community organizations, and parents-for anyone wanting to expand their understanding of women contributions to U. S. history. National Women's History Project, www.nwhp.org , Phone: 707-636-2889, Fax: 707-636-2909, Email:nwhp@aol.com

11. **Expanding Your Horizons Network:** The mission is to encourage young women to pursue science, technology, engineering and mathematics (STEM) careers. Through Expanding Your Horizons (EYH) Network programs, we provide STEM role models and hands-on activities for middle and high school girls. Our ultimate goal is to motivate girls to become innovative and creative thinkers ready to meet 21st Century challenges. The Expanding Your Horizons Network, Mills College, 5000 MacArthur Blvd. Oakland, CA 94613, Phone: (510) 430-2222 Fax: (510) 430-2090

12. **National Council of Teachers of English NCTE:** The goal of NCTE is to advance teaching, research, and student achievement in English language arts at all scholastic levels. NCTE supports the use of culturally relevant literature in reading instruction and respect for diversity is reflected in many of its resources which are shared on its website. The National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096, Phone: 217-328-3870 or 877-369-6283, Fax: 217-328-9645, www.ncte.org

13. Banks, James and Banks Cheryl; **Multicultural Education: Issues and Perspectives (6th Edition) @ 2007 John Wiley and Sons**

14. Nieto, Sonia; **Affirming Diversity : Sociopolitical Context of Multicultural Education 5th Edition @ 2008 Allyn and Bacon Inc.**

