

1998

UNLV College of Education Multicultural & Diversity Newsletter

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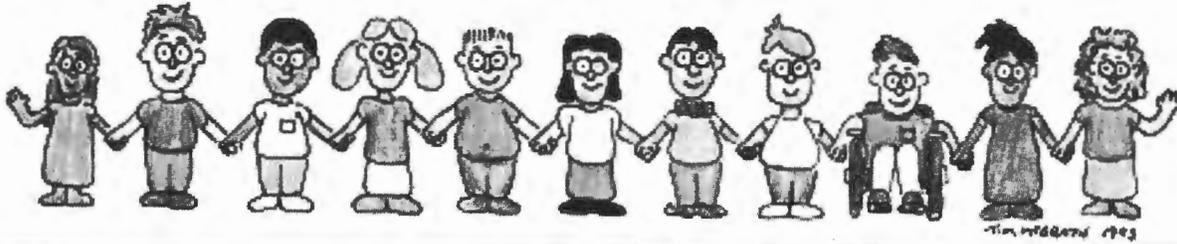
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UNLV COLLEGE OF EDUCATION Multicultural & Diversity Newsletter

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Kyle Higgins, Editor

***This newsletter is published twice a semester. All contributions are welcome and should be addressed to Kyle Higgins, 895-1102, email: higgins@nevada.edu. ***

Lighting the
Torch of Diversity

Join us on November 12, 13, and 14, 1998 at the Orleans Hotel and Casino for the **1st Annual Multicultural Conference & Luncheon** sponsored by NvNAME (the Nevada chapter of the National Association for Multicultural Education.) The 1998 Multicultural Education conference will feature keynote addresses by: Mr. Herbert R. Stevens, Director of the San Carlos Apache Tribal Cultural Center; Dr. G. Pritch Smith, Professor from the University of North Florida; Dr. Rudolfo Chávez Chávez, Professor from New Mexico State University; Mr. Charles E. Pace, Scholar with the Chataqua Public Humanities, Dr. Sam Chan, Professor from the California School of Professional Psychology; Dr. Mary Montle Bacon, owner and consultant with *Images of a Culture*; and, Ms. Chris Giumchigliani, Clark County School District teacher and Assemblywoman from the State of Nevada District 9.

Break-out sessions will be led by K-12 teachers, educational consultants, and teacher educators to support classroom teachers as they seek ways to infuse culturally responsible and responsible pedagogy across the curriculum. Sessions also will benefit school administrators, staff developers, and teacher educators in their continued quest as learners exploring the importance of valuing diversity issues. A variety of cultural entertainment and vendors will be featured.

Earlybird registration is \$55.00 before October 30, 1998 and \$65.00 after October 30, 1998. Participants may register for PDE, TESL, or Continuing Education Credit. For more information and/or registration, contact Dr. Nancy P. Gallavan at UNLV. She may be reached at (702) 895-4884 or gallavan@nevada.edu. **See you in November!!!**

INVITED GUEST COLUMN

A BETTER I. D. E. A.

by Karen Davis

Assistant Professor

Department of Special Education

President Bill Clinton signed the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) into law on June 4, 1997. Many of the new statutory provisions went into effect immediately. The overarching themes of the 1997 Reauthorization are a challenge to students with disabilities to participate in general education curriculum and statewide assessment and the provision of greater involvement of parents in all aspects of the special education process.

One of the key purposes of the IDEA Amendments of 1997 is to expand and promote opportunities for parents, special educators, related services, regular education, and other personnel to work in new partnerships at both the state and local level. Accordingly, the Amendments require that parents have the opportunity to participate in all meetings with respect to the identification, evaluation, and the educational placement of the child, and the provision of a free appropriate public education to their child. Parents must now be part of the teams that determine what evaluations are needed, eligibility for special education, and placement of their child. Schools must provide the parents with a copy of the child's evaluation and eligibility report in the parent's **native** language in order to assist them to be equal, informed participants.

New requirements for the evaluation and IEP provisions place great emphasis on the involvement and progress of children with disabilities in the **general curriculum**. Consequently, the IEP for all children with disabilities must address how the child will be involved and progress in the general curriculum. The IEP team must make an individualized determination regarding how the child will participate in the general curriculum and what, if any, educational needs will not be met through involvement in the general curriculum. Very often, regular education teachers play a central role in the education of children with disabilities

and have important expertise regarding the general curriculum and the general education environment. Accordingly, the IDEA Amendments of 1997 added a requirement that each child's IEP team must include at least one regular education teacher of the child. The content of the IEP has changed to include such items as the following:

1. For the child whose behavior impedes his learning or that of others, consider, when appropriate, strategies including positive behavioral interventions, strategies and supports to address that behavior.

2. For the child with limited English proficiency, consider the language needs of the child.

3. For all children consider whether the child requires assistive technology.

4. Measurable annual goals related to enabling the child to be involved in and progress in the general curriculum.

5. Program modifications and support for all personnel necessary for the child's success in the general curriculum, and

6. How the parents will be informed of the child's progress on a regular basis and the extent to which the child's progress is sufficient to enable the child to achieve the goals by the end of the year.

In addition, children with disabilities will now be included in general state and district-wide assessment programs with appropriate accommodations noted on the child's IEP. If the IEP team determines that the child will not participate in a particular state or district-wide assessment, this fact must be noted on the IEP. Documentation must include why the assessment is not appropriate and how the child will be assessed using alternative assessments.

The 1997 Amendments of IDEA added substantial provisions that address the discipline of children with disabilities. The new changes allow school personnel to order a change in placement of a child with a disability to an appropriate interim alternative setting (IAES) or suspension for not more than 10 school days. For a child who carries a weapon or who possesses or uses illegal drugs, the placement in the IAES may extend to 45 school days. Other

provisions in the discipline section deal with behavior intervention plans, functional behavioral assessments, manifestation determination, and children who have been referred but are not yet eligible for special education. The law now requires that school districts must not cease services and must continue to provide a free appropriate public education to a child with a disability even if they are expelled.

Additional information regarding Special Education or the 1997 Amendments to IDEA is available through the Department of Special Education, UNLV at 895-3205 or by contacting the author of this summary, Karen Davis, 895-1101 at UNLV.



CAPITALIZATION RULES IN (ON) BLACK AND WHITE

by Maria G. Ramirez

The rules for capitalizing words in English differ from those of Spanish. The Spanish language has few rules governing the capitalization of words. Proper names, the names of countries, abbreviation for titles, titles of literary work, and the first word in a sentence are capitalized. While those words are also capitalized in English, English requires a capital letter to be used for the days of the week, the months of the year, the nationality of persons, the names of languages, and the names of religions. A major distinction between the titles of literary work in Spanish and English needs to be pointed out, lest it result in confusion. In English, all of the major words in a literary title are capitalized, while in Spanish, only the first word of the title is capitalized, unless the title contains a proper name.

The intent is not to address differences in the rules for capitalization between Spanish and English but is offered as an introduction to the rule in English governing the capitalization of a person's nationality. The rule appears to be perfectly clear in its intent, capitalize the nationality of persons. Therefore, if a person is

an American, American should be capitalized. The same rule applies for persons with a different nationality. The words French, British, Japanese, etc. are capitalized. The rule on capitalizing the nationality of a person is extended to a person's ethnicity. In other words, an American can also be Hispanic. The nationality is American but the person's ethnicity is Hispanic. The word Hispanic is capitalized, just as the word American.

Why then is white or black, when referring to a group of people or to an individual, not capitalized by most writers of the English language? Since the words are used to refer to the group's or the individual's ethnicity, should not the words White and Black be capitalized? The word Hispanic would never be written in English with a lower case h, unless of course the person was unaware of the English rules of capitalization or, perhaps, if the person was thinking in his/her first language and transferring the rule of that language to English.

Most scholars do not capitalize the words Black or White when referring to a group's or an individual's ethnicity. I suggest we think about applying the rule consistently in our writing. Perhaps, we should consider what we are really saying when we don't.

BILINGUAL EDUCATION, CATESOL AND NEVADA

by Steve McCafferty

This year I was elected to be the Nevada Representative to the California Teachers of English to Speakers of Other Languages (CATESOL) Organization, which despite the title includes Nevada. I will serve one year as the Assistant Representative before I take over the elected position in 1999. As such, I have had the opportunity to gain some insight into second language issues within California and Nevada, and I would like to allot the space here to first discussing one aspect of what Proposition 227 might mean for Nevada, and second, why it is a good idea for TESL teachers in Nevada to join CATESOL.

At the moment in California there is a great deal of confusion about Proposition 227

on the part of school districts and individuals alike. At the extreme, apparently some districts are taking the position that use of a language other than English by a teacher is "illegal". Thus, teachers who are bilingual in Spanish, for example, are having to pretend not to be able to speak it anymore. This of course has sent many children home with tears streaming, and in general, has created a very oppressive atmosphere. The drastic nature of this kind of interpretation has caused even the authors of the proposition to publicly claim that such a reading is a misinterpretation of the bill. However, given the manner that these same forces represented the proposition, it is not surprising to me that there are people who would view this as its intent. Unfortunately, this also demonstrates just how far some people are willing to go, and reminds me of a psychological experiment where people were asked to push a button that supposedly sent an electric shock to an actor who writhed with pain. The thing is, people continued to press the button despite its obvious consequences, as the "experimenter" - in a white lab coat no less - provided them with the "authority" to do so.

It is clear that Nevada could face a similar challenge as California with regard to its bilingual programs. One of the most important lessons to be learned from California, from my point of view, relates to how bilingual programs are implemented in schools. It is well known that in California many of the programs were ineffective or even harmful to the education of the students who attended them. Despite this, they were allowed to continue for many years unchecked. This of course tainted the good programs - the vast majority - and allowed bilingual education in the State as a whole to be attacked. Therefore, it is crucial, I think, for Nevada professionals to take a proactive stance, to ensure, to the degree we can, that our programs conform to what is known about how to best implement bilingual education, to adhere to research in this area. If this is done, there is every chance of documenting the effectiveness of this form of education.

The second topic I want to discuss relates to professional development among Nevada's current and future TESL teachers. I believe that there are still many people out there who do not know that Nevada is a part of

CATESOL, that we have a Southern Nevada Chapter, and that the next annual conference will be held in Reno (the first time it will be held in Nevada).

The Southern Nevada Chapter held its annual conference on Sept. 25 and 26 on the UNLV campus. This conference is usually attended by around one-hundred people, offers credit, and focuses almost exclusively on practical issues for all levels of TESL. The annual CATESOL conference in Reno will be held from April 15-18, 1999. This conference usually attracts over three thousand people and covers a wide number of areas of interest to the profession. More than 50% of the presentations focus on classroom activities. This annual conference has been highly rated by attendees.

The due date for proposals is Oct. 30, 1998 for those who would like to share some aspect of what they do in the classroom or their research. More information concerning the conference can be obtained at the organization website (<http://www.catesol.org>) or via e-mail (VILA@UNR.EDU).

I would also like to suggest joining CATESOL. Membership is \$35 annually (\$25 for students). Members receive a newsletter and journal in addition to reduced fees for attending the local and the annual conference. I believe this is an excellent way to become more involved in the field, to get to know others, and gain important professional experience. It also allows us, more importantly, to address concerns specific to Nevada.

INCLUSION IN THE PRESCHOOL: INDIVIDUALIZING FOR SUCCESS

by John Filler

When I visit student teachers in our early childhood education program one of my favorite first questions is "Why are you doing that?" Typically, the first activity that I observe is "Opening Group"; you know, all the children in a semi-circle with the teacher at the center. I like to have them explain to me why they are conducting opening group. "What exactly do you think that these children are getting from this activity?", I ask. Another of my favorites is to ask about "puzzle time". I don't see this, as a

specific activity, as often as I used to but there are still many preschool programs that have it as a regular planned part of each day.

The reason that I ask these questions is to prompt the students to think about why they do the things they do. What I hope to hear from them is that opening group (and puzzle time) allows numerous opportunities to focus upon many different age-appropriate skills. Not all children, even of the same age, are at the same developmental level, not all have the same interests, and certainly not all can sit quietly for the same length of time.

Diversity is a fact of life for today's teacher of young children. Because of this, the schedule of daily activities needs to consist of activities that accommodate a wide range of abilities and interests. For those of you who have followed the *Newsletter* for the past year or so, you may recall that I described how to plan accommodations in an earlier article (Volume 2, Issue 4, pp. 6-7). A good activity is one that allows the teacher the opportunity to individualize the goal for each child. For one student, the major purpose of "Opening Group" may be to learn the names of the other students; for another it is to learn to wait her turn; for yet a third child it may simply provide an opportunity to practice keeping her hands to herself and for another it is an excellent time to practice following directions. Who among these students is the child with a disability? You can't tell from the activity and that is exactly why it is a good one to include in the early childhood program. It can provide numerous opportunities to address the diverse needs of the students.

