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Impact of the Model Minority Myth for Asian American Students

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LS 400 Senior Capstone

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Abstract

Asian-Americans are often recognized for their merit among the minority groups. They attain jobs that allow them to hit the glass ceiling while also being recognized for their academic success. They are seen as the model minority, a minority group who has been able to thrive in this Eurocentric and are often seen as a epitome of success for which other minority groups should strive for. However, the idea of Model Minority sets a guise over Asian-Americans and the struggles they face. The purpose of my research paper is to go into dept on how the Model Minority negatively impacts Asian American students.

Key Word: Model Minority Myth, Asian-American

Introduction

The model minority myth has molded the way society has viewed Asian Americans in regard to them being “stereotyped as excelling in academics” (Yook, 2013, p. 14) along with their values being focused primarily on education even though there is a cultural discrepancy that plagues the educational/academic system. Assumptions are made that, that all Asians are smart and rich, and a survey done by HERI (Higher Education Research Institute, 2007) yielded results that the Asian American population rejected these beliefs that not all Asians are financially stable or educationally as 30.9% of Asian American students reported that their household income was \$40,000 or less. With the term ‘Asian American’ society assumes that all Asians are the same but in fact they are so diverse which can cause barriers within the educational field as all Asian American students may be treated the same because of this myth whether they may be Chinese, Laotian, Vietnamese, or Filipino. The problem here is that some groups may have an advantage due to the time-frame they arrived into the United States or the education they receive for example the Chinese and Laotian. The people from Laos arrived at the United States as refugees compared to those who were of Chinese descent, immigrated. Instances of lumping Asians occur throughout daily life when it comes to Asian-Americans due to this myth, where some may assume people from Laos are just as smart and rich as their Chinese (not specifically Chinese) counterpart.

It can be argued that there may be a lack of multiculturalism when it comes to Asian Americans due to all the groups being lumped as just Asian and with 100% of Asian American students saying that they have faced this minority myth(n=22) it just reinforces my previous statements of there being a lack of multiculturalism or cultural understanding. With so many groups of Asians being lumped together those who “believe” this myth are subject to believing

that the Asian-Americans are smart and successful, and this myth eventually falls to the children who enter the educational K-12 system. These children then have an academic bar set up high compared to other racial groups to where their achievement of academic merit must be advanced which can be detrimental. It can cause them to live up to a standard that may be unattainable to some which can lead to both physical and mental harm.

Understanding Asian-Americans students in academia is imperative because it can make social barriers, they face more visible that has long plagued them in the educational environment. Asian Americans are one of the largest groups that reside in the United States (Institute of International Education, 2011). That being said, addressing the Model Minority myth can help the United States become more culturally aware and adaptations from debunking this myth can tackle stereotypes that follow other groups (i.e: Not all Mexicans are illegal or uneducated, and not all Whites are racist). This paper will also address multiple aspects of the myth in multiple ways that prompt the questions of what previous credible researchers have found on this myth, the pros and cons of this myth, the perceptions that teachers have which in turn affect Asian American students and most importantly I will imbue experiences that Asian American students have faced by other groups due to this myth.

The reason I decided to choose a topic like this is due to me self-identifying as Asian-American. I wasn't considered Asian because of my skin-tone(brown) until my mom came to one of my parent conferences. Often confused for Mexican, my eyes became a defining characteristic once everyone got to see my mom. Whenever I would stress out because of upcoming exams I would hear the generic comments of me being naturally smart or the more hurtful ones. Even my teachers had tones of disappointments when I wouldn't score so well on my exams. I even got questioned on "what kind of Asian" I was when I didn't do good on a math

exam by my 7th grade math teacher. I even felt a sense of alienation from my Mexican classmates because they thought I held the mindset that I was superior to them because of my Asian side.

Due to my interest in this topic it has led me to the primary question of: What is the impact of the Model Minority Myth on Asian American students? My secondary questions which stemmed off my primary question are: What does the literature say about the impact of the Model minority Myth on Asian American students? What are the pros and cons of the Model Minority Myth on Asian American students? How does the Model Minority Myth change the perceptions of teachers to treat Asian American Students differently? How do Asian American students feel about the impact of the Model Minority Myth? What could teachers and school administrators do to alleviate the pressure of the Model Minority Myth from Asian American students?

Literature Review

The introduction and questions that entail within this paper question the model minority myth and its impact. Although I may share my own negative experiences as someone who is half Asian, there may have been a discrepancy with my own experiences due to my area and SES level. In order to establish concrete evidence, I must first see what past research establishes about this model minority myth.

This stereotype that seems to glorify Asian American achievement creates layers of identities for the minority group of Asians (Guofang, 2008). This myth does not conform to the idea of heterogeneous and diversity that resides within this minority group but instead lumps them as one. The question arises: Where did the model minority myth stem from? This idea that Asians are the 'model minority' can be traced back to a core of exploitation. This history can be

traced back to the early 18th century where they worked for cheap labor and yielded high compared to the slaves who were just being freed and the other minorities at the time (Wu, 1995). Due to their labor replacing the just freed slaves, Asian immigrants were bragged as minorities who would do labor while remaining diligent and consistent (Wu, 1995). As the Asian immigrants received praised, they were used as a way to shame other minorities (Wu, 1995) for not being the same (i.e: willing to work for low-wages while being obedient with no signs of revolt).

Traces of exploitation was used as a mean to shame other groups that wouldn't give bow down to the Eurocentric society, and by this the myth was created. This image of Asians was used as a means to criticize other racial minority groups, meaning this positive view we have on Asian Americans as a society has dark roots (Daniel, 2015). We jump time frames from the 18th century to modern times, we can question if we can still see traces of this myth? We can, but instead in the economic/labor atmosphere we see them as the model minority in the educational/social atmosphere. Seen as people who are able to retain high-caliber grades, touch the glass ceiling and reach the high points of social classification Asians are the epitome of what the Eurocentric society deems as 'Model'. Are there any rebuttals to this myth from Asian Americans due to these high standards? Rebellion emerges from "New- and second- generation Asian youth who reject their parents' ideological attitudes towards education" (Daniel, 2015, p. 247). Daniel says that the rejection of the educational values is used as a way of survival within Asian youth (p. 247), as it helps them move away from their Asian identities.

A study done by Lee (1996) which was used to study this educational rejection found that Hmong-American students adopted Hip-Hop as a means of escaping the academic spotlight. At the time (even in current time) Hip-Hop was used as means of expressing discrepancies between

the different social classes and in this case, it was Hmong-Americans breaking off from the Umbrella term of Asians. Literature mentioned and study done by Lee (1996) shows that this myth stems from racial exploitation that was meant to shun other minority groups and due to this we see an influx of second and third generation of Asian American students straying away from academics (Daniel, 2015).

With this academic exodus being shown by Asian American students is there something our education system can do? Solution have been proposed in a journal study (Nadal, Johnston, & Esparrago, 2010) that introduced the ideas of promoting positive experiences, providing more resources and support systems for Asian Americans, but in this case study it was emphasized for Filipino Americans. Case study like this can be related to the other ethnicities of Asians present because of the smaller population that each race has compared to the Filipinos who are the largest Asian-American groups in the United States (Nadal, Johnston, & Esparrago, 2010). If the largest group of Asian Americans can struggle, then the other races are sure to follow. Filipinos said they experienced feelings that were “akin to alienation”, along with a “lack of financial aid or scholarships from Filipino community members” (Nadal, Johnston & Esparrago, 2010). Although this case study is done at a tertiary level it still shows how prominent the problems are at higher education. There may be no need for financial support for Asian Americans because of how “smart and wealthy” they are, ideas stemming from the Model Minority Myth.

The case study previously mentioned also says that although newly immigrated Filipinos are educated in their field, there may be educational differences when it comes to their children born in the United States. Making a correlation back to the Hmong Americans who used hip-hop as a way to escape the model minority myth (Lee, 1996), children of these Filipino immigrants

will face challenges such as cultural differences and social barriers that can suppress their interaction with education (Nadal, Johnston, & Esparrago, 2010).

The fact is that there will be barriers that separate Asian country born parents versus their children who are born in the United States due to Immigration. Parents of Asian refugee (refer to Thao, 2018 for differences between Refugee and Immigrant groups have lived through genocides and other atrocities due to war and this is their reason for fleeing (Lam, & Hui, 2016). Parents who are classified as Asian refugees fled because they saw “babies being bashed against trees, men being kidnapped in the middle of the night, blindfolded and thrown off cliffs” (Lam, & Hui, p. 62). Asian refugee parents cannot offer their support to their children because they have lived through such atrocities and the life, they ran away from is completely different from the westernized world. Support systems for the second generation must be implemented. An improvement to resources and support that can constitute a place for Asian Americans to seek support can be pivotal along with building a community for Asian Americans (Case Study: Filipinos). These communities can serve as places where Asian American can support each other as they may not be open to mental health services as the term Mental Health has “negative connotations” (Thao, 2018, p. 536). Building a place where Asian Americans can merge has shown to the case study that in fact support systems can help them. However, the question can be raised: Is there something stopping Asian Americans from combatting this social stigma itself.

Previously mentioned, Thao (2018) says a problem with the model minority myth and Asians is that the effects itself is seen as a negative stigma. Mental health itself is a topic that isn't really cared for in Asian American culture and is sometimes avoided. Branching out to support Asian Americans may prove to be a challenge because of the views they have on Mental health but there may be solutions to branching out to them. As society is changing and becoming

more open so are the younger generations of Asian Americans (Fung, and Wong, 2007).

Previously mentioned there is a need for Support systems for Asian Americans (Nadal, Johnston, Esparrago, 2010), Thao synthesizes that there is a need for “culturally sensitive mental models for Asian Americans” (p. 543).

Literature and research points out that the impact of model minority is detrimental but it can be combated, and the factor of time helps. Younger Asian Americans are more open to the idea while older generations are not, however in order to strengthen support for Asian Americans we must start at a grassroots level (Nadal, Johnson, & Esparrago, 2010) and start a community-based support system for Asian Americans. Philanthropy may be one of many solutions out there for Asian Americans, as the model minority myth opposes the idea of Asian Americans being classified as SES with the idea of Asian Americans being rich.

The hand, head and heard technique is also one of Thao’s recommendations (2018) for helping Asian American students battle negative mental health brought upon by the factors of the Model Minority myth. Thao gives background context of this technique where:

Hands refer to the implementation stage where the mental health professionals apply the knowledge and training to perform and deliver professional mental health services; and “heart” refers to the social-affective side where the mental health professionals develop empathy, mutual respect, and connection with the clients’ cultural aspects while wanting to go the extra mile beyond just their occupation duties (p. 543).

Method like this allows for cultural immersion to take place here they professionals take the time to learn about cultural differences but also being able to have first-hand experiences which allows them to apply what they learned while gaining an emotional bond which allows for

them to go the “extra mile” for Asian American students who are struggling, even though the Model Minority Myth implies that they aren’t.

However, it just shouldn’t be educators being the ones who are being culturally schooled, it should be taught at a young age that Asians aren’t uniform, it should also be a challenge that our public schools should be tasked with. Education is meant to create students who will be able to take on the role of global citizens. A reason I press the charge on public schooling is because the model minority myth also pits Asian Americans against other minorities where Asian Americans act as a buffer from Whites to other minorities (Wing, 2007). Praising the victim is also mentioned by Wing (2007), where “white mainstream society” places Asian Americans as a wedge against all other minorities by showcasing the merit and success they have attained even though they are minorities. Wing (2007) also argues that this type of myth separates the races instead of uniting together through the racism and struggles we face. This argument can be tied in with 2 of my secondary questions which pertain to dealing with the con of the Model Minority Myth along with how it influences the perceptions of teachers who are not culturally sensitive to Asian American students.

Multicultural education can also give aide in alleviating pressures that Asian American students receive from the Model Minority Myth. The principles of Multicultural curriculum “require an understanding and recognition of values of the diverse groups” while also allowing for students to conform to global community by understanding the different cultures that is present and or absent in their immediate environment (Arslan, & Rață, 2013). The principles of multicultural education can help the K-12 Eurocentric school system debunk the model minority myth in several ways, which can be a great tool for all races but also for Asian-American

students in the context of letting them know that they are all not classified as Asian and don't have to live up to this standard.

Methods & Procedures in Research

Becoming more aware of what is affecting Asian-American students is important as this myth is hurtful to the group on several levels: socially, educationally and personally. In order for me to back up my claims I have decided to imbue 2 surveys. Each one is similar as the model minority myth is present in both these surveys yet the one for students deals with their experiences in regard to this myth while the other one is addressed to teachers and administrators and being more culturally aware/competent of Asian American students.

Context of Groups surveyed

There were 2 different groups for the gathering of this paper (See Appendix A for Model Minority Myth Survey). The first group of data was garnered from University students from a University in the Monterey area. The reason I choose to do college students was because I wanted to get their whole K-12 experiences and it even includes experiences in the tertiary level. For my second survey teachers and admin were the ones being prompted and they are from a local school from the Monterey Unified School District (International School of Sand City). The students who submitted data were part of the CSUMB APIA group: Asian American Islander Association, and although I named the association their results (22) and submissions remain anonymous. The same can be said for the Teachers and Administrators who submitted their results as it is from an anonymous form.

Teachers and Administrators who were surveyed, for a total of 5 were also interviewed in a form of anonymous survey. A total of 3 teachers and 2 administrators were all given the same

survey in regard to the Model Minority Myth and how they perceived it. Their questions were more on their background on being more culturally relevant and how their experiences with Asian-American students in the classroom.

Procedure and Information Gathering

Participants of both the CSUMB APIA and School Staff were both given surveys to fill out on their own time as their schedules are busy for both college students (some who have jobs and other duties) or teachers who work from 8-3 (without taking into account after school duties). I proposed a survey to APIA to see if they were comfortable with participating in this topic, and with their approval I distributed my survey electronically in which they submitted anonymously via Google surveys. The same procedure can be said for the teachers and administrators that I distributed my surveys too, it was anonymous via google survey. The reason I decided to use an approach of anonymous surveys was because I know how sometimes it can be uneasy for people to tell the whole story when they are in the spotlight, so in my best opinion I believed that having an anonymous survey would allow them to relinquish their experiences without having any focus on them answering questions in regards to both my primary and secondary questions.

Results and Discussion

I lay down the premise that the Model Minority Myth is detrimental to Asian American students as it can add factors of stress to their lives on multiple levels. I imbue the experiences of CSUMB's APIA club along with perspectives from current educators and administrators. Both literature and survey responses answer my primary and secondary questions. In this section I will discuss the data that I retrieved and how it coincides with capstone research questions.

Results yielded from both literature and survey respond to secondary questions. The survey itself directly addressed my secondary question: How do Asian American students feel about the impact of the Model Minority Myth?, and there are dismal responses submitted in by members of APIA. A majority of them talk about how for a majority of their academic life they have had standards set high which attributes to stress (See Appendix A for more results). That being said, it can be said that they do not appreciate the standard that is set towards them. The survey also directly addresses another secondary question which addresses the pros and cons of the Model Minority Myth on Asian American students. With the results coming in from the survey (See Appendix A) it can be said that there aren't many pros to this myth. The only pro is the social perception that it gives Asian Americans being rich, smart and having a history full of merit (Guofang, 2008). The cons of this myth outweigh the pros by far. Aside from the stress that it adds the idea of lumping that all Asian-Americans are the same (Thao, 2018). Asian Immigrants will fair differently from Asian refugees in the educational environment due to their background. The model minority myth is also harmful to the spectrum of minorities as it acts as a social wedge (Wing, 2007) which separates us.

The model minority myth has embedded itself into society and even into institutions where teachers and administrators are. My second survey which was aimed towards teachers and admin address addresses two secondary questions: 3) How does the Model Minority Myth change the perceptions of teachers to treat Asian American students differently, 5) What could teachers and school administrators do to alleviate the pressure of the model Minority Myth from Asian American students? Results from surveys and literature both implied that multicultural education definitely help. However, this may be a problem, because two-thirds of teachers did not learn about multicultural education and the problem is that they may not want to integrate

multicultural education into their curriculum (See Appendix B) due to time constraints and how it may limit curriculum covered (Survey respondent 1, Personal Communication, 12 May 2019).

Overall literature research exemplifies traits due to this model minority myth such as the glorification of Asians in multiple aspects (Guofang, 2008). The Model Minority Myth was also used to shame other minorities back in the days during the time of slavery (Wu, 1995). This myth has also had a detrimental grip on Asian-American students as it has caused an academic/social rebellion between first generation and second/third generation kids (Daniel, 2015). Getting help to combat the model minority myth will also prove to be a challenge due to the negative connotations that mental health has (Thao, 2018). Overall results, findings and discussions have shown that the model minority myth is only a detrimental myth. The only pro that can be obtained from this is the perception that it gives Asian-Americans but in reality, Asian-American students struggle with this myth.

Discussion

As mentioned above in the result section, the Model Minority Myth has only had a negative impact on Asian-American students and for the Asian-American population in general they struggle with a social guise on. My primary question is the impact of this so-called positive “model minority myth” on Asian-American students. I believe that a topic like this is important because of the increasing amount of Asian population in the United States, and with multiple classes falling under the term “Asian”, varying amount of challenges faced by each different ethnicity whether it be socially, linguistically, or academically.

The data greatly reinforces (See Appendix A for results) the ideas that I put forth, that the model minority myth is harmful. Articulation of their struggles aren't clear as they have hit the

glass ceiling and are only praised for the merits they have accumulated. There is unspoken dialogue on the struggles they face as cultural suppression. One surveyor who is Filipino stated that their parents decided not to teach them their native language in order for them to excel in the Eurocentric educational system in the United States. The beliefs I have are all based on my own experiences where I would be taunted if I received bad grades and the only positive affirmation, I received were derived from my biological traits of being Asian. It may have not been severe but not living up to expectations took a mental health on me when I was younger, and even from my own family. My father is Mexican and when I would have prolonged time frames of academic difficulty, I would receive the same comments from my Mexican side as I did from classmates, even the degrading racial stereotypes were pressed upon me as a child.

The data submitted by APIA greatly ties in with my primary and secondary questions. It gives real experiences from Asian American with their relationships to this myth in with staff and classmates. Data submitted is sufficient to answer a research topic like this as my interpretation shows that Asian American students are seen through a wrong lense.

I digress from my results submitted by APIA and bring back my data gathered from the Literature review. From my literature I derived a few solutions that tackle at least 2 secondary questions in regard to the model minority myth and its correlation with teachers and administrators. Although these results came from a tertiary level, it can be brought down the K-12 level as support for children is important. With 77.3% (n= 17) Asian American students reporting that they feel like teachers aren't culturally aware for Asian American students. Thao's mention (2018) of the "hand, head, and heart" technique can allow for students to get teachers that are learning about cultural differences within the Asian Community while also getting in field experience. This can strengthen and understand the different approaches to help Asian

American students. This would essentially call for more funding and it would most likely require workshops for teachers to attend along with programs for Asian American students.

Problems and Limitations

One problem I came across when it came to deciding which group to survey, I really wanted to survey Asian-Americans who are older above the age range of 30+ however I knew from experiences and reading (Thao, 2018) that the subjects of mental health may be seen as taboo. I believed that using a group range of 30+ may have provided me feedback that may include an Asian American experience in the “real world”.

As of April 5, 2018, a limitation I have ran into was a feedback return of 5 teachers and/or administrators. I believe that the factor of age skews my data. Teachers reported that they did not learn about multicultural education, however this was 2 out of 3 of them. They mentioned that the concept of multicultural education was being introduced to them while they were already teaching so they didn't receive proper training on the idea of multicultural education, and only 1 reported that they went to workshops that embodied multicultural education.

Conclusion

Although the Model Minority Myth was formed on a racial premise, it has formed itself in a positive guise that plagues Asian American students in a negative way. Asians are all seen as Asian, not as Filipino, Chinese, Vietnamese or Japanese just Asian; and all have money. Through the lense of society they are all rich, smart and obedient but that is just because it is all based on just one class of Asian. With all types of variables impacting every race differently (Financial, educational, SES) there are multiple things to take into account. For example, a Japanese family who struggles financially and is located in a low socio-economic neighborhood may struggle

more to attain the social concept of being “rich and smart” compared to a Filipino family who is located in a high SES area that makes \$60,000>.

The model minority myth has damaged mental health in Asian American students, and within the Asian American community it may be difficult to reach out to them due to the social stigma that it holds. Solutions that deal with internal grassroots support will allow for Asian Americans to alleviate the detrimental pressures of this myth. As time progresses there shows promise of hope for defeating the negative impact of this myth in the educational system. As Asian American children are being born into modern times, they are more open to the ideas of mental health, and as a society we will be able to create culturally aware educators that can help them.

The talk of modern times also brings up the emerging education trend of multicultural education. With multicultural education emerging, the topic of Asian Americans will begin to be discussed along with differentiation and cultural understandings of each group. The impact of the Model Minority Myth has no pros because it just sets up a standard for Asian American students and with so many factors to take into account not all of them can live up to. This myth is institutionalized within the teachers and admin themselves and within schooling itself by a lacking opportunity for Asian American which is backed up by research. However, as we move forward as a society, we can begin to take steps into diminishing this myth and its harmful effects it has on our Asian American students.

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Appendix A: Model Minority Myth Capstone Survey

(1/3) Premise of Context given to APIA survey takers: Hi everyone, I am doing my capstone on the impact of the Model Minority Myth on Asian American Students. Expectations are held high for Asian Americans with regards to their academic merit. The Model Minority Myth can set parameters of expectations on Asian American students from the elementary level all the way to the pinnacle of tertiary education. Assumptions as these can detrimentally impact students mentally and physically. In order to solidify research, I have decided to imbue responses of Asian American students that reiterate effects of these expectations with a segment of questions that will be asked in an anonymous form via Google Responses.

(2/3) Yes or No questions regarding the Model Minority Myth

1. Do you think there is a lack of resources for Asian American students because of the MMM?

Yes No

2. Have you ever suffered mentally or physically due to the MMM?

Yes No

3. Do you think that there are different academic expectations for 2 groups of Asians. Asian Immigrant group vs Asian Refugee group. (Immigrant group: Chinese, Japanese, Filipino, Korean, Thai VS Refugee group: Cambodian, Hmong, Laotian, Vietnamese)

Yes No

4. Have you ever been exposed to Asian American stereotypes by family, friends or classmates?

Yes No

5. Do you think teachers are culturally competent for the Asian American student populous?

Yes No

(3/3) Short Answer / Feedback

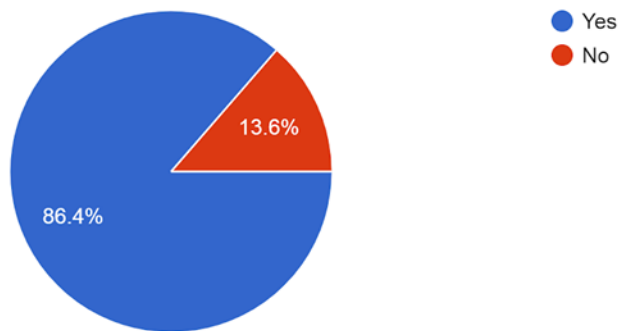
1. Is there any negative experiences that you had with the MMM that is worth sharing?

2. Feedback or any questions that I should include?

Appendix A Survey Results

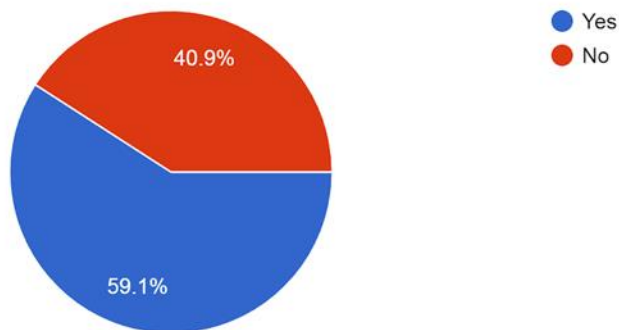
Do you think there is a lack of resources for Asian American students because of the MMM?

22 responses



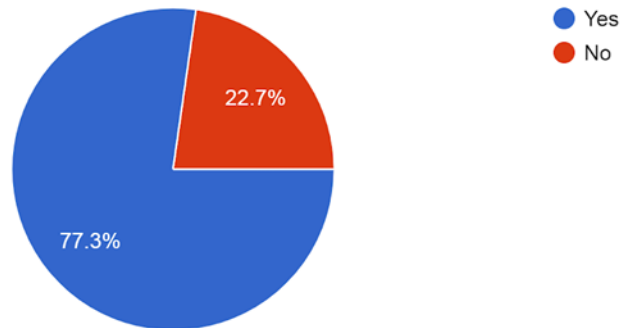
Have you ever suffered mentally or physically due to the MMM?

