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I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality... I believe that unarmed truth and unconditional love will have the final word.

Martin Luther King, Jr.

MUSIC AND DIVERSITY
By Ken Hanlon

There is an old saw which proclaims "music is the universal language." As with the universal use of Arabic numbers in mathematics, music, when notated, tends to be written in commonly used symbols that can be read by any musician trained in its written language. This written language, however, is not always precise when it is used in an attempt to notate the music of some cultures where music has been traditionally communicated from musician to musician by oral means only. Although, even in those situations, there have been remarkable adaptations of the notational system to accommodate significant differences. When music is transmitted orally between members of cultures that use different tuning systems, problems of communication will only occur through mishearing or by the physical limitations of one culture's instrument(s) to reproduce the musical sounds of another culture. Theoretically, any musician should be able to orally transmit musical sounds to any other competent musician regardless of musical cultural differences.

We are constantly confronted with examples of this universality of musical language by musical aggregations worldwide. Whether the musical language is classical or popular in its origins makes no difference. Thus, for example, we can encounter a symphony orchestra led by a Japanese conductor, the personnel of which may consist of musicians who speak multiple languages and whose native music may use a different tuning system. It is not unusual in many instances for orchestra members to have no common spoken language through which they can communicate, yet their performance of a musical score may well be impeccable. Jazz or popular music ensembles, where oral rather than written tradition is more commonplace, are equally capable of producing superb music without any other commonality of language outside of music. The rising interest in world music has greatly enhanced global awareness of the possibilities of deep and meaningful communication between individuals whose only common language is music.

The ability to communicate musically across racial, cultural and ethnic lines raises the issue of the importance of commonality of interest in bridging differences. A group of racially, culturally and ethnically diverse individuals may readily find that a mutually understood goal and a commonly agreed upon method of reaching that goal offer great possibilities for overcoming the many misunderstandings encountered in spoken language and cultural practices. Music performance constantly creates not only the possibility, but quite often the probability, of achieving this commonality of purpose. Success in one endeavor suggests and encourages attempting new endeavors, and accumulating successes enable and accelerate the decline of fear, suspicion and antagonism.

Black and white jazz musicians began integrating well before the more celebrated efforts of major league baseball teams such as the Brooklyn Dodgers (Jackie Robinson) or the Cleveland Indians (Larry Doby). Black pianist Teddy Wilson teamed with clarinetist Benny Goodman and drummer Gene Krupa in 1935 to form the Benny Goodman Trio which later was expanded to a quartet with the addition of Lionel Hampton. The fifties saw integrated jazz groups such as the J.J. Johnson/Kai Winding Quintet. Today there are several white musicians in the Count Basie Band which was also formed in 1935 in Kansas City as an all black ensemble. Of possibly greater significance in jazz was the adaptation by black musicians of the European-developed system of musical notation to African scales and tunings, as well as the rhythms. This was accomplished through re-interpreting the notation by assigning different articulations, bending pitches both up and down, and altering the manner in which rhythmic devices were performed. Jazz musicians worldwide, regardless of nationality, ethnicity, race or culture can perform together, often without rehearsal, through a universal understanding of jazz performance practices. In the true spirit of jazz inspiration and creativity, each musician adds the flavor of his or her own background, thus expanding the diversity of the musical style. Jazz musicians not only accept

these variances, but encourage them as essential to the continued growth and vitality of the art form.

Popular music performers have experienced similar successes ranging from the Beatles' integration of Indian ragas into their compositions to Paul Simon's use of African drummers (and their rhythms) in his music, to the integrated, Oakland-based rhythm and blues group Tower of Power. The Beatles' explorations of Indian music led to the widespread popularity of sitarist Ravi Shankar and helped to give impetus to the world music movement.

In the classical music world, one might experience a performance of a piano concerto by Andre Watts, conducted by Zubin Mehta with an orchestra consisting of one hundred African-American, Asian and Caucasian musicians, for some of whom their only common language would be music. If members of the audience were to close their eyes, their sense of hearing could not distinguish color, national origin or native culture because the one hundred and two performers would be speaking the same language of music---without the slightest hint of a foreign accent.

The commonality of goal that all of these musical ensembles share is the most perfect performance of the music of which they are capable: human beings striving to perform as one. When an ensemble is seeking new members, with rare exceptions, the only criterion is competency. As long as it is the only criterion, greater diversity will inevitably occur. Understand that there is no implication here that the music world is free of bigotry and discrimination, or that it ever has been so. What is remarkable is the high degree to which the music profession is free from prejudice. There is no hard evidence that musicians are that socially different from the general populous, but it would be hard to deny the cooperation and single-mindedness necessary for a good music performance. The shared desire to emotionally move the audience is what drives most music groups; without that common goal only poor performance is possible.

Is good music performance the only possible conduit through which humans can communicate and cooperate? Hardly! The evidence is overwhelming that all humans share the same emotions, and the same psychological and physical needs. Goals such as good health care, sufficient food for sustenance and other basic needs are equally feasible to carry out successfully. However, as with good music performance it is necessary that the only criterion be competence. Not color. Not gender. Not ethnicity. Competence!

FEATURED GUEST COLUMN

CONFIDENCE, COMPETENCE, AND CREDIBILITY: KEYS TO LEADERSHIP SUCCESS
By Mimi Wolverton

In today's schools and universities, many of us are called upon to be leaders at one time or another. The logical candidates are, of course, school superintendents, principals, presidents, provosts, and college deans and department chairs. But, more and more, we hear about teachers as leaders. So, thinking about successful educational leadership cuts across all education endeavors, and understanding what contributes to leadership effectiveness could prove as crucial in teacher preparation programs as it is in programs that prepare education administrators. Those who take on leadership responsibilities do not want to fail. To the contrary, they want to, and believe they can, succeed. In essence, most hope, and expect, to leave their organizations better off than when they found them.

Historically, the call to leadership has been uneven—directed primarily at white males. The glass ceiling is the euphemism used to explain this phenomenon. Women and persons of color can see the top rung of the ladder, so to speak, but they can't quite reach it (U. S. Department of Labor). The ceiling metaphorically represents the cumulative effect of both visible and invisible barriers to entry and career progression. Prejudice, discrimination, stereotyping, each contributes. We make decisions based on preconceived notions of leadership as a male-construct; we discriminate based on ease and comfort (we simply prefer people who look and think like us). We

continue to hold gender-based behavioral expectations and adhere to racial profiles that color our estimates of professional potential of others. For instance, traditional values that hold women responsible for household duties and child rearing sometimes conflict with the career aspirations of contemporary women. To complicate matters further, schools and universities have difficulty identifying white women and people of color with high leadership potential. And, once they do, members of underrepresented groups often experience a sense of isolation, in part, because few have role models and mentors.

In reality, racism and sexism are part and parcel of the American identity; and although schools and universities are populated by individuals who believe they work in communities of diversity, we are little better off than the rest of society. In fact, we simply mirror it. Women remain a minority in top administrative positions because they lack access to power. That is not to say that women do not become administrators and leaders, but their presence remains concentrated in elementary schools or district administration support positions and in feminized disciplines, such as nursing and education, at universities. The woman who is president of a top-tier university or superintendent of a high-profile school district represents the exception rather than the rule. Minority males find themselves in similar situations.

The Keys to Leadership Success
Even though access may be limited and mentors and role models few, women and minorities do succeed in leadership. So, what is it about persisters that allows them to succeed in top-level executive positions? Thomas and Gabarro (1999) studied executives and managers-mostly white males, a few females, a small number of persons of color (mostly African American)-in three large corporations, which have historically furthered the careers of individuals from underrepresented groups. They compared minority and white leaders in order to delineate factors between groups that helped explain why executives of color in the study succeeded. They suggest that successful minority leaders possess three personal resources-confidence, competence, and credibility. While these assets

were important to all leaders in the study, regardless of race/ethnicity or gender, they appear to be extremely important for the latter groups.

It seems reasonable to assume that confidence, competence, and credibility are important for education leaders as well. For the sake of further argument let's examine one educational leadership position, the academic dean, in particular. Based on a firm conviction that deans are more similar to, than different from, their counterparts in corporate America, I suggest that deans, especially, deans of color, must also have these resources.

Confidence, competence, and credibility overlap and intertwine. The terms, themselves, are sometimes used interchangeably. Quite often one concept is subordinated to another. For instance, Thomas and Gabarro (1999) assert that self-confidence may be a person's most important resource. Kouzes and Posner (1993; 1995) believe that credibility is most critical, and Jamieson (1995) speaks only of competence. Many writers, however, either explicitly or implicitly refer to these three constructs as crucial components of leadership (Hesselbein, Goldsmith and Beckhard, 1996; Kanter, 1977; Kostenbaum, 1991).

Confidence
Leadership has everything to do with what we think of ourselves. Self-confidence is a belief in a dean's past achievements, current competence, and future ability to succeed. As leaders, deans must believe that they can get things done and that they can make a difference. Self-confidence provides a sense of internal security that bolsters a dean's ability to ward off doubts, to withstand attacks on his/her credibility, and to maintain a self-concept that is relatively immune to the self-fulfilling effects of stereotypes. Minorities and women, in particular, may be vulnerable to stereotyping of inferiority, which undermines confidence. Self-confidence is sharply distinguished from arrogance and egotism, which often point to insecurity and sometimes mask incompetence. It enables leaders to undertake difficult ventures necessary to meet goals. It makes them willing, prudent risk-takers and allows them to have confidence in and support the advancement of other people in the organization. It is essential to promoting

and sustaining consistent efforts. Each success builds up a sense of competence and confidence. Central to gaining confidence in the workplace is the quality of a dean's work relations with supervisors and peers. Minority deans typically need extremely high levels of confidence to rise to the executive level.

Competence

Competence refers to a dean's ability to add value to an organization because of the technical knowledge base he/she possesses. A fundamental grounding in one or more areas of expertise in the organization, coupled with the capacity to learn from experience, allows leaders to intuitively sense how disparate elements of a college are connected, and in turn, produce new insights about organizational well being. In addition to technical competence, deans must demonstrate well-honed leadership skills. The combination of technical competence and leadership skills provides them with the ability to challenge, inspire, enable, model, and encourage members of their colleges. Competence starts with high self-imposed performance expectations and a strong work ethic. It matures through constructive use of ongoing feedback and a continued mastery of new and broader skills. To do so, requires an understanding of one's motivation and a desire for sustained learning. Thomas and Gabarro contend that white executives typically gain competence through promotions that expose them to new operational areas and challenges. In contrast, executives of color gain competency through depth of mastery rather than breadth of experience. Such depth compensates for being left out of white peer networks. In the end, reality suggests that minority executives and women, in particular, are held to a different standard-one that demands that they work harder and do better. In other words, they must be highly competent.

Credibility

Credibility is the most elusive of the three personal resources. It depends on personal expectations for successful performance, integrity, and a dean's impact on core college efforts. In essence, credibility is a combination of being honest, reliable, forward thinking, inspiring, and competent. To such a litany,

Kanter (1977) added power. Power arises from access to social networks and important work assignments. To this end, relations with faculty, other deans, students, future employers, and alumni, and provosts and presidents, combined with demonstrated performance, directly influence credibility. People invest in the careers of others because they view them credible. Interestingly, leaders who share power through collaboration are more likely to be seen as credible. For some, credibility with a sense of direction provides a telling definition of leadership.

Academic Deans, Confidence, Confidence, and Credibility

By Thomas and Gabarro's standards, all three personal resources-confidence, competence, and credibility-should, at least for minority deans, be significant contributors to leadership success. In a recent study of academic deans from four disciplines—business, education, nursing, and liberal arts—data from four subpopulations (white males, white females, minority males, and minority females) were analyzed to determine whether academic deans, who considered themselves to be effective leaders, believed that the three personal resources were important to their leadership success (Wolverton and Gmelch, 2002). When the groups were compared, some interesting patterns emerged.

For both white males and white females in the study, all three constructs were significantly important. For, each of the minority subsets, however, this relationship did not hold. For minority female deans, only self-confidence bore a significant relationship to leadership success. In some respects, this finding verifies Thomas and Gabarro's assertion that self-confidence is the most important resource for minority executives. For minority males, competency and confidence were significantly related to success, suggesting perhaps a realization that self-confidence can carry a dean only so far. Interestingly, credibility was not a significant factor for either minority men or minority women in the study.

Some Further Thoughts on Confidence,

Competence, and Credibility

The data generated in the dean study did not allow researchers to look at generational differences across deans, but the results of subgroup comparisons suggest that some may exist. For instance, if we operate from the premise that confidence, competence, and credibility are all important to leadership success, it appears that white male and female deans have arrived. Minority male deans may be on their way, in that they recognize that confidence may not be enough and that they need to be competent as well. And, minority female deans are still relying on self-confidence to carry the day.

If we look at general employment trends in the U.S. over the past 40 years, white males have definitely been in leadership positions the longest, followed by white females, and then it seems minority males (especially African-American males), and finally minority females. The same may be true in colleges as well. In fact, such a pattern seems to be hinted at by the average length of time in current position in the most male-dominated college in the study, business. Although white male deans in the study had been in the position on average 5.2 years, there was a continually shortened tenure for each successive group. White females had served for 4 years, minority males for 2.9 years, and minority females for 2.5 years. If this is, indeed, the pattern for moving underrepresented populations into the deanship, fully realizing the importance of all three resources may, in essence, be a matter of generational maturation with credibility, the least quantifiable and most intangible asset, being the last resource developed or at least to be fully recognized by deans.

Although academic deans represent a specific group of education leaders, we can speculate that the same personal resources are important to education leaders at all levels in all education arenas. And that, for members of underrepresented groups (e.g., women as high school principals, women as deans of engineering colleges, persons of color as school superintendents, and women of color as college presidents), confidence, competence, and credibility are crucial elements of leadership success.

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This paper is adapted form a chapter in Wolverton and Gmelch's *College Deans: Leading from Within.*

NOTES FROM THE FIELD

WE ARE TEACHERS
By Sharon Davidson, Raeleen Martinez, & Nina Hooks

You must be the change
you want to see in the world.
     Mahatma Gandhi

Raeleen M. Martinez speaks:

I thought this would be easy to write---it isn't. I've tried writing about my professional journey many times and always failed to finish. The way I see it, my journey, has failed to finish because a story about one's life in the field of education does not end, as does a good novel. The journey to professional excellence never ends. Teaching is like planting a seed. A seed does not blossom unless one nurtures it. An educator is like a seed, educators must be cultivated and cared for, "honed" one might say. And, so, I view my career as a never-ending cycle of growth.

I wasn't always this way, I remember being a newly graduated UNLV student and thinking to myself, "WHAT DID I DO?" Upon graduation, I moved to West Los Angles and took a job in an old Catholic Elementary School, in Westchester, California. As I drove my car to my first-day of teaching, I remember feeling unprepared, not ready, for the children or whatever adventures awaited me. I had knowledge of appropriate classroom practice and I felt strong about my classroom management skills. However, I was scared that I had not learned enough in my university courses. Questions ran through my Head--- How would I interact with my students? Will I fit in? In my preservice training, I had two successful practicums and one very bad student teaching experience. An experience for which I did not blame the university, but one that still haunts me. I was scared I would not be successful at the one thing I had wanted to do my entire life. My job was as a first-grade teacher. I had 36 first graders in a self-contained classroom with no aide. I was the ONLY first grade teacher at the school. So, needless to say, I was on my own.

As I think back ---I always laugh at what my principal said to me, "Don't worry honey,

you're young and beautiful! The kids will just love you." Ha, ha, ha. Young and beautiful might take me through the first five minutes but I had to face nine months with these six-year-old students. And, with those words from my principal, my first day of teaching began. I had over planned, but yet was under prepared for all the right things. Who would have thought that my day would be ruled by bloody noses, bathroom breaks, and CRYING!

I walked out to the morning line and faced my parents and children. My parents looked at me with wonderment---their eyes full of questions. I knew they wondered whether or not I was capable of managing and teaching their child. After all, they were handing over to a complete stranger their most prized possession.

I walked my students to our classroom and our first day together began. The classroom was sweet chaos as each child learned where the backpacks should be stored, found their desk, and attempted to acclimate to their new environment. I was proud of this environment---I had spent weeks preparing it.

I then read a story about the first day of school and sent them to their seats. I faced the board, wrote something that I now don't remember, and said, "Please take out a piece of paper, write your name in the top right-hand corner, and write about your favorite part of the story."

I turned around from the board expecting to see the children busy at work. Instead, I faced 36 six-year-olds with their eyes wide open---all were just about to cry. Some of the children were confused while others were very scared. It was at that moment I realized that my first year of teaching was going to be an important learning experience for ALL of us in that room---especially me.

I began to truly learn about and from children. That very first day, I made a commitment to myself to become a learner and a researcher for the rest of my life. My first year of teaching was challenging for me, but from it I grew into a better educator. I learned from my students as they learned from me. I learned how to apply curriculum and instruction to

everyday practice and I learned that children were---little people.

At the end of my first year of teaching, I was named the Teacher of the Year by the Los Angeles Chamber of Commerce---not New Teacher of the Year, but TEACHER of the Year. It is an accomplishment for which I am still very proud. When my principal spoke at the awards ceremony, she said, "Not bad for a woman who has been teaching since she was five-years-old." Her words took me by surprise. Apparently, during my first interview with her I had told her that I knew I would be a teacher the day I came home from kindergarten.

It is funny because I remember my family laughing at me the day I came home declaring my life's vocation. They believed it was every five-year-old child's dream to be whatever new career is presented to them. The difference for me was that I never changed my mind. I knew when I was five that teaching would be my career. To me, teaching, is my calling, it is my mission. I strive to grow and be a better educator everyday that I interact with my students. I now see myself as a successful teacher.

When I moved back to Las Vegas, I began working for Clark County School District as an English Language Learner (ELL) facilitator. I believe that this experience contributed to making me a better teacher. I had the opportunity to work with many educators and their students. While my work as an ELL facilitator made a difference in the schools in which I worked, it did not fulfill me. As a facilitator, I was the teacher on the sideline cheering for people, little and big, to be the best they could. So, this year I came 'back home' into the classroom. I am a pre-kindergarten teacher at a school in North Las Vegas. My students call their neighborhood "el barrio." I call it home.

I have been a teacher for only six years, but I have seen a lot. I began my career working with affluent children and their families and I now work with children and families who need public assistance to survive. The families and children I work with today deserve passionate educators to contribute to their lives. These teachers must be willing to go the extra mile as well as be committed to the excellence of education.

Looking back I've come to an honest conclusion about children, students from

affluent homes will learn in spite of their teachers, children from economically challenged homes require excellence from their teachers and schools. As educators we are unable to control what occurs in our students' homes, but we do control what occurs in school. We must provide appropriate intervention everyday that we have the students with us in school.

I've been in el barrio for four years now. It has been the most rewarding time of my educational career. I've learned that a good teacher is much more than the giver of information. As la maestra, I am an absent mother or father, a nurse, a social worker, a translator, a child advocate, and most of all a friend. I strive to give my students 100% of my esfuerza everyday. I want my students to have opportunities for success and achievement. My new name is maestra--- it is a name I wear with honor, a name that makes me proud.

Sharon Davidson speaks:

When I was 5-years-old I told my mom that I was going to be a teacher when I grew up. I simply never thought of doing anything else. During college, I refined that statement to focus on children with disabilities. In my student teaching experience, I was assigned to a classroom comprised of young children with disabilities, age three to five. I then knew exactly what I wanted to do the rest of my life---teach young children with disabilities.

After graduation from college I moved home to Las Vegas and began teaching in an Early Childhood Special Education Preschool classroom. My first classroom was in North Las Vegas in a school considered to be an at-risk school. The school is located in an area of the city in which people live in dire poverty. When a teacher is hired into CCSD the are not given a choice of schools. As a new educator, I had to go to the school to which I was sent. I had not planned on spending more than one year in this area and my family was adamant that I not stay in the area.

My first day teaching was stressful---yet very exciting. While I had nine students on my class roster, only two came to school. The parents of the other seven children had not enrolled their child, over slept, missed the bus, or simply forgot that it was their child's first day of school. I was shocked. My principal told me

that it was normal and that in a few weeks the students would start attending school.

When my students did arrive at school their clothes were often dirty, their shoes usually had holes in them, or they had not eaten breakfast. While I knew that I was teaching in a high stress and a low-income areas, I was still extremely shocked. In my world growing up, I believed that everyone lived on a golf course and drove a Cadillac. This was a new world for me and this new world resulted in culture shock for me. I knew I had a lot to learn.

I discovered that many of my students had severe behavior disorders. They were dangerous to themselves and others. They would hit, spit, bite, yell, throw furniture, and attack other students for no apparent reason. I spent many sleepless nights at home trying to figure out what I could do to help my students and their families.

My solution was to make home visits. I decided to visit each family every 3 weeks. When I visited them, I provided them with information concerning parenting classes and places they could go to get a variety of assistance (e.g., clothing for their child). I individualized the information I took to the parents depending their individual needs. Over a short period of time, the families began to depend on me for support and resources. I was forging a relationship with my families that went beyond my classroom.

From these relationships, I went from a teacher who planned on leaving this area as soon as possible, to a teacher who has been in the same school, in the same area for five years. I work in the same high poverty area with young children who have multiple delays.

My families and I have bonded---we are very close. My parents are always there for home visits and they attend all scheduled meetings. They know that if their child does not come to school, I will be at their front door after two absences. My parents know that I am willing to meet them at their place of work for meetings---I don't force them to come to me. I understand that, for many of my parents, coming to a meeting means not getting paid. I have bought their children shoes and I have attended family funerals. I am not only a teacher; I am a social worker, and a friend---for many families I am a reliable life line.

This bond between my families and me is an important one. Recently, I had a mother ask me to adopt her son. He was physically harming her, other family members, and himself. She was at her wits end and very afraid that she would kill him. The fact that we are close enabled this mother to confide in me. I spent time working with her on her parenting skills and her discipline skills. We worked together through the tough times.

Because many families are not aware of the services available to them, I provide them with the knowledge and information necessary to work through the bureaucracy that often exists within the system. I consider it part of my job to make accessible all district services to my families. Because all of my students have disabilities, many of them need certain diagnoses for their disabilities and I access other teaching staff who are able to best assist my parents.

My parents are required by law to attend many meetings concerning their children (e.g., IEP). I attend all meetings with my parents and make sure they feel comfortable and that they understand what the professionals mean. I want my parents to understand that their child does have a disability that requires accommodations and modifications and that, as parents, they have the right to request and demand that their child's needs be met. I work with them so that they know what will occur at a meeting and that they prepare questions prior to the meeting.

Working in a high poverty, high stress area is not an easy task, however I do not plan on leaving this area any time soon. I enjoy seeing the successes of my students and parents. All of them have become a large part of my life. I would not feel fulfilled without them. I believe that I make a difference everyday--- whether it is in the life of a 3-year-old child with a disability or an adult. I know that I have contributed to changes they have made in their lives and in turn they have given me a new outlook on my life and what is truly important in life.

Nina Hooks speaks:
I would be lying if I said that I've always wanted to be a teacher. The truth is, I never desired to become a teacher at all . . . . . .

I remember wanting the feeling to last forever. Everyone seemed to be totally and completely captivated by my performance. At the end of the song the thunderous applause seemed to drive the entire audience to their feet. I had received my first standing ovation. It was then that I knew what I wanted to do with my life. I could not imagine doing anything else because I felt it was not humanly possible for anything to move and motivate me the way singing and entertaining did. So, that is where all of my energy was focused.

I was eager to leave what I thought was a mundane existence in a "dusty little town" (Las Vegas). I wanted to go and find my place among the stars. My first stop was California where I graduated from the University of Southern California (USC) with a degree in Broadcast Journalism and Music. I had great success and was blessed to work with artists like Kenny Loggins, Stevie Wonder, and the star of the Broadway Musical *Dream Girls*, Jennifer Holliday. However, work was not always consistent---a real down side of the entertainment business.

After living in Los Angeles for almost 20 years, I decided to come back home to Las Vegas. I was fortunate to quickly get work. I got a gig at the MGM Grand Hotel as a background singer for David Cassidy in the show *EFX*. After two-and-a-half years of employment, the background singers were told that the show was changing direction. In other words, I would soon be unemployed. I needed desperately to find work. My aunt, who recently retired from the Clark County School District as a teacher and Reading Specialist, recommended that I start substitute teaching. Substitute teaching would allow the flexibility I needed to audition for shows.

I went through the orientation and started substitute teaching. I do not think any substitute new to teaching ever feels prepared for that first assignment. It's amazing how I have sang in front of thousands of people with no fear, but I was absolutely horrified to stand in front of 30 children. Shortly after my mid-morning arrival, I discovered that I was the second teacher called in for this particular classroom. I was told that the first substitute had been so intimidated by the students in the class that she left in tears---refusing to ever

come back to the school.

On this first assignment the teacher left very sketchy lesson plans. As luck would have it, both the field trip and the scheduled assembly outlined in her lesson plans were cancelled. In the lesson plans the teacher strongly warned the substitute about a particular student. She cautioned about his obnoxious and sometimes violent behavior.

I walked into the classroom to find that student standing on top of a desk shouting, "leave me the f____ alone. I'm not doing s____ today!" When I instructed the class to settle down and take their seats. The class continued to throw spit wads and papers. After finally calming the class down, the out-of-control student continued to stand on the desk. When I asked him what his problem was, he said, "I ain't got no problem, I just ain't doing nothin' cause my medication isn't workin' yet."

I told him that if he had enough sense to know that his medication hadn't kicked in yet, then he had enough sense to get his behind off the desk and put it in a chair where it belonged.

He responded, "You can't tell me nothin', I ain't gotta listen to you."

I told him that I would call his mother.

He said, "I ain't got no mama to call, she's in jail."

All the kids started to laugh. I said, "Well someone is responsible for you and don't think I won't call them even as a sub and tell them exactly how you're carrying on in this classroom."

He had a look of disbelief and slowly sat down in the chair. I told him, "we have choices to make in this life that will either benefit us or we have to suffer the consequences."

All afternoon I was forced to improvise on lesson plans and my 'problem child' continued to try my patience. To make matters worse, the Principal came and observed me with a guest from the UNLV Early Childhood Alternative Route to Licensure Program. This person from UNLV asked me where I had done my student teaching? When I told her I had never done any student teaching she said, "Wow, then you're a natural because I've never seen such effective classroom management." Well that made me feel great! Meanwhile, the student that had been the most difficult to control, continued to give me hell.

Finally, it was the end of a very long day. I was locking up the classroom when the student that had been so difficult and rebellious, came running down the hallway shouting, "Ms. Hooks, Ms. Hooks." He ran into me and threw his arms around me, holding me tightly and said, "Thank you for not sending me out of the class to the office today."

Suddenly, there was that feeling that I had experienced when I received my first standing ovation. I was overcome with emotion and began to cry---for the first time in my life I had positively impacted the life of another human being.

From that moment, I knew I would definitely pursue a teaching career in Early Childhood. But where would I go to teach? To an affluent area where I wouldn't be reminded daily of the poor community in which I grew up? Or, would I continue to work in a community of which I am a product? A community that, while it may look aesthetically undesirable and dangerous to many on the outside, is filled with children like myself that have incredible potential on the inside.

Well, as fate would have it, I ended up at the same school that I attended over 34 years ago. I have been a Pre-Kindergarten teacher at Kermit R. Booker for the past two years and I cannot express how rewarding it is to me. I still see the little student who changed my career path. He still continues to come to my room everyday and give me big hugs.

I grew up in this community. Me, my parents, and my eight-year-old son, MaiSon, still reside in the home to which I was brought after I was born. My home is directly down the street from Booker Elementary. I attended Booker when it was a Sixth-grade Center. Never in my wildest dreams did I ever think that I would become a teacher and then end up teaching at this school. But boy, am I glad I did!

Despite the commotion that can go on outside of the school, Booker Elementary is a safe and fantastic place to work. I will continue to work at Booker because I personally realize what a difference concerned teachers made in my life. However, it is teachers from outside this community who could easily transfer to another school, but stay, for whom I am sincerely grateful. I want to honor these

teachers who have been a great inspiration to me.

One teacher is Charles DeLaSalle whose contribution to this school and community has made a tremendous difference. His wife, Kassie DeLaSalle also tirelessly works on behalf of this school for over five years. The DeLaSalle's children also attend Booker Elementary. Mr. DeLaSalle explained to me that he is no stranger to growing up in a poor community. However, what amazes me is that Mr. DeLaSalle's commitment has not wavered---even after his near fatal ordeal.

One night around 10:00 p.m., Mr. DeLaSalle was taking home some students after a UNLV basketball game. After walking the last student to his door, DeLaSalle was approached by several guys who asked if he wanted to buy some "Smoke." When Mr. DeLaSalle said, "No thank you," they robbed him of his clothing, watch, and money. Then they assaulted him, striking him about the head with their guns and repeatedly kicking him in his stomach and chest. With their guns to his head they asked him who he was and what was he doing in this neighborhood? After telling them that he was a teacher at Booker Elementary they finally let him go. Being a teacher just might have saved his life.

On another occasion, after leaving Booker on a Sunday afternoon, Mr. DeLaSalle and his son were in their car at a stop light near Booker, when they witnessed a drive by shooting. The victim, covered with blood, ran from his car to Mr. DeLaSalle's van then turned and walked to a convenience store where he collapsed and died.

Amazingly, Mr. DeLaSalle says these experiences have never caused him to think about leaving Booker. He says that he is not afraid to continue to work at Booker, he has learned to be more cautious. It baffles me how his life has been threatened twice, but he still continues to have an undying commitment to Booker Elementary.

No matter what goes on in and around our community, I truly believe that I will always teach at Booker Elementary. We have a wonderful and fearless leader in principal, Beverly Mathis. It is through her excellent leadership that Booker a staff that understands what our students truly need to be successful and productive citizens in this society. I feel blessed to have the opportunity to be apart of such a team at the "Wonderful World of Booker." I believe that God has brought me full circle to the place where I was destined to be all along. Now I can bring my experiences to work and, hopefully, enhance the learning and positively impact the life of every child who crosses my path.

NCATE'S DIVERSITY: EXPANDING OUR HORIZONS
By Martha Young

At this time next year (2003), we will be focused and filled with anticipation of our NCATE accreditation visit. Of the six NCATE standards, Standard 4 is "Diversity," and to prepare for next spring, now is the time to explore NCATE's diversity expectations. We want to provide quality input and information for NCATE as it assesses our array of excellent programs. I recently attended an NCATE Workshop in Washington, DC, and I want to share several insights gleaned from the sessions I attended.

Standard 4 "Diversity" states:
"The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with the diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools."

One way to understand Standard 4 is to separate the elements in the standard by creating four broad categories:
1. Design, implementation and evaluation of curriculum and experiences;

2. Experiences working with diverse faculty;
3. Experiences working with diverse candidates;
4. Experiences working with diverse students in P-12 schools.

The concepts underlying the Diversity Standard lead to an open interpretation of diversity, and I believe that a wealth of evidence reflects the COE's understanding and appreciation of diversity.

Examples of Diversity Evidence

NCATE expects us to demonstrate diversity in interactions with (a) the diverse higher education faculty; (b) our peers; and (c) diverse students in P-12 settings. We may include the diversity of the faculty from Arts and Sciences as well as diversity of the field supervisors and cooperating teachers. We have three college-level committees to promote diversity: (1) International Student Teaching Committee, (2) Cultural Diversity Committee, and (3) an ad hoc committee on Recruitment and Retention of Underrepresented Students. Last year, the UNLV Core Curriculum Committee changed the core to require that all students take at least three credits of multicultural education to "ensure that all students take a course or courses whose primary purpose is to examine the diversity and differences within and between ethnic and racial, sexual, religious, gender or disabilities cultures within the United States" (p. 52, UNLV Undergraduate Catalog Fall 2000-Spring 2002).

In terms of assessing cultural diversity, UNLV provides diversity data in compiling student and faculty reports. We may use those data and data from CCSD to support our report. One goal is making certain that we are providing a consistent, assessable curriculum and experiences that reflect design, implementation and evaluation of curriculum to acquire diversity. In examining syllabi across the COE, evidence reflects our individual interpretations of diversity. This examination leads to questions such as "What information and experiences are we providing to promote knowledge, abilities, and dispositions that reinforce diversity?" and "How do we assess diversity?"

Assessing Diversity Competence

At the NCATE Workshop, Jeanne Middleton-Hairston, Professor of Education at Millsaps College presented on the topic of "Assessing Diversity Competence. . . A Model for Determining Candidate Proficiencies for Culturally Responsive Teaching." The

following is an overview of Dr. Hairston's session.

Millsaps' preservice candidates are much like our UNLV students: (1) predominantly white and female, (2) not sure why they should study about multicultural issues in education, and (3) they enter the program uncomfortable with discussions about race, class, gender, and exceptionalities. Millsaps' goal is to systematically generate, collect, document, use, present, and share data about their candidate's abilities. They also want to give direction and feedback to teacher candidates so they will understand how to assess their own performance so they may focus their energy on their ability to teach all children. In the Standards 4 work session, the focus was strong on "ALL" children.

To build a model of assessing diversity competence, a wide variety of materials are collected. Rubrics are used to identify diversity knowledge bases related to the design, implementation and evaluation of curriculum and experiences. Courses that focus on diversity are in foundations/intro to education, socio-cultural, language-communication interaction, principles of teaching, strategies for working with underrepresented students, diagnosis, measurement and assessment, experiential knowledge (field experiences) and special education.

Issues papers and presentation topics that promote diversity included:
1. exploring factors that foster and constrain readiness;
2. examining one's own multicultural experiences;
3. examining one's own stages of ethnicity;
4. reflections of diversity in field experiences.

A key resource cited was Powell and Zehm, *Field Experiences: Strategies for Exploring Diversity in Schools* (1995).

What This Means to Us

UNLV's College of Education *is* focused on integrating diversity to help our teacher candidates become effective in diverse settings. An overview of the recently submitted program reviews reflects a consistent response to meeting Standard 4--Diversity. In

preparation for NCATE, you will have opportunities to reflect on your course goals, knowledge-based, assignments and performance assessments to further demonstrate UNLV's commitment to "design, implement, and evaluate curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. . . that include working with the diverse higher education and school faculty,
diverse candidates, and diverse students in P-12 schools."

Now is the time to begin collecting artifacts and evidence to support the COE's integration of Standard 4. In the coming months, you will be asked to share specific details of instruction and candidate performance and dispositions so that the ways in which you integrate diversity may be reflected in our documentation. Remember, the quality of our candidates is reflected in you, the quality faculty who guide our programs.

LANGUAGE SHOCK AND SECOND LANGUAGE LEARNERS
By Steve McCafferty

Speakers of a language rarely stop to think about how their native tongue sounds to them in terms of routine social exchanges, that is, we take it for granted that in English asking someone "how are you?" and having them reply "fine" is perfectly appropriate. However, a number of people who arrive in the U.S. with another first language-culture find this greeting to be rather bizarre. Indeed, Europeans typically recount that initially upon arrival they are pleased with the expression "how are you?" believing that it "means what it says," that people will genuinely respond with regard to "how they are." Of course, it does not take long before they realize that basically everyone responds as if they are "fine," that, in fact, no one expects a lengthy response to this query or an honest answer. I remember one second language student stating, "why do you ask?" puzzled by the seeming futility of the exchange.

The point of course is that this greeting has become a convention that essentially has no real meaning outside of the social function of acknowledgement. The response of second language speakers, however, as suggested above, is at times one of feeling uncomfortable, that the language does not truly represent them; that they would not behave this way were they given a choice linguistically. This is the feeling of language shock. If this still seems somewhat difficult to grasp, I would like to use an example from my own second language history. A common form of greeting in the Northeast of Thailand translates as "Have you had a shower yet?" As an American, I can assure you that it took some time for me to get used to using this particular form of greeting! At first, I felt that I was insulting people, but the meaning behind this greeting is actually something like "Have you finished working?"

Adolescents, in particular, have a tendency to create their own language of solidarity, that is, a way of showing group membership that other members of the culture will not engage in. For example "Waz up?" has been a prevalent greeting for some time in the U.S. It is not too difficult to see why students from another language-culture background might not only be confused by the lack of semantic transparency of this expression, but also may not feel comfortable with this greeting as representative of themselves, either. Naturally this results in a sense of alienation from the peer group, the language, and the culture as a whole.

Exposure to literary works that entail relatively current dialogic interaction and at the appropriate age level can, if talked about in language arts classes, provide an opportunity for usage clarification and contexts for understanding as well. In turn, this may help second learners to feel more at ease producing such forms, and as such, able to interact more comfortably with their native English speaking peers and others. The value of this opportunity

should not be underestimated as language shock is considered to be more difficult to overcome than culture shock.

GROUP PROJECTS AS PROFESSIONAL PREPARATION
By Jean Henry

Repeatedly, researchers are alerting us to the emerging dominance of the work team concept as the trend of the future in organizational management and operations. Reich (1987), stated "We need to honor our teams more, our aggressive leaders and maverick geniuses less" (p. 78). If we are to compete in today's world, we must begin to celebrate collective entrepreneurship, endeavors in which the whole of the effort is greater than the sum of individual contributions. Modern tasks often impose mental and physical demands that are too large for one individual to perform in isolation (Salas, Dickinson, Converse, & Tannenbaum, 1992; Strawhacker, 2001).

The benefit of an expanded pool of ideas and information available to the team is widely recognized and forms the basis for most of the support for interdisciplinary teams. Homogeneity is not a desirable characteristic of teams, and most agree that effective teams are comprised of members with a mix of traits and skills (Huebner & Gould, 1991). However, the very diversity that makes teams so valuable also makes them difficult to create and manage. The challenge is to foster a cooperative team environment without sacrificing the strengths of individual team members.

With the evidence in the literature to support the application of teams in the workplace, it is essential that students receive training in becoming an effective team member. Curricula should include instruction in the essential skills of team membership, as well as opportunities to perfect these skills through participation in group/team projects in the classroom. However, students often express distaste for group work.

Students cite a variety of reasons why they do not enjoy groups, including: diversity and interpersonal differences, discomfort with groups as a methodology, and past bad experiences (Henry, 1999). These factors might explain some of the negative attitudes that students carry from one group project experience to another and from classroom experiences into the workplace.

Diversity

While being the very foundation accounting for the advantages of groups, diversity of members may lead to interpersonal conflict and difficulties in decision-making. One particularly diverse group in one of the author's classes acknowledged that such diversity had the potential to challenge a group. This group had six members: one from Vietnam, one from Mexico, one from Uganda, one of Hispanic heritage (and the only male in the class), one Caucasian female over the age of 40 years, and a Caucasian female of traditional college age. The following focus group exchange from this team illustrates some of the issues related to diversity (Henry, 1999):

I don't think it was a problem in our situation, but it could have been. I could see where it could, because I've been in classes where some of the foreign students had not been in the country very long.

I think in a group as diverse as ours ... like you said, you wouldn't have any problems, but sometimes people do; but, it could also be a very enriched product at the end with all these ideas. But then, the people that have the most power,...and I'm talking probably about the natives from the United States, sometimes they are not tolerant towards international students, also. They could be a little more, because all those people have so many good ideas.

I think age plays in that, too, because they'll say, 'Oh, you've put all the older students together and they are going to outshine us.'

Researchers concur with the idea that diversity can be a challenge to a team (Gent, Parry, & Parry 1996; Lankard 1994).

Methodology

Some students also make it clear that group work is not their preferred method of learning. Often, the divergence from the lecture format generates anxiety in students about their ability or opportunity to be exposed to possible examination content, and thus to achieve a desired grade. The following student comments support this line of thought (Henry, 1999):

What happened here is we were responsible for all the lectures while we

were doing teamwork, so that was very frustrating for us. We knew we were going to be graded on the lecture while we were spending time on the teamwork, so it seemed like a waste of time, so it was a real big conflict.

Yeah, because we're going to get tested on ten chapters that we've had no lecture on, and that's very frustrating. The team project wasn't frustrating, I didn't think.

It was fun and easy, and I think we learned that part of it, but combining the two I think doesn't work. You either have to do one or the other, but not both of them.

Another student expressed a similar sentiment regarding the change from the lecture method to the team project: "So we were just starting off on a bad note....and me, I don't adjust well to change, anyway. I hate change."

Several researchers have compared student attitudes toward and satisfaction with various teaching methodologies and found similar preference for lecture and reluctance to accept other, less familiar methods. In a study of 95 undergraduate elementary education majors, Kromrey and Purdom (1995) found that 39% of the students preferred the lecture method as compared to cooperative learning (group project) or programmed instruction on the same task. Students expressed greater confidence in the lecture method and a feeling of security in having the professor readily available as an expert resource.

Past Experience

Research also indicates an association between past experience and attitude toward, or expectations about, similar situations (Lankard, 1994; Peterson, 1992). Personal experiences, among other factors, can lead to future incorrect assumptions about and miscommunications among team members, thus impacting group dynamics. Researchers applying attribution theory generally find students to have the lowest future expectations when negative experiences are attributed to external, uncontrollable factors.

They also report that students in group tasks perceive outcomes as more external and in some cases less controllable than individual tasks.

The following student comments indicate that a negative attitude can negatively impact team environment (Henry, 1999). One student stated:

> Every group I've ever been in, the people in the group have come in with a negative image of group work. So I think it's hard just to get motivated. It's easier just to sit around and say 'Oh, my god, I can't believe we have to do this.'

Another participant's comment reflected how a negative attitude could influence team outcomes:

> "...if you're ticked off at being in the group, then your work is going to reflect that, and it makes you more stressed because you know what kind of work is going to come back."

Though there appears to be a general sense of dissatisfaction among students regarding participating in classroom group projects, the following comments indicate that some students recognize the importance of group activities for professional preparation (Henry, 1999):

> I think sometimes working in a team is good because when you get out into the work force [pause in speaking] you know. Where I work at, we have to work in a team, and it just prepares you for the real world, because you're not going to be out there by yourself. Learning to depend on somebody else is good, so I think that does help in that situation.
>
> I think they better learn how to work in teams before they get out into the workplace, because you have people there who aren't able to work in a group and will keep information to themselves, don't want anyone else to know what's going on, because it's this power thing. They don't know how to share the information, and that causes a lot of trouble. The fact is, you've got to work as a group, as a team.

Theoretical Foundation

Despite students' reluctance to fully embrace the use of group projects as a classroom methodology, it is essential that students practice effective team membership. In order to optimize professional preparation and ensure the transition of positive attitudes about team work from education to practice, students must be given opportunities to participate in well-designed, positive group activities that are grounded in theory.

Tuckman (1965) and Tuckman and Jensen (1977) offer an excellent framework for preparing students for positive group experiences. They have identified stages that groups go through in order to move from the initial point of formation to completing a task: Forming, Storming, Norming, and Performing.

They assert that a group must first establish a foundation of trust and group norms, or members might not perceive a safe environment in which to express personal beliefs. Their research clearly indicates that teams must have resolved at least some of the issues in the stages of forming, storming, and norming before they can accomplish effective team performance. Tuckman and Jensen acknowledge that most groups are continuously attending to the behaviors of these stages and moving back and forth between them because of changes in membership, lack of clarity in goals, and other common disruptions. This may emphasize the need to consciously guide students through the stages of group development as part of group project design. Without such groundwork, a work team cannot hope to successfully accomplish complex tasks. Students may also need to be educated in the skills needed to successfully maintain team unity and performance while continuously addressing and re-addressing the foundations of group development.

If students are not trained in the classroom for a positive team experience, the probability increases that a negative attitude will be carried into the next classroom team experience or into the workplace. By purposefully providing students with the tools to be an effective team member, teachers increase the chance that the team experience will be a productive and positive one in their classroom and in future professional involvement. Group development stage models tap into a sequential, thematic, and developmental process. This process is a natural one, and allows for improved curriculum design when consciously applied to the design of group projects for the classroom.

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CONNECTING READERS WITH BOOKS: STRUGGLING TO GAIN SENSE OF OTHER CULTURES
By Cyndi Giorgis

Following the tragic events of September 11, I found myself, like many other Americans, struggling to understand how something so horrific could occur. As days passed, it became apparent that the individuals who were responsible were not representative of an entire culture and blame could not be placed on the entire population of Afghanistan. But what did I know about Afghanistan? In order to discover more, I went in search of children's books that would assist me as well as the preservice and inservice teachers in my classes.

It would be great if I could list a number of quality books about the Afghani people and culture. Unfortunately, I discovered that there are very few books written about Afghanistan and even fewer that are worth sharing. Even since September 11, there has not been any rush to publish children's books about Afghanistan even though there appears to be an overabundance of books in this area for adults. A priority like that for children and young adults is usually reserved for books about the winning quarterback of the Super Bowl or the most recent teen sensation. Issues of culture and understanding do not appear to have the same priority.

One recent book published over a year ago focuses on the Taliban and the oppressive rule of Afghanistan. When eleven-year-old Parvana's father is arrested by the Taliban simply because he is a scholar, her family is left without anyone to earn money or shop for food. Since females are forbidden to work, attend school, or go out in public without an escort, Parvana must dress as a boy and become *The*

Breadwinner (Groundwood, 2000) in Deborah Ellis's contemporary novel set in Kabul, the capital of Afghanistan. While Parvana's disguise is risky, it affords her a measure of freedom and allows her to do whatever is necessary to keep her family alive, including reading letters for illiterates and digging up and selling the bones of her ancestors. A strong heroine and the book's topical issues are enhanced by a map, glossary, and an author's note providing background and context for readers unfamiliar with contemporary Afghanistan. Ellis based *The Breadwinner* on the true stories of women in Afghan refugee camps. Some criticism of the book relates to the lack of focus on the religious facets of Afghan life and that the Taliban views itself as a religious group. However, the powerful portrait of life in contemporary Afghanistan shows that powerful heroines can survive in even the most oppressive situations. Ellis intends to donate a portion of the proceeds from the book to Women for Women in Afghanistan.

In addition to sharing *The Breadwinner* with middle readers and teacher education students, books on related topics could also be shared. One web site, http://www.cynthialeitich.com/healingus.html contains a number of books about war, death and grieving, patriotism, and even firefighters. There are also several links for web sites that provide information about Afghanistan such "Afghanistan for Kids" that has been generated by young adult literature specialists at Arizona State University. Another approach to gaining understanding is to share books about tolerance—a topic that is always relevant in current society.

Through literature, we can locate information about people and cultures, discover that we often more alike than different, and generate empathy for those who are not as fortunate enjoy the many freedoms that we possess in this country. Books for a younger audience also enable a difficult topic to be explored at a level that children can understand and in manner that is more comforting than the evening news.

SUGGESTED MULTICULTURAL INFUSION ACTIVITIES

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

Most teacher education programs across the United States offer and/or require courses in multicultural education for both preservice and practicing teachers. Teacher education units are guided by the standards and principles set by NCATE, INTASC, and NBPTS, all of which strongly endorse the tenets of multicultural education. Likewise, most state departments of education and school districts have crafted policies, designed programs, and identified personnel to ensure equity visible throughout the curriculum, instruction, resources, etc., which inform and support preK-12 classrooms. Statements of commitment have been developed by numerous agencies to help educators successfully understand and teach their communities of diverse learners.

However, research findings reveal that teachers are not practicing effective multicultural education for a variety of specific reasons (Gallavan, 1998). Ultimately, effective multicultural education tends to rely primarily upon the individual classroom teacher's perception, understanding, and manifestation of multicultural education. The individual classroom teacher solely decides what multicultural education should be, include, and provide for both the teacher and their young learners

Gallavan's recent research (2002) examines teachers' descriptions of effective multicultural education specifically investigating what today's teachers want for themselves as professional educators and for their young learners. The teachers' responses were synthesized into five major categories of findings that impact teacher education as well as preK-12 teachers, administrators, and staff developers.

The teachers in this study reported that they want multicultural education to:

(1) Offer Natural and Authentic Learning Experiences

Multicultural education should:
- happen both purposefully and spontaneously, guiding and enriching the normal curriculum and instruction clearly and frequently with humanistic knowledge, skills, and dispositions conveying essential qualities about life and living;
- engage both teachers and learners in understanding today's world (locally to globally) incorporating the learners' and their families' cultural characteristics as a regular and customary pedagogical practice through active and honest involvement rather than organizing a unique, one-time-only celebration or passive presentation; and
- incorporate genuine interest, understanding, and acceptance of people, places, and events evident in both formal and informal interactions among the teachers and learners (families and communities) during and outside of class.

(2) Balance Integration and Emphasis of Content and Concepts

Multicultural education should:
- include appropriate and logical multicultural education outcomes with currently adopted state, district, and school academic standards and expectations;
- value the diversity of humanity by demonstrating concepts and practices in all books, materials, resources, displays, technology, teaching strategies, learning opportunities, etc., in ways that are clearly discernible, identifiable, and equitable without prejudice or tokenism; and
- inform and support holistic teaching and learning that empowers both teachers and young learners scholastically and socially fulfilling their goals to improve academic achievement while developing life-long learners.

(3) Create Caring Communities and Solid Citizens

Multicultural education should:
- create caring communities and solid citizens by introducing and using the concepts and practices of multicultural education with their young learners to collaboratively establish and maintain classroom expectations and cooperative etiquette;
- guide the development and application of

democratic practices that promote fair and just classroom management clearly evident in classroom governance (meetings, decision-making, etc.) and operations (rewards, discipline, etc.); and

- connect their classrooms with their neighborhoods and cities through a variety of long-term and relevant social action and service-learning endeavors with young learners leading and conducting student-centered projects, not with educators and/or parents orchestrating disconnected, peripheral events.

(4) Support Effective Pedagogy

Multicultural education should:

- support effective pedagogy by enriching their authority and responsibility in planning their curricula, facilitating their instruction, and assessing student progress advancing their young learners' scholarship and stewardship;
- establish a focus for teaching and learning that promotes student-centered approaches employing constructivist and cooperative learning strategies applicable to critical decision-making and authentic problem-solving processes; and
- model strategies germane to examining information based on culturally accurate knowledge for investigating multiple perspectives and ways of knowing while encouraging higher order thinking skills and construction of new knowledge rather than having "the one right answer."

(5) Promote Growth, Development, and Change in both Educators and their Learners

Multicultural education should:

- promote growth, development, and change in both educators and their young learners by providing teachers with meaningful and pragmatic professional development opportunities exploring multicultural education theories and practices applicable to today's curriculum, instruction, and communities of learners;
- model and reinforce personal conscientiousness expressed as socially just language and actions evident in all

interactions among students, families, and educators both in and out of classrooms; and

- organize and promote educational reform influencing educators' knowledge and attitudes, school wide programs, and classroom practices through professional study groups and institution leadership.

Teacher educators along with educational administrators and staff developers can incorporate these pragmatic suggestions into their work to better prepare new teachers and to support our practicing educators--the teachers we want in schools with our young learners, the citizens of tomorrow.

References

Gallavan, N. P. (in progress). *Multicultural education: What today's teachers want.*

Gallavan, N. P. (1998). "Why aren't teachers using effective multicultural education practices? "Five major insights from experienced teachers. *Equity and Excellence in Education, 31*(2), 20-27.

UNIVERSAL DESIGN FOR LEARNING
By Randy Boone & Kyle Higgins

The term *universal design* was coined in the 1970s by Ron Mace at the Center for Accessible Housing School of Design at North Carolina State University. The philosophy behind the term in the field of architecture was that design considered good for a person with a disability was just as good for a person without a disability (Lozada, 1996). Architects found that considering the widest spectrum of users, including those with disabilities, when designing a building or a home resulted in buildings that were accessible to more of the population at large. The accommodations built into a design from the beginning were more subtle and integrated into the design, less expensive, and used by the general population. For example, it is easier and less expensive to design and build a building with a ramp or an electric door opener than it is to add them later. And, the reality is, everyone uses the ramp and electric door

opener---not just those with disabilities. Some universal design components in homes today are a five-foot turning radius in room (to accommodate wheelchairs), wider doorways and halls, doors with handle latches instead of knobs, adjustable shelves, and wider bathtubs.

In the 1990s educators in the field of special education began to discuss the barriers created by instruction and materials used in general education classrooms. Often the instruction or instructional materials functioned like stairs to many learners in that they created barriers. Under IDEA 1997 all students, regardless of their abilities, must be provided the opportunity to become involved with and progress in the general education curriculum. This means that every student must have access to what is taught in the general education environment and this access is defined as more than providing a student with a textbook or a desk in a room. It means that teachers must ensure that the student is actively engaged in learning material that is cognitively challenging---regardless of their developmental level.

For many learners, not just those with disabilities, the material and instruction used on a daily basis do not provide access to learning, but rather often present insurmountable barriers. For example, a student who is gifted with a reading learning disability may be capable of understanding the concepts presented in her physics book, but cannot decode the text well enough to gain access to the concepts---or a student with a visual disability cannot read a text

that is in the standard size text that is in his textbook.

Recently the fields of special education and general education have begun to consider the concept of universal design for learning in the creation of instructional strategies and materials. These universally designed strategies and materials consider the needs of ALL learners (e.g., those with learning disabilities, ELL learners, typical learners) at the front end, rather than as an add on at the back end. These instructional alternatives are integral components in the instructional process and exist at varying levels in the materials or instruction. This means that teachers build in options to their instruction for those students who need them, yet also make sure that these options do not get

in the way of the students who do not need them. For example, in the early 1990s, the Center for Applied Special Technology (CAST) developed digital books that contained built-in options that could be turned on and off (e.g., text-to-speech, scanning of controls for use with a single switch, and speak-aloud controls). The goal was to create a digital text containing options that increased access to learning for students with learning, physical, or sensory disabilities, but did not get in the way of learners who did not want or need them. However, it became apparent that the digital books with the options offered useful features for all learners. Rose (2000) reports that teachers in the research classrooms indicated that students with disabilities using the digital options were surrounded by students without disabilities who wanted to learn to access the options.

Mere physical access is not universal design for learning---physical access is only one part of the picture--many students with disabilities have physical access to the general education classroom. Mere physical access does not always equate with learning. It is HOW we design and create instruction that provides students with disabilities or ELL students access to learning. Correct implementation of universal design for learning requires careful attention to the goals of the learning experience so that a balance of challenge and support is provided to the learner to maximize a learning opportunity. The major principles of universal design for learning identified by the Center for Applied Special Technology (CAST) are:

1. The curriculum provides **multiple means of representation**. Subject matter can be presented in alternate modes for students who lean best from visual or auditory information or for those who need differing levels of complexity.

2. The curriculum provides **multiple means of expression** to allow students to respond with their preferred means of control. This accommodates the differing cognitive strategies and motor-system controls of students.

3. The curriculum provides **multiple means of engagement**. Students' interests in learning are matched with the mode of presentation and their preferred means of

expression. Students are more motivated when they are engaged with what they are learning.

The access to learning provided by universal design for learning does not mean that students are accommodated by lowering the standards or 'dumbing down' the material. It means that learning access is provided to meet the student's needs. The curriculum should include

alternatives that make the learning accessible and applicable to students with different backgrounds, learning styles, abilities, disabilities, or languages. Universal design for learning emphasizes that instruction should be flexible and make use of customizable content, assignments, and activities.

Orkwis (1999) discusses a software program for beginning readers that has different settings for presenting learning material (multiple representations); contains highlighted text; is controlled by vocal command, single switch controls, or alternative keyboards (multiple expressions); presents learning material in a variety of languages; allows the text to be enlarged; and requests different learning input from different students (multiple engagements). These options are often critical for students with disabilities, but they also offer new learning opportunities for students with a range of learning needs, interests, and abilities.

The concept of creating an inclusive learning environment for *all* students involves making sure that *all* students have access to the learning that occurs in a particular environment. It is important as more and more students are included in general education educators understand that mere physical access does not equate to access to learning. Universal design for learning is one method by which educators can ensure that *all* students who reside within their care do have access to learning.

For further information concerning Universal Design for Learning:

http://jset.unlv.edu
http://www.cast.org
http://trace.wisc.edu
http://www.rit.edu/~easi
http://ericec.org/osep/udesign.htm

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Lozada, M. (1996). Easy living: Universal design housing. *Vocational Education Journal, 71* (2), 18-21.

Orkwis, R. (1999). Curriculum access and universal design for learning. *ERIC /OSEP Special Report.* Reston, VA: Eric Clearinghouse on Disabilities and Gifted Education.

Rose, D. (2000). Associate Editor's Column: Universal design for learning. *Journal of Special Education Technology, 15* (1).

SUPPORTING SAME-SEX PARENTING AND ADOPTION
BY Nancy M. Sileo

Discussions relative to families---using the terms "family values" or the "disintegration of the family"---often refer explicitly and nearly exclusively to the heterosexual family. Family is defined by heterosexual marriage, reproduction, and parenting. Based on this very general definition we might assume that lesbian, gay, bisexual, and transgendered (LGBT) persons do not have families. This assumption, of course is incorrect. LGBT persons come from families, usually heterosexual families. LGBT persons form their own families which may include partners, and/or children. LGBT persons often reproduce and parent, having natural, adoptive, and foster children.

LGBT parents differ along many dimensions, including how they become parents. When there are children from a previous heterosexual relationship, the LGBT parent may or may not have custody of the child(ren). Because of heterosexist attitudes on the part of courts and social service agencies, a disproportionately high number of LGBT parents have been refused or have lost custody of their children because of their sexual orientation.

The American Academy of Pediatrics (AAP) recently offered a strongly worded policy statement supporting the rights of LGBT parents. The new policy statement "'Coparent of Second-Parent Adoption by Same-Sex Parents' supports legal and legislative efforts

that provide for the adoption of those children by the second parent in same-sex relationships" (AAP Press Release February 2002).

According to the statement, Coparent or second-parent adoption protects the child's right to maintain a relationship with both parents. The legal sanction by the second parent accomplished the following:

1. Guarantees that the second parent's custody rights and responsibilities will be protected if the first parent were to die or become incapacitated. Moreover, second-parent adoption protects the child's legal right of relationships with both parents. In the absence of coparent adoption, members of the family of the legal parent, should he or she become incapacitated, might successfully challenge the surviving coparent's rights to continue to parent the child, thus causing the child to lose both parents.

2. Protects the second parent's rights to custody and visitation if the couple separates. Likewise, the child's right to maintain relationships with both parents after separation, viewed as important to a positive outcome in separation or divorce of heterosexual parents, would be protected for families with gay or lesbian parents.

3. Establishes the requirement for child support from both parents in the event of the parents' separation.

4. Ensures the child's eligibility for health benefits from both parents.

5. Provides legal grounds for either parent to provide consent for medical care and to make education, health care, and other important decisions on behalf of the child.

6. Creates the basis for financial security for children in the event of the death of either parent by ensuring eligibility to all appropriate entitlements, such as Social Security survivors benefits.

On the basis of the acknowledged desirability that children have and maintain a continuing relationship with two loving and supportive parents, the AAP recommends that pediatricians, and I challenge you as educators to, do the following:

• Be familiar with professional literature regarding gay and lesbian parents and their children.

• Support the right of every child and family to the financial, psychologic, and legal security that results from having legally recognized parents who are committed to each other and to the welfare of their children.

• Advocate for initiatives that establish permanency through coparent or second-parent adoption for children of same-sex partners through the judicial system, legislation, and community education.

Reference

AAP Policy Statement: Coparent or Second Parent Adoption by SameSex Parents (2002). *Pediatrics* 109(3), 339-343.

Organizations

All Our Families Coalition
www.allourfamilies.org

COLAGE (Children of Lesbians and Gays Everywhere)
www.colage.org

PFLAG (Parents, Families and Friends of Lesbians and Gays)
www.pflag.org