Defining the curriculum by reference to daily activities is an important characteristic of the popular approach to early education called "activity-based instruction". Dr. Diane Bricker and her colleagues at the University of Oregon have identified activity-based instruction as consisting of the following additional elements (Bricker & Woods Cripe, 1992). First, it is *child initiated*. That means that it is a method that encourages the child to initiate the activity. Let the children chose the activity and the materials whenever possible. Second, *instruction is embedded in recurring routine activities*. Children communicate throughout the day, at home, and at school. They are asked questions and they ask questions continuously,

each occasion providing an opportunity for both expressive and receptive elaboration. Third, activity-based instruction relies, heavily, upon *logical cues and consequences*. The activity, alone, may not be enough for most children. Many children, those with and without disabilities will require careful intra-activity teacher structuring. Each child's needs must be known and the cues that provide the occasions to practice the needed skills will have to be emphasized. In the example above, if one student needs practice on following directions then he will need to be given directions (the cue) perhaps in several different ways (e.g., individually and as a member of the group) and there must be clear consequences (e.g., missed turn) for failing to do so. Finally, activity-based instruction emphasizes the importance of teaching *functional skills*, skills that are demanded by the current environment in which the child exists and that foster age-appropriate independence (see *Multicultural & Diversity Newsletter*, Volume 2, Issue 2, pp.- 5-6 for more discussion). What is the value of using puzzles as a means to practice fine motor, or perceptual motor skills when there are no puzzles at home? Wouldn't it be better to have the child practice using utensils to eat, opening and closing draws, doors, and boxes to get things and go places?

Next time I will discuss the advantages that inclusion offers to students without disabilities. There are a number of recent research reports that suggest typically developing peers benefit in a number of rather surprising ways.

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CONNECTING CULTURES THROUGH STORIES: AGEISM AS IT IS PORTRAYED IN CHILDREN'S LITERATURE

by Cyndi Giorgis

Aging adults in this country are one of the fastest growing segments of our population. This group of citizens is often misunderstood by both children and adolescents. Exploring literature that helps to dispel the myth held by some that the elderly are useless in our society or to be pitied or feared, will push us all into gaining greater empathy and understanding.

There are several ways in which the elderly are portrayed in children's literature, but the most common is that of family member. Grandparents, particularly grandmothers are the subject of many books. Unfortunately, one aspect of grandparents that is particularly disturbing is that they are often stereotyped within the illustrations as individuals who are gray haired and quite advanced in age. This is even more problematic when the child shown with the grandparent is five to eight years in age. Sharing books such as these will naturally lend itself to children discussing their own grandparents and looking beyond the physical appearance to the role older adults play in our lives and their importance within society.

Nana Upstairs & Nana Downstairs is a classic Tomie dePaola story which is based on his own childhood experiences. Originally published in 1973, this autobiographical picture book was one of the first to introduce young children to the concept of death. This new edition of dePaola's is larger in format than the original and the illustrations have been re-done in full color with a slightly modified text. Every Sunday, four-year-old Tommy's family goes to visit his grandparents. His grandmother is busy downstairs, but his 94 year old great-grandmother spends her days in bed upstairs. Tommy loves both of his grandmothers and takes time to visit with each. He is desolate, however, when his upstairs Nana dies, but his mother comforts him by saying, "she will come back in your memory whenever you think about her." This is a nostalgic book but one that is a tribute to the love and memories we have of family members.

A young girl enjoys her visits to the Southwest, where Abuelita, her grandmother, lives in *Abuelita's Heart* by Amy Cordova. On the last day of her visit, a young girl and her grandmother share a happiness meal. Then Abuelita shows her granddaughter the healing herbs, the stars in the sky, the Cave of the Heart and other aspects of the land which, along with family, are guiding influences. The story's mystical mood is juxtaposed with strong, primitive-style paintings by Virginia Duncan that are bold in their depiction of the land and the flora and fauna that inhabit it. Spanish words, followed by their English translations appear frequently in the text. This lyrical book pays homage to the strength of ancestors and the beauty of the American Southwest through a sincere message.

The focus of *The Sunsets of Miss Olivia Wiggins* is Troy's great-grandmother, Miss Olivia who is in a nursing home. Together with his grandmother, Miss Angel, Troy visits Miss Olivia but she doesn't seem to notice their presence: "She just sits there, staring straight ahead, at nothing and at everything." But things that Troy and Miss Angel say prompt memories for Miss Olivia of times spent holding her babies and singing to them, or the smell of lilacs on a special spring day picnicking with the man she would marry. Realistic watercolor paintings transport the reader to the past and back to the present again as Miss Olivia remembers long ago. This tender story illustrates the need to continue maintaining loving relationships even when they are altered by Alzheimer's disease.

More books focus on grandmothers in children's literature while other stories depict loving relationships between grandfathers and their grandchildren. *Granddaddy's Gift* by Margaree King Mitchell tells of growing up on Granddaddy's farm in segregated Mississippi. When Little Joe (named after her granddaddy, Joe Morgan) tries to stay home from school, Granddaddy insists that she must go even though the school is inferior because, as he tells her, one day she will need to choose her own way. When Granddaddy becomes the first volunteer in the community to try to register to

vote, Little Joe is with him as he is humiliated by white officials and by an ugly crowd--and she is also with him when he refuses to give up. Larry Johnson's intense double-paged oil paintings personalize the familiar scenes of the civil rights movement, depicting not the famous leaders but ordinary people who made a difference. Through his efforts, Granddaddy created a legacy of pride and hope for his young granddaughter.

The grandfather in Cynthia Rylant's *The Island* is not the central focus of the book, but assists readers in understanding how the love and guidance of a grandparent shapes who we are and what we can become. This novel for older readers may seem to be rather simplistic, but the powerful journey taken by protagonist Daniel Jennings pulls readers in through their own emotional response to the story. On his twentieth birthday, Daniel recounts his childhood when he was orphaned after his parents' death and sent to live with his grandfather on a remote island off the coast of British Columbia. The island's remoteness exemplifies Daniel's life as well since he does not go to school and rarely speaks to the other islanders. But there is a guiding force that he feels from his grandfather who nurtures and supports him through his adolescence. After a mystical encounter with a mermaid, a sea otter brings Daniel a key from the mermaid which vibrates whenever an animal is in distress. The key's symbolism will not be lost on readers as the changes that occur within Daniel also cause changes in other's lives. Years later, after his grandfather's death, Daniel's life finally comes full circle when the key brings him a puppy to love and the opening of his heart to others while the memory of his grandfather will forever remain with him.

At times, we misjudge the elderly because of preconceived ideas of who they are as in Jane Yolen's *Miz Berlin Walks*. Every evening Miz Berlin, who is viewed as being a bit strange, walks with her black umbrella and blue button coat past a young African American girl's house. In this engaging story, the young girl, Mary Louise, gathers up her courage and walks to the end of the block with the elderly white woman who tells about her own childhood through personal storytelling. The stories are as varied as their length--some last one block while

others are continued over several days--as the woman recalls the time it rained feathers, tells an intriguing folk tale, or reminiscences about the night she was born. When Mary Louise returns home each night from the walk, she repeats the stories to her doll "in order to keep ahold of them." Told through the perspective of an adult Mary Louise, Yolen tells of the power and the need to share stories and the impact they can have on our lives. Floyd Cooper's exquisite oil-wash paintings are expressive and enhance this poignant story. Both text and illustrations show that the elderly are not to be feared, but respected and valued for the perspective of the past and present that they can bring to our lives.

The Old Woman Who Named Things shares a different type of experience encountered in getting older. Cynthia Rylant's story tells of an old woman who has outlived all of her friends, but she does not like the idea of being lonely. To combat this loneliness, the old woman begins to name only those things she knows she could never outlive such as her house or car. This strategy works well until the day a hungry brown puppy shows up at her gate. Against her better judgment, the woman feeds the puppy, but makes it clear that under no circumstances could he stay because, "if he stayed, she would have to give him a name." The woman continues to feed the hungry puppy until one day he fails to return. After locating the puppy at the dog pound, the woman has no other choice than to give him a name (Lucky) since she has grown quite fond of him. Kathryn Brown's expressive watercolor illustrations and Rylant's lighthearted text clearly convey the love that exists between people and their pets no matter what the age.

Marianna Dengler's *The Worry Stone* represents three layers of story about an old woman who encounters a lonely boy in the park. As the woman reminisces about her childhood, the boy helps her remember about finding a worry stone and the story her grandfather told her. The grandfather's legend is at the heart of the book for when the old woman gives the actual stone to the boy, he doesn't seem to understand until the woman proceeds to tell the tale. Then readers realize the story is bridging the loneliness common to both the boy and the woman. The woman's family story along with the folktale remind readers of the

interconnectedness of lives over time, generations, and places. Illustrations by Sibyl Graber Gerig in watercolor and watercolor pencils capture the emotions within the stories being told. Soft, colorful backgrounds emphasize various features of the characters as they interact within the three stories.

An older book, but one that illustrates the value of elders in our life is *The Old, Old Man and the Very Little Boy* by Kristine L. Franklin. Wrinkled and toothless, the old man sits on a stump in an African village, sharing his wisdom. The little boy listens to stories of hunting, bravery, the sweetness of love, and he wonders if the old man was ever little. Growing up and going through the changes and phases of his own life, the boy comes to appreciate the reality behind the old man's words. Terea Shaffer's evocative illustrations portray characters against simple backdrops of warm earth, pale sky, and an occasional hut. This unique story shows how the cycle of generations influences our thinking and how much we can learn from those who have experienced times that we will never know.

Books related to issues of ageism often focus on stories about grandparents. There are also a few books that show the relationship between a child and an older adult. Possibly through sharing books with children and discussing the role of the elderly in our society we can enlighten our own perspective as well as those of children. This will enable us to view older adults as individuals who can bring much to our lives as they continue to contribute to society while providing us with a sense of history through the stories they have to share.

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SUPPORT FOR A MORE EQUITABLE CLASSROOM

by Joyce Nelson-Leaf

The Educational Equity Resource Center/Nevada EQUALS may be the place for you if you would like some additional support for obtaining a more equitable classroom. We have a **Resource Library** of over 1,000 books, videos, handouts, activities, posters, and more. There is a **Mentors and Models Program** you can use to include role models employed in a variety of nontraditional careers in your classroom or course. These mentors can talk to your students about when they use your subject area on the job, how they handle any number of biases, and career / educational requirements and opportunities. The Center offers a number of **in-service and pre-service trainings** and presentations upon request.

The director of the Center is a certified GESA (Generating Expectations in Student Achievement) trainer, a level two trainer for True Colors, and REACH trained (Respecting Ethnic and Cultural Heritage). She is also a trainer for Student-to-Student Sexual Harassment in Schools, EQUALS, and Family Math and Family Science. Shorter presentations to classes have included any of these topics and also nontraditional careers, multicultural education, gender equity, cooperative learning, using role models in the classroom, equity in math and science, and career and women's issues. The Center can provide school in-services or pre-

service presentations. The Center is indeed a plethora of information.

Two annual programs that the Center has sponsored are the **Expanding Your Horizons in Science and Mathematics Conference for Sixth through Twelfth Grade Girls** (this year's Conference is March 13) and **An Income of Her Own** (dates to be announced). Your involvement as a volunteer, a recruiter of participants, or presenter would be greatly appreciated.

Finally, if you are uncertain of how to incorporate equity into your classroom or would simply like to discuss the issue, the director is available for **consultation**. She would be happy to talk with you since this is her favorite subject!

For more information about the Educational Equity Resource Center/Nevada EQUALS and its activities, either call Joyce Nelson-Leaf at 895-1380, or visit the Center in the Carlson Education Building, Room 348, or e-mail us at: equity@nevada.edu.

MAKING COOPERATIVE LEARNING EQUITABLE

by Stanley Zehm

In the most recent issue of *Educational Leadership*, (56 (1), 18-21), there is an important article that I would like to bring to the attention of my teacher education colleagues. Written by Elizabeth Cohen, an educational sociologist at Stanford University, this article provides teacher educators with information to assist preservice and inservice teachers with an understanding of the devastating effects of academic status disorders on the access to learning of children from poverty.

I first became aware of the paralyzing effects of poverty on children's academic progress during the years I served as an inner-city classroom teacher in the public schools. Children from poor families were frequently absent. When they were present in my classroom, they often appeared reluctant to participate in interactive learning activities such as creative dramatics, reader's theater, or group discussions. Not infrequently, when they were assigned to a group, I would see them disengage

from the group activity and sit silently in chairs pulled back from the center of the group activity. I erroneously ascribed these behaviors to negative attitudes or lack of skills.

I wish I had known then what I came to learn later on about how to recognize the devastating effects of status on the academic progress of children from poor families. I deeply regret that I did not know how to create equal status interactions in my classrooms. With the current emphasis on cooperative learning in our elementary and secondary classrooms, it is imperative that we prepare our preservice and inservice teachers to make cooperative learning equitable. In recent years, I have observed so many students in elementary and secondary classrooms who have been marginalized by the high status students who take over the group and silence the voices of low status students. Interventions to bring equity to cooperative learning experiences and to provide equal access to socially constructed learning are being effectively used by teachers today. I urge you to read Dr. Cohen's article. If you find this reading useful, you might want to read her books and articles listed in the reference section of her *Educational Leadership* article. This is a topic I would enjoy sharing information with any of you who may be interested.

THE BUBBLE CHILDREN

by Susan Marie Rumann

Recently there was a big hoopla surrounding the "Final Episode" of *Seinfeld* on television (May 14, 1998). For nearly three weeks prior to the final episode, nary a commercial break would occur on NBC without some mention of "Seinfeld: The Final Episode." Alas, the big day arrived and I, like millions of other viewers, planned my schedule so that I could be privy to a historical moment. There I sat, intrigued, as the final episode walked us through the archives of Seinfeld-history. I personally don't have a recollection of the full history as I have only recently tuned into the Seinfeld phenomena; but, one vignette from the archives sang an all too familiar tune.

The scene opens, George is seen playing trivial pursuit with the "Bubble Boy" when the

question arises as to who invaded Spain. The "Bubble Boy" responds correctly with "the Moors." Nevertheless, George tells him he is incorrect because the answer written on the card states "the Moops." They proceed to argue which results in a physical confrontation and the "Bubble Boy's" bubble burst.

Watching this scene play out on my television reminded me again of the connections between popular culture media and public school. As "George" was struggling with the "Bubble Boy," children throughout the nation were struggling with becoming "bubble children" themselves. In the public school classrooms throughout the nation children were being subjected to a game of "trivial pursuit" disguised as standardized testing. On a yearly basis, children are asked to transform themselves into "Bubble Boys and Girls," filling out scantrons with the correct response. They are asked to respond to trivial questions presented under the guise of demonstrating their academic abilities. I wonder how many of their "bubbles" will burst when the results come in.

As educators, I ask that we look beyond the hoopla, so to say. The purpose of schooling is to educate. The teaching/learning process is one that is full of action, excitement, discovery, exploration, questioning, experimenting, and much more. The children of our educational system are being asked to "think for themselves" as they explore the schooling environment. Our five and six-year-old children enter school as gifted scientists, mathematicians, language explorers, and THINKERS! Then, they go to school.

The implications of an educational focus on standardized testing discredits the inherent enthusiasm of students entering public education. Consistently and repeatedly, a public outcry can be heard that children are not thinking critically. Perhaps then, we --students, teachers, administrators, and community members alike, must revisit the emphasis we have put on the regurgitation of knowledge through standardized test performance versus the construction of knowledge. I publicly challenge all the "Georges" and "Bubble Boys and Girls" to go beyond the trivial and strive to construct truths.

SUGGESTED MULTICULTURAL INFUSION ACTIVITIES

by Nancy P. Gallavan and Porter Lee Troutman, Jr.

Graduate students enrolled in Dr. Nancy Gallavan's Multicultural Education course have been asked why K-12 teachers are not using effective multicultural education practices. Responses from experienced classroom teachers reveal five major categories describing teachers' personal beliefs and professional behaviors. The supporting reasons are relevant not only to K-12 teachers, the identified evidence can help guide administrators, staff developers, curriculum designers, and teacher educators in promoting educational reform and systemic change vital for infusing cultural diversity across the curriculum.

CATEGORY I: Teachers do not know or understand what multicultural education is. Teachers report that many of them lack a clear definition or understanding of the subject matter especially within the classroom context. Teachers state that not all teachers have taken multicultural education courses; some of their multicultural education courses were taught via an additive approach or ethnic studies approach rather than the infusion approach. Their K-12 schools do not promote staff development inservices that address cultural diversity issues, or inservices that include multicultural education treat multicultural education in a superficial manner. Unfortunately, many staff development inservices addressing cultural diversity become negative discussions that leave average teachers feeling helpless or hostile. In general, teachers shared that inservices frequently are too short, not well attended, and poorly organized.

CATEGORY II: Teachers do not know how to use effective multicultural education practices. Many teachers feel that they are unsure how to integrate effective multicultural education practices into their current curriculum without decontextualizing the content. Likewise, they are unsure how to infuse effective strategies into their current teaching practices incorporating alternative and authentic assessments to meet cultural differences. Many teachers are uncomfortable

teaching about prejudice reduction, stereotyping, and/or tolerance; they report that teaching about race relations and human equality belongs in a class specific to that subject area. They shared that infusing effective multicultural education practices would require too much time and energy in an already overcrowded curriculum. It would be easier if there were a prescribed textbook series they could follow and implement.

CATEGORY III: Teachers are not motivated to learn effective multicultural education practices. Sadly, the teachers shared that many of them do not care about multicultural education nor do they feel that it is important. Teachers state that this often is the attitude reflected by their building and district administrators. Teachers are not reinforced to learn or use effective multicultural education practices; they do not feel a need to pursue such practices for the academic success of their students nor for their own professional growth and development.

CATEGORY IV: Teachers are resistant to learn effective multicultural education practices. Beyond lack of motivation, teachers often demonstrate resistance. Many teachers feel multicultural education is for other teachers---teachers who are assigned to "at-risk" or "inner city" schools. They do not want to upset their current classrooms and communities. Other teachers feel they have learned effective multicultural education practices from their "on the job" training or from knowing a person of color. And, some teachers feel that they are teaching effective multicultural education practices gleaned from their own personal world travels visiting a variety of international cultures. These teachers have changed multicultural education into global studies.

CATEGORY V: Teachers do not realize their full responsibilities as educators for using effective multicultural education practices. This last category is the most revealing as knowing teachers share the reality that many of their colleagues do not infuse culturally responsible and responsible pedagogy nor do they want to. Teachers have not accepted their role for teaching all students

about all students within today's changing society.

ASSUMPTIONS, VALUES, BELIEFS, AND CULTURAL DIVERSITY

by Bill Pankratius

The assumptions, values, and beliefs (AVBs) of our students are the major contributing factor in how they approach the cultural diversity aspects of our curriculum. These AVBs about cultural diversity can be deeply held and are highly resistant to change. They can rise to a level equal to that of knowledge. Students and teachers often consider them as common "facts" or general knowledge.

In a previous study by Troutman, Pankratius, and Gallavan, we found many surface changes, and a few deep changes in AVBs by our students on the topic of multicultural education. If we don't address AVBs about cultural diversity, our students will pass through our program with no change in them.

Where do they come from? They come from our experiences, our heroes, our parents, our mentors, our peers, our readings, and our basic nature. Do our students know what their assumptions, values, and beliefs are? Are they "hidden?" Most of our pre-service and in-service teachers hold hidden assumptions that are behind the decisions that make every day in the classroom. Do we, the Professors know our own?

Assumptions are based on knowledge about one's self. A giant step towards critical thinking in teacher education comes about when we become aware of the power of underlying assumptions. Making the assumptions explicit happens when we recognize them, when we name them, and when we externalize them. After the assumptions are made explicit, we ought to scrutinize their accuracy and validity. We ought to look for contextual limitations, invalidating circumstances, and other distortions. Then, when we become aware of those assumptions, when we are able to make them explicit, and we can validate them, only then we

can say that we are thinking critically in respect to the transformation from student to teacher.

Assumptions are rules of thumb that govern our actions. They can be paradigmatic if they reflect deeply held worldviews, prescriptive if they reflect what should be happening (value laden), or causal if they express a cause and effect link. Most assumptions are neither wholly right nor wholly wrong. They are highly dependent on their context. If we believe in preparing reflective teachers and in Giroux's Intellectual Teacher, then we ought to accept Foucault's words:

The work of an intellectual is not to mold the political will of others; it is, through the analyses that he[*she*] does in [her]his own field, to re-examine evidence and assumptions, to shake up habitual ways of working and thinking, to dissipate conventional familiarities, to re-evaluate rules and institutions...

Michel Foucault (1926–84), French philosopher. "The Concern for Truth," interview in *Le Magazine Littéraire* (Paris, May 1984; repr. in *Foucault Live*, ed. by Sylvère Lotringer, 1989).

Values can be thought of as value judgements that often shield biases and discrimination. Values are of some importance to our students (and us?) and often carry the tag "should."

Barbara Ehrenreich illustrates a value that still plagues us:

There can be no more ancient and traditional American value than ignorance. English-only speakers brought it with them to this country three centuries ago, and they quickly imposed it on the Africans— who were not allowed to learn to read and write— and on the Native Americans, who were simply not allowed.

Barbara Ehrenreich (b. 1941), U.S. author, columnist. *The Worst Years of Our Lives*, "Language Barrier" (1989; repr. 1991).

Beliefs are accepted at the same level of "truth," actuality or validity. Students rely

upon them in teacher preparation programs. They are often unshakable. The beliefs spoken about here are educational beliefs and not religious beliefs. Kafka wrote:

"A belief is like a guillotine, just as heavy, just as light."

Franz Kafka (1883–1924), German novelist, short-story writer. *The Collected Aphorisms*, no. 87 (Oct. 1917–Feb. 1918; published in *Shorter Works*, vol. 1, ed. and tr. by Malcolm Pasley, 1973).

I have been searching for my own assumptions, values, and beliefs and find that they change, they guide my teaching, can be difficult to uncover and to be made explicit.

Of course my assumptions, values, and beliefs about education are embedded in my background. My parents were alcoholics and of the lumpen proletariat. Father was a strict German who beat my mother and myself. My mom was raped when I was 11 and died when I was in high school. We lived in a mixed ethnic neighborhood—Irish, German, Italian Catholics, Lutherans, Greek Orthodox, Jews, Blacks, and Puerto Ricans mainly. We played together on the streets of upper New York. We didn't think about differences until we went home for dinner and our parents used those disparaging words about our friends and neighbors.

I was born in Harlem in 1940. We moved 11 times in seven years—from basement to basement. We were homeless for a while. We lived with two other families (8 children) in a two bedroom apartment for a year. I went to five different schools—public and Catholic. I thought it was a fun life until I left New York and saw the rest of the world.

I was influenced by the civil rights movement and Racism in the military (ours) and the South. I was an anti-war protester after I left the military in 1966. I protested the causalities of our great society wherever I saw injustice. I saw evil in the stratification of our country and for over fifty years the policy of deliberate abandonment of our inner city schools.

I'll share a few beliefs I have about our learners. You can ask me for the rest. I value a pedagogy of liberation—which subsumes many other topics. I believe (and this is research

based) that our teacher candidates have preexisting cognitive structures that are highly resistant to change, heavily culturally dependent, even in the face of observational evidence and/or formal classroom instruction to the contrary. They have constructed a varied repertoire of personal practical knowledge (which is not codifiable) about teachers, teaching and learners yet have little understanding of how learning takes place and teach with no regard to cultural differences.

If we continue not to address our pre-service teacher's AVBs, we of course will continue to "produce" white teachers for white schools.

ON THE OCCASION OF THE 9th ANNIVERSARY OF MY EDUCATIONAL EPIPHANY and IN TRIBUTE TO FIFTEEN VERY SPECIAL STUDENTS

by Kyle Higgins

In the fall of 1989 I went back and taught---I had been away from the classroom for four years. Yes, I was in the classroom a couple of times a week for the grants I managed; and, yes, I was in the classroom supervising students---but, for four years I had been away from the daily, direct responsibility of a group of children. I took a leave of absence from my work at the University of Washington, moved back to Albuquerque, and applied for a teaching position at Kit Carson Elementary School.

Kit Carson is located in one of the poorest and most stressful barrios in Albuquerque. It is located on the edge of the Albuquerque city limits and spills over into the county of Bernalillo. This means that many of the roads in the neighborhood are unpaved, that wild dogs often wander the area, and that building rules and codes do not exist. The positives are the sweet smell of alfalfa in the early morning, the constant mooing of cows while teaching, the sense that one is working in a neighborhood that time forgot.

I was thrilled with my new job. I was excited by the challenge---my students feed into Ernie Pyle Middle School and Rio Grande High School. During this time period, Ernie Pyle Middle School had one of the worst drug

problems in the city and Rio Grande High School had approximately a 75% drop out rate. I knew the statistics were bad, but I felt I was well trained, I felt I knew the culture, I spoke some Spanish, and I felt that I had something to give to my students and the community. Everyone who knew me thought I had gone totally insane: (1) for leaving an incredible job, (2) if I felt compelled to teach again, why not an "regular" school, and (3) "had I heard what was going on in the south valley lately!"

During the first two weeks of school I met and became friends with the four other new teachers. There was one other new special education teacher and three new General Education teachers in grades four and five. All had just graduated from UNM with their Bachelor's Degrees in Education and all were in their early twenties. The five of us bonded immediately---we all had two things in common---we wanted to be at Kit Carson Elementary School and we all thought we were pretty good teachers.

I was assigned to teach the intermediate (4th & 5th grade) C Level classroom. In the State of New Mexico, this translates into a half day Special Education program. The students spend half of the day in Special Education and half of the day in their General Education classroom.

All fifteen of my students had been diagnosed as having a communication disorder. It is unclear as to exactly what this diagnosis means---it is one used almost exclusively in New Mexico for students who's native language is something other than English. Fourteen of my students came from bilingual homes and one from a monolingual home in which only Spanish was spoken. All fifteen of my students received speech and language services once a week for language difficulties. All of my students received free breakfast and lunch at school.

Unfortunately, none of the veteran General Education teachers would allow my students into their classrooms for the requisite half day. They told me that my students were too unruly and disruptive. I learned quickly that my students had huge reputations---and, that indeed they were well deserved reputations! So I turned to my three new friends who just happened to teach the grades I needed. Not a

one said no---even though it would add five kids to each of their class lists! They were there to teach and teach they would! I told them what I had heard about my students---they did not care. Bless them, there is something to be said for youth, enthusiasm, and naivete. They were the best three General Education teachers I have ever worked with! I often wonder where they are now.

The fifteen students who figure in my educational ephphany are:

Rochina I---Rochina's mother was the president of the Kit Carson PTA. Rochina had an older brother who was highly gifted and three sisters. The sisters were named Rochina II, Rochina III, and Rochina IV. Rochina's mother named all of her female children after her mother---she wanted to make sure that if one died, her mother always would have a granddaughter named after her. In class, Rochina requested that we call we Dawn. She told us that she, "hated that damn name Rochina and that at least at school she could have something that was her own!"

Alicia---Alicia is undoubtedly the most beautiful child I have ever seen in my life. She lived with her mother in a run down trailer park. It took me six home visits before mother would allow me to get out of my car and another six visits before I made it to the front door of the trailer. At the end of my time at Kit Carson Alicia told me that her mother was convinced that I was from Health and Social Services and that I was going to take Alicia away from her. Alicia's father was in prison for murder.

Litisha---Ah, sweet Tish. She knew more four letter words and could put them together more creatively than any sailor I have ever known. She lived in the trailer across from Alicia and the two families engaged in huge feuds and huge fiestas. It was always safest to visit when the families were in a fiesta mode. Tish's father had "El muerte de Soccoro" tattooed on his arm. I always wondered if he was morning the death of a person named Soccoro, if he had killed Soccoro, or if it was a philosophical lament for the death of sustenance (Soccoro means sustenance in Spanish).

Rachel---Rachel was very shy and very sweet. She would do anything for anyone. Rachel lived with her grandmother

(Nana) and her tía and tío. Her father had been murdered and her mother, another very sweet person, simply could not deal with it. Her mother was in and out of Rachel's life, but Nana was there permanently. Nana had the most incredibly beautiful tattoos I have ever seen! Up and down both arms and on her neck. She loved Rachel and her sister with total unconditional love.

Penny---Penny would do anything for attention. Unfortunately, she found that she always got attention when she would stand by people and pass gas. Which meant that everyone tried their best to avoid her. Penny lived with her mother in a deserted, burned-out trailer by the irrigation ditch. Her fourteen year-old sister had just had a baby and the family's attention was on the baby and the sister. The whole family was anxiously awaiting to hear if dad's parole from prison would come through.

Debbie---Debbie was the mother hen of the girls. She always worried that the cafeteria would not have enough food to feed the class by the time we got to lunch. She took care of all of us. Her tía was a culendera so we all had potions and herbs anytime that Debbie thought we were coming down with something. When it was time for my first home visit, Debbie asked if I couldn't postpone it a couple of days because she was saving up her money to buy a package of kool-aid to serve. I waited two days and was served the best cherry kool-aid I have ever had in my life---however, I did have to drink the whole pitcher before I could leave.

Daniel---Daniel lived with his mother and new baby sister. His older brother was "in Springer." Code for the New Mexico Boy's Ranch for teens who have been through the juvenile justice system. Daniel loved to get everyone in an uproar and sit on the sidelines and watch people fight. He had to be released from school at the end of the day 10 minutes before the bell rang because all the 5th grade boys had sworn to "beat him bloody". His mom would meet him and walk him home. It was interesting because during the day everyone played with him---it was just after school that he was the 'targeted one.'

Mo---I remember Mo sitting in my car one day saying, "OOOO, teacher, this car is nicer than my house." Mo lived with his mother and father right across from the school.

Both of his parents worked very hard in a variety of jobs to make ends meet. When I wanted to move Mo out of Special Education and back into General Education his mother would not hear of it. She felt that special education would help her "hold onto him." It took many long talks to convince her that he was better off in General Education and that she would not lose him there.

Roberto---Roberto came from a monolingual home. He taught himself English by the time he was four by watching TV. My 'teacher sense' told me that there was something very special about Roberto, but I just wasn't sure what it was. I asked the counselor to see his testing file---only to find out that Roberto had an IQ of 120. I was furious---this kid should have been receiving GATE services! The counselor told me that 'they' believed the score was incorrect---the diagnostician had been ill the day she tested him. I insisted he be re-tested. Indeed, the score was incorrect---his IQ on the retest was 140. Roberto then began receiving GATE services. He is the one I have followed---only because his teachers have called over the years. He has graduated from high school and is attending UNM. He wants to be a lawyer so that he can sue the school district for not providing him with an appropriate education for the first four years of his schooling.

Ricky---Ricky was an only child who lived with his mother and father in one of the most beautiful adobes I had ever seen. It had been built by his great-great-grandfather. The family could trace their ancestry back to Spain. Dad was a janitor at a local hospital and mom stayed home and grew apples. My first fall at Kit Carson I had more apples than I knew what to do with. Ricky was so proud of the fact that his father and mother had graduated from high school.

Eddie---Eddie, Eddie, Eddie. Eddie is the only student in my 22 years in special education who has ever told me to "f--- off!" Eddie is the only student who has thrown a chair at me. Eddie is the only student who has hit me. Eddie is the only student I believe I never reached. Eddie is the only student in 22 years in education who I worry is no longer alive. He lived with his mother, father, sixteen year-old brother, and nine year-old sister in a one bedroom travel trailer that the family moved

around the neighborhood whenever the mood struck dad. Drugs were prevalent in the family and Eddie, at the ripe age of ten, often came to school stoned. Eddie drove me crazy and broke my heart.

David---David's dad was dying the whole time I worked at Kit Carson. He went from being a robust, active person---to a person using a cane---to a person living in a wheelchair---to a person who could not leave home. As long as he was able, David's dad came to my classroom once a week to help with art---every Friday. When it got so that he couldn't drive, he called a cab and charged it to his insurance as rehabilitation. He laughed and said he "would be dead before the insurance company found out what it was for." He loved David more than anything and David loved his father. David would tell everyone, me included, not to "talk back to our parents, because we could never tell when we might lose them."

Richard---My little gangster, Richard. My knowledge of gangs was limited in 1989 and I did not believe Richard when he talked of being "jumped in." I told him not to talk that nonsense. He just shook his head and said, "I like you, teacher, but you can be really stupid sometimes." I should have known something was going on when this sweet vivacious nine year-old kid became very quiet, secretive, and morose. I have a lot of 'wish I would's' concerning Richard. I have a lot of guilt.

Ronnie---Ronnie found my dog Julia. She was living on the playground eating trash and Ronnie brought her to me and told me to take her home and save her. He would only let me take her, however, if I promised to name her Julia. For seven years Julia was around to remind me of sweet Ronnie---always saving lizards from the other boys, always talking about wanting to be a vet'narian, always taking care of people and animals. I remember this generous little boy collecting all the leftover pizza from a pizza party we had to take home to the "people in his trailer court who were hungry."

Don---Don read and comprehended on the 9th grade level and he was in 5th grade. However, he could not physically write a word. He was one of the most frustrated students I have ever worked with. He had so much to say---only no way to get his words down on paper. I begged for a computer, the school district sent

a portable typewriter. Someone stole the typewriter and we were back to the pencil. Roberto had the solution. He decided that he and Don would be working pals. Don would help him read and he would write down Don's ideas and thoughts. They were a match made in heaven.

Memories of these fifteen students and my four young teacher friends come to me almost daily. I remember the time we spent playing and learning together. I feel I learned so much from my time with them. I salute them all--wherever they may be.

My educational epiphany came at Kit Carson. I realized that I knew very little about teaching--everything I had learned in all my degrees had to be readjusted and reinvented. I watched my four new teacher friends struggle daily as well. The tricks and strategies we had all been taught or had used in the past did not work with these kids. We all had to learn how to interact with parents and families who differed from us culturally, linguistically, and economically. Everyday presented a new challenge we had not been prepared to deal with in our education classes. A nagging thought creeps in quite often now as I teach my classes--am I preparing students to work with children like my students at Kit Carson or am I preparing teachers like I was prepared---to work with Anglo middle class students? I remind myself on a consistent basis of my epiphany---I want my students to be prepared for diversity.

REMAKING THE CULTURE OF A SCHOOL

by LeAnn Putney

In prior columns I have written about a way of looking at classroom interactions, by viewing members acting together as a culture. From this perspective, the teacher and students together establish patterns of interaction that are specific to their classroom setting. For example, in the culturally and linguistically diverse school that I highlighted, the students in the 5th grade classrooms were learning about taking responsible actions in their classroom, their school, and their community. Together as a 5th

grade community they took action to improve their communities with four different projects: a neighborhood trash clean-up, an anti-drinking and driving campaign, role-play performances in the primary classrooms, and writing a letter to the editor of their local newspaper about why students should be taking positive action in their school. Their actions make visible a particular way of learning that was shared across the 5th grade community, in which rights, respect, and responsibility were a major focus throughout the year.

Among the outcomes that these 5th grade teachers were seeking at this school was for their students to recognize injustice and intolerance in their classroom, school, and community, and to take responsible action toward promoting responsibility and social justice. However, these classroom teachers were not the only ones in the school community seeking outcomes. In this article I will look at what happens in such a school when demands for particular outcomes at the school district and state level conflict with the local classroom expectations of student outcomes.

In many classrooms in California, where children who are classified as speaking limited English are often the majority, life as the teachers and students knew it one year ago has dramatically changed. In reaction to the passage of the English for the Children initiative in June, many school districts have effectively outlawed bilingual education by adopting English-Only prescriptive curriculum materials. While school administrators in some districts are maintaining the course of effective bilingual education in spite of the initiative, others are telling teachers that they may not use a language other than English in their classrooms. Many of the teachers in the districts that are interpreting the initiative as a call for English Only feel that they are being forced to adhere to a curriculum that does not meet the needs of their students. Such is the case with the 5th grade classrooms we met earlier, where many of the students had been learning in inquiry-based, project oriented classrooms, with teachers who valued and utilized students primary languages as cultural resources for learning. At a public meeting attended by over 600 protesting parents and their childrens' teachers, the local school board announced adoption of a prescriptive curriculum

that is phonics-based and features task-oriented learning in an English-Only environment.

So what will the outcomes be for these teachers and students as they engage in learning with the mandated curriculum? How will the prescriptive curriculum change the learning of these students? Changes to the outcome are likely, although the changes may not be exactly what the school administration had in mind. For example, for the Spanish dominant children in this K-5 school, the emphasis will be on learning English through immersion, the sink or swim method that has not been shown to be an effective methodology. Nevertheless, these students will be taught only in English and will be tested in English with the assumption that this will result in increased standardized test scores. This is an interesting expectation on the part of school officials since many of the students in this school will now be taught and tested in a language they do not yet read, write, or speak fluently.

The changes in the 5th grade curriculum are substantial. Since the teachers now have to follow a set time each day for using the prescribed instructional materials, very little time remains for students to engage in small group work on inquiry-based projects. The rich and complex focus on the Holocaust as related to current local, state, national, and world issues that engaged the 5th graders in the past will not be possible this year since that study is not part of the mandated materials.

The students in one of the 5th grade classrooms did construct their own Bill of Rights and Responsibilities in the first week of school, and the teacher will maintain a focus on respect and responsibility throughout the school year. However, it is doubtful that the students will be able to apply these concepts in quite the same way this year. With their basal readers, they won't be able to make the connections through literature with the lives of those who lived through the Holocaust. Since they will be working in an English-Only environment, they will not be able to grapple with the complex ideas they way they could with support in their native language.

Due to the time constraints of the mandated curriculum, and the focus on isolated task completion rather than small group interaction, it is not likely that these students will

be able to work together on an action project as a 5th grade community the way they have in the past. For these teachers and students, the admirably challenging goals of recognizing injustice and intolerance in their classroom, school, and community, and taking responsible action toward promoting responsibility and social justice must take a back seat to potential outcomes of increased standardized test scores. Unfortunately the potential gain in the eyes of the school board will be at a great cost to the teachers, parents, students, and community.