

Madeira City Schools Planning Commission

Diversity Study

March 19, 2007

Melissa Barone

Clark Eads

Charlotte Fairlie (chair)

Heidi Macneal

Steve Kramer (resource)

EXECUTIVE SUMMARY

The diversity study was prompted by changing demographics, alumni surveys indicating inadequate preparation in the area of diversity, and anecdotal evidence of the use within the schools of derogatory or exclusive language and other forms of insensitivity and disrespect. The purpose of the study is to research how Madeira can increase student exposure to, and therefore understanding of, diverse populations. A more deliberate approach to diversity education will help ensure that all students and staff feel fully validated while at Madeira and prepare students more effectively for the future.

Scholars in the field of education argue strongly that to increase individual economic opportunity, to build a healthy democracy, and to improve international understanding, American schools must prepare students to function successfully in an increasingly diverse and global society. Many teachers, however, are inadequately prepared to meet this challenge or to meet the needs of their increasingly diverse student populations.

The survey of local schools suggests that while all are aware of the issues, most approach diversity in a relatively haphazard manner. Research outside this core group, though, has yielded schools, both public and private, with comprehensive, well-coordinated diversity programs.

In order to increase student exposure to diversity, staff members need adequate development opportunities and students need curricular and extra-curricular, on-campus and off-campus exposure. Opportunities abound in the Greater Cincinnati area. This report lists just a few.

In order to increase Madeira student exposure to diversity, the report concludes by making the following recommendations (explained in greater detail on page 13):

- Establish a Diversity Advisory Council (DAC), comprised of teachers, staff, parents, community members, and students
- Provide funding for the DAC
- Require professional development for teachers and staff in diversity issues
- Commit fully to building and maintaining a healthy modern language program

RATIONALE AND PURPOSE

According to the United States Census Bureau demographic profile, Madeira students grow up in a community that is 6% non-white, but they will be raising families and working in a country that is currently 19% non-white and projected to be 27.1% non-white by 2050:

	45243 zip 2000	USA 2000	USA Projected.	
			2010	2050
White	93.6%	81%	79.3%	72.1%
Asian	3%	3.8%	4.6%	8.0%
Black / African-American	1.5%	12.7%	13.1%	14.6%
Hispanic / (of any race)	0.7%	12.6%	15.5%	24.4%

(“Fact Sheet”; “Projected Population”)

Economically, while Madeira’s median family income, at approximately \$50,000 in 1999, is close to the US average, the 45243 zip code’s median is \$91,850, with only 1.5% of families living below the poverty level, compared to 9.2% nationally (“About Madeira”; “Fact Sheet”). Students, therefore, grow up surrounded by a retail environment which caters to affluence.

Surveys conducted by the Planning Commission reveal that alumni believe that Madeira City Schools did not prepare them well for the cultural diversity of life outside the “Madeira bubble”:

How well did Madeira High School prepare you for cultural diversity?

1 (poor)	10
2	11
3 (average)	12
4	5
5 (excellent)	0

(“Survey of Madeira Graduates; Classes of 1999, 2000, and 2001” Exhibit 2)

While this is a small sample, the results are consistent with the previous survey, cultural diversity being the only area of learning graduates rate below average.

Educational scholars emphasize the important role that schools play in preparing students for a democratic, multicultural society. Calvin F. Meyer and Elizabeth Kelley Rhoades

state that “effective multicultural education is crucial in an era of changing demographics” and define multicultural education as “a transformative movement in education that produces critically thinking, socially active members of society” (1). Yu Ren Dong argues the need for teachers to “promote cross-cultural understanding” (1). Suzanne Miller believes that “sowing the seeds for peace and justice in classrooms could nurture a new generation of world leaders and ordinary citizens who have a vision of a peaceful and just world, and who have both the will and skill to bring this vision to reality” (14). Katherine Hanson and Maria Paz Avery argue that “if a democracy that includes all the nation’s people is to be fostered, it must be modeled in our educational system” (7).