22 responses



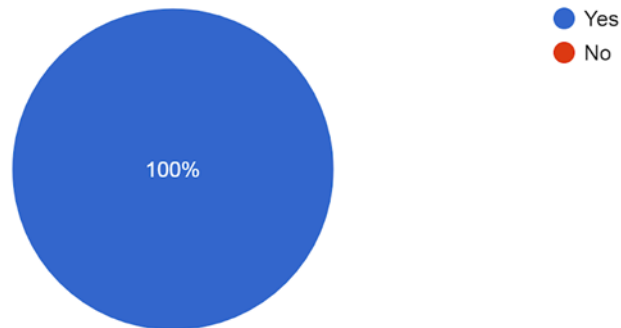
Do you think that there are different academic expectations for 2 groups of Asians. Asian Immigrant group vs Asi...bodian, Hmong, Laotian, Vietnamese)

22 responses



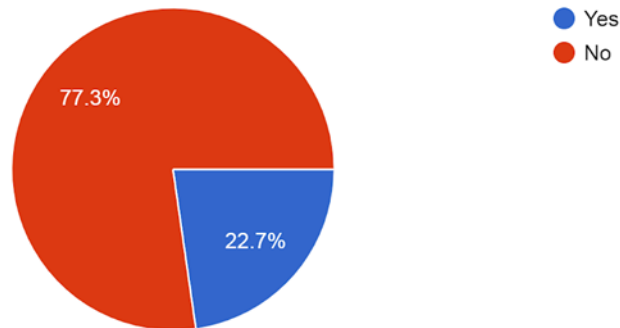
Have you ever been exposed to Asian American stereotypes by family, friends or classmates?

22 responses



Do you think teachers are culturally competent for the Asian American student populous?

22 responses



Appendix A Responses Continued: Short Answer / Feedback

There is a total of 25 short answer/feedback responses, some with just responses of “no” and some responding with things worth mentioning. Here are some responses that I think stand out.

Response: I’ve dealt with it my whole life and being at CSUMB does not help. Because of the tiny Asian population, we are seen as the golden students even when we aren’t. American society sees all Asians as being East Asian, and it also doesn’t help that most East Asian Americans worked for generations to get to where they are now. With that, every other Asian is compared to this standard and the only standard that Asian Americans should strive for.

Response: In some ways, I do fit the MMM as I am Filipino American. Societal pressure has been placed on me from my family, White peers/ classmates, and teachers ever since elementary school. I remember First grade being a pivotal time for me. My parents made the decision for me to not speak as much Tagalog at home so that I could perform better in my ELA assignments. I think back to this time as a moment of fulfilling the MMM as my parents desired for me to

sacrifice my so-called "native language" to perform at an overall much higher academic level in the American setting.

Response: There is always the suggestion or requirement to be a doctor, or pharmacist, or accountant not only by my family but by others.

Response: I have had a negative experience of being the token Asian student in class. I also have had experience of being compared to other Asians amongst a group of people deciding who is "better" than the other based on their ethnicity

Response: Growing up, I moved to various places. In about three out of the 5 places I've lived in, I was told phrases like "you're Asian so you'll do fine" and other similar lines.

Response: Some of the professors are not culturally sensitive. I had an experience where a professor asked me if I knew about a Chinese tradition, and after I said no, they said "well aren't you Chinese?" I then replied no and they asked if I was sure. This experience made me think about whether the professors go through a diversity training before becoming a professor or before school starts.

Appendix B: Model Minority Myth Capstone Survey – T&A

Hi everyone, I am currently doing a research project in regards to the Model Minority Myth on Asian American students. If you aren't familiar with what the Model Minority Myth is, it's a set of standards that everyone believes that has been placed on Asian American Students. This is in regards to them being smart, obedient and having a lineage full of merit. In order to solidify my research, I have decided to imbue responses from Teachers and Administrators since you guys are the ones who have them in your classroom.

Multiple Choice (Y/N)

1) Do you notice a difference between Asian American students and other students?

- Yes No

2) Do you believe that Asian American students hold themselves up to these expectations?

- Yes No

3) Have you yourself seen A.A students stereotyped in your classroom?

- Yes No

Long Answer Responses

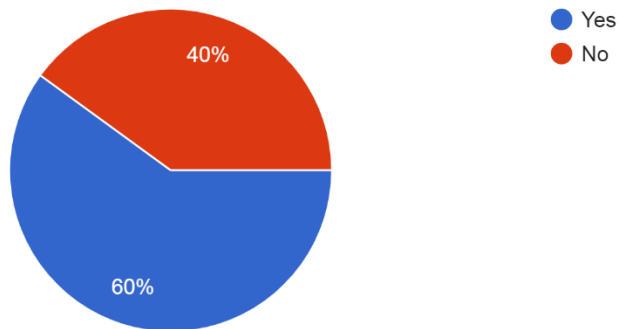
4) Do you believe yourself to be 'culturally competent' for the Asian American Community?

5) Are you familiar with the Model Minority Myth and where did it stem from? How do you think you can combat this for the children in your classroom?

Appendix B: Model Minority Myth Capstone Survey – T&A

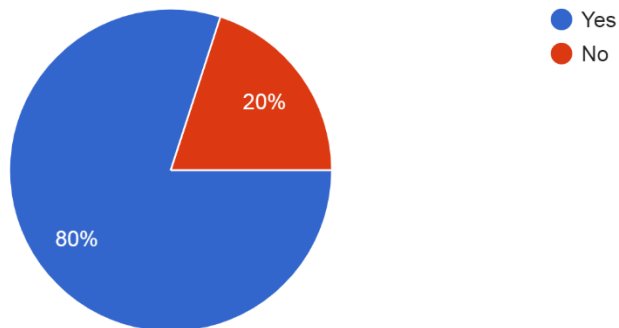
Do you notice a difference between Asian American students and other students?

5 responses



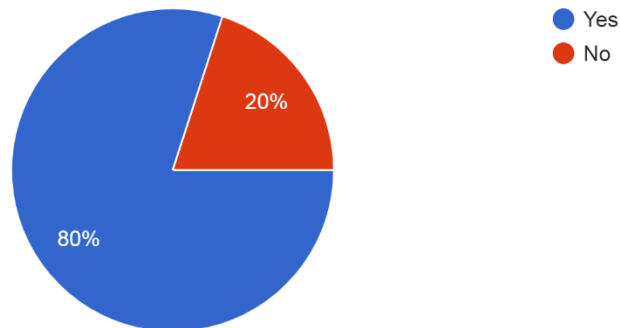
Do you believe that Asian American students hold themselves up to these expectations?

5 responses



Have you yourself seen A.A students stereotyped in your classroom?

5 responses



Do you believe yourself to be 'culturally competent' for the Asian American Community?

5 responses

- 1) I am Asian so I feel like I have to be culturally competent because I have gone through the same things.
- 2) I never received any training on what being culturally competent but I treat all students the same regardless of background.
- 3) Yes. Although it is hard to say since the Monterey Area doesn't have a big population of Asians compared to the Hispanic and Black population. It has a minuscule amount and there isn't often culture around them from which I have seen.
- 4) I believe myself to be culturally competent for all. I am a black woman who has been teaching for 13 years. I am a victim of racism and once you enter this classroom, there is no tolerance for it. I know what it is like to go through racism.
- 5) No

Are you familiar with the Model Minority Myth and where did it stem from? How do you think you can combat this for the children in your classroom?

- 1) I am not familiar where it has stemmed from but even when I was in school it started to become more apparent and I have often taken it has a form of racism. It was more introduced to me when I was in middle school where I was tormented by my classmates.
- 2) I believe that something like this is hard to erase because it is so deep-rooted. However all we can do for now is help kids differentiate what it is to be Asian and I believe it is something we do perfectly at this campus.
- 3) I am familiar with the term. When I was in school my classmates who were Asian-Americans often did well.

Not sure how to "combat" this.

- 4) Never really heard of it until I had Asians in my classrooms. I grew up in Carmel and a majority of my school was white except for a few Hispanics. I started to become familiar during lunch periods where I collaborated with other teachers and we saw them performing well.

Stereotyping goes against for what this campus stands for but AA students do perform

Well. I get the students at a young age since I am a kindergarten teacher. Personally, I

Feel like the age group that I get is a young age to tell since they are still young.

- 5) Unsure