The Madeira student body and staff are predominantly European-American, English-speaking, middle-class, heterosexual, Christian citizens of the United States. This lack of diversity means educational, professional, and social challenges for students and staff who do differ from this profile. It is beyond the scope of this study to determine the overall climate; however, teachers, students, and parents report troubling anecdotal evidence of derogatory language, insensitivity, disrespect, and misconception. Such evidence suggests that the community would benefit from a more deliberate approach to issues of diversity in order to become a fully inclusive environment, where all students and staff feel validated.

If Madeira City Schools is to live up to its stated mission to help students become “responsible, educated and caring individual[s] now and in the future,” it must prepare them to live and work successfully in an increasingly complex, diverse, global society. The purpose of this study is to research and recommend methods to accomplish this goal.

METHOD

- A. Survey of local school districts to determine how they are meeting this challenge
- B. Research into model plans operating in other districts
- C. Scholarly research in the field of education
- D. Brainstorming and community networking to develop ideas that are well suited to Madeira

RESULTS

A. Survey of Local Schools

School District	Diversity Plan	Diversity Council	Comments
Indian Hill	No	No	International parents/family group. Student Culture Club. Some staff training
Loveland	No	No	Would be interested in hearing about anything Madeira implements
Mariemont	No	No	Since diversity and sensitivity are part of core values, do not believe they need to be addressed separately. Some staff training when appropriate.
Milford	No	No	
Norwood	No	No	
Princeton	No	No	School Accountability Teams, based on Ohio Integrated Services Model, working on culturally responsive practices. Professional development activities and a series of in-house pamphlets.
Sycamore	No	Yes	District-wide diversity advisory group and diversity committees in each school. Sub-committees studying recruitment, curriculum and students' perceptions of needs. The school is pleased that this program is going well after some false starts. A successful program takes persistence.
Wyoming	Yes	Yes	Student Diversity Clubs. "Achievement gap teams."

B. Sample Diversity Programs

King George County Public Schools is a Virginia public school district consisting of five schools on multiple campuses. They have a district-wide multicultural education plan with an advisory committee. The committee includes representatives from each school who meet throughout the year to research the concepts of multicultural education and curriculum and to study how these concepts are being implemented in other schools, both in the U.S. and around the world.

Their mission statement is to “develop a quality educational environment based on positive values and to instill in students a sense of character and ethics which will contribute to building an honorable and productive society.”

Each month of the year is given one of the following “values”: Fairness, Responsibility, Honesty, Kindness, Courage, Respect, Perseverance, Cooperation, Dependability, Forgiveness, Patriotism, Patience (see Appendix 1).

The Seven Hills School, Cincinnati, is an independent, co-educational, college preparatory school, educating pre-K through 12th grade on two campuses. They acknowledge diversity in their mission statement, and they employ a full-time diversity director.

The diversity director oversees programs, facilitates workshops and staff training, and is responsible for grant writing. The director’s mission includes bringing students, faculty, staff, and parents to an environment of inclusion where all feel welcome and respected, and racial and cultural differences are seen as assets.

Other on-going efforts to increase exposure and enrichment include Books for Lunch, the Miriam Titcomb Grant for faculty development, and expanded offerings in Upper School curriculum (see Appendix 2).

Montgomery County, Maryland’s, school system is located in the Washington, D.C. suburbs. They have a district-wide diversity program in place and an extensive web site, which includes information on the program and links to resources, such as articles, activities, and an interactive blog designed to provide current information to educators regarding diversity.

The mission of the Diversity Training and Development Team is to build capacity of MCPS instructional leaders to close the race, ethnicity, and socio-economic achievement gap.

The program includes a book club, designed as a forum for discussing current research and best practices related to diversity and equity. The club also provides opportunities to read stories that provide insight into issues of race, ethnicity, poverty, language, and disability as they impact students’ lives (see Appendix 3).

C. Summary of Scholarly Research on Pedagogy and Curriculum

A sizeable body of educational literature compellingly argues for the need to prepare children to function sensitively and successfully in an era of changing demographics and global conflict. The locus of this preparation is the classroom, so a great deal of responsibility falls on teachers, emphasizing the need for professional development. Many Madeira teachers are already addressing issues of diversity in their classrooms, but they would benefit from the support of a district-wide commitment articulated in a comprehensive plan.

Community Involvement

Hanson and Avery advocate a model that involves “student experiences, teachers’ professional lives, school governance, and school-community collaboration” (“Abstract”). For example, they cite one school district’s “three-year staff development plan [involving] every staff person—from superintendent to bus drivers.” The same district organized a “Day on Diversity,” to which they invited 100 community leaders” (5). Catherine Ashcraft describes the difficult discussions that may ensue as communities work on diversity issues. She explores the significance of the language used and warns that “we sometimes may be asking the wrong questions” (702).

“Beyond food, festival, folklore, and fashion”

Meyer and Rhoades argue that “effective multicultural education is crucial in an era of changing demographics” and point out that “in areas where the population is predominantly European-American, grasping a realistic meaning of ‘multiculturalism’ can be difficult.” They adhere to the definition of multicultural education as a “transformative movement in education that produces critically thinking, socially active members of society” (1). However, many educational efforts consist only of “an isolated day of food, festival, folklore, and fashion” (5). They offer a conceptual framework for a more comprehensive approach to achieving “real multicultural literacy” (5).

Teachers’ Attitudes

Dale Titus states that “in the near future, “appreciation for diversity will take on an even greater importance as changing demographics require us to prepare students for life in a society which will become increasingly diverse” (1). He argues that “the perceptions, behaviors, and attitudes of educators have a profound effect on the climate of the school and on the attitudes of students” and recommends teachers make a strong commitment to the ideal of diversity through professional development and “interaction with persons from diverse backgrounds.” “Teacher knowledge, attitudes, and skills,” Titus writes, “interact in the classroom to enhance academic achievement and democratic values” (2).

Manifesto 2000

Suzanne Miller advocates implementing the United Nations’ Manifesto 2000 in the classroom. Over 75 million people have signed the manifesto, promising to:

- Respect the life and dignity of every person without discrimination or prejudice

- Practice active nonviolence
- Share their time and material resources
- Defend freedom of expression and cultural diversity
- Promote consumer behavior that is responsible and development practices that respect all forms of life and preserve the balance of nature on the planet
- Contribute to the development of the community with the full participation of women and respect for democratic principles in order to create together new forms of solidarity (14)

She argues that “a key goal is to strive to create a caring community of learners where diversity is celebrated and children of all races, ethnic groups, socio-economic classes, religions, geographic regions, sexual orientations, and family structures feel both welcomed and affirmed in the classroom. It is important to teach students to move beyond tolerance and acceptance and to become more proactive in stopping bias-related comments and other forms of discrimination” (15). She offers many strategies for educators to achieve these goals:

- Build caring, cooperative classrooms where diversity is celebrated
- Foster cooperation over competition
- Teach nonviolent conflict resolution skills
- Mediate the media
- Provide positive prosocial models
- Promote service learning and encourage advocacy
- Help children see themselves as global citizens
- Encourage children’s participation in decision-making (16).

Teaching Multicultural Literature

Yu Ren Dong argues that “teachers must increase their own cultural knowledge and develop their sensitivity and teaching skills to promote cross-cultural understanding and use multicultural literature to validate expressions of cultural knowledge, perspectives, and differences” However, “research has shown that traditional methods of English instruction do not work when teaching multicultural literature” (1). Teachers’ “limited knowledge and experience about the culture under study” hinders their ability to teach these literary works effectively (2). Dong concludes, “Teachers need to be willing to engage in transformation and to educate themselves about the societies that give rise to the literature” (8).

Poetry in the Social Studies Classroom

Ava L. MacCall recommends using poetry in social studies classrooms: “poetry can often capture [students’] attention and address controversial issues in a meaningful, less-threatening manner. Poets frequently share their personal experiences with cultural diversity, racism, sexism, or classism in short, potent phrases. Poems often affirm women and cultural groups that are less valued in our society, praise individuals who resisted oppression, or portray the harm resulting from prejudicial comments or discriminatory actions” (172).

Poetry and Social Issues

James S. Damico cites research showing how poetry “can help students engender understandings about complex social issues”; how it “helped a group of pre-service teachers make connections between their own lives, other texts, and issues of social justice”; and how it “can cultivate empathy, especially toward those who experience various forms of discrimination, violence, and oppression” (83).

Diversity Issues in the Social Studies Classroom

Andrea Libresco and Jennifer Wolfe discuss how to address diversity issues in the social studies classroom given the time constraints imposed by the climate of state standards and assessment.

Exploring Cultures through Fairy Tales

Ali Al-Jafar and Cary A. Buzzelli studied the use of fairy tales in the classroom and suggest that it “enables children to explore other cultures through direct engagement with some of the underlying values, images, and stories of the cultures” (42).

Thematic Units

Nicole Flood et al report success with the use of cross-disciplinary thematic units. A unit on Mexican culture could, for example, include comparing diets in health class, graphing Spanish word usage in math, discussing plants that survive in arid conditions in science, performing Mexican folk dances in PE, making piñatas and sombreros in art, writing to a Mexican pen-pal in language arts, and researching the culture and history of Mexico in social sciences.

Foreign Language Learning

According to Susan Black, “the U.S. Department of State says ‘deficits in foreign language learning and teaching’ hamper security, diplomacy, law enforcement, intelligence, and cultural understanding” (46). She also reports that “half of U.S. 18-24-year olds have dangerously low cultural understandings of world populations and world events” and that “too many young Americans are unprepared for an increasingly global future” (47). Michael E. Geisler explains that “just learning a foreign language contributes to intercultural understanding. The reason is that with our comprehension of another people’s linguistic makeup comes a better understanding of their mentality; the two are inextricably woven” (2). Although the federal government is urging increased foreign language study as a matter of national security, many school districts are struggling to maintain present course offerings, and there is a shortage of foreign language teachers (Black 46).

D. Development Opportunities for Staff

Bowles Center for Diversity Outreach, Inc., Highland Heights, KY., “Works with educational professionals in preparing p-12 schools, city, county, and state governments and agencies, businesses and corporations, institutions of higher learning, religious institutions, community organizations, and law enforcement agencies to learn diverse strategies and techniques to broaden their world view through educational diversity training, which will foster a better appreciation for all people.” Several Northern Kentucky districts have used their services (Croyle).

Miami University’s School of Education and Allied Professions has initiated the Urban Teacher Academy Program, aimed at building a “culturally sensitive teaching force” (“New Program”). **Dr. Ray Terrell, Professor of Educational Leadership**, who is associated with this program, has spoken to the staff at Princeton City Schools. His presentation was well-received.

Raymond Walters College offers a certificate program in Cultural Diversity, aimed at both full-time students and professionals, such as teachers (www.uc.edu/programs/viewprog.asp?CODE=28CERT1-CDC).

Wilmington College Master of Education Program offers “Social and Cultural Foundations of Education,” a course that helps teachers “recognize that both individual and systemic intolerance among people exists today in part because of educational structures that created and maintained separation among groups in the past.” The course includes a service learning project related to diversity. Projects have included “One World: Teaching Tolerance of Children with Disabilities to Other Elementary Children,” “Mexican/Latino Cultures Literature Unit,” and “Educating Students about the Exceptionality of their High School Peers” (Oettinger 2).

Diversity Book Club. Madeira could make use of facilities in the evening by offering a book club focusing on the literature of diversity, open to both staff and the community. Teachers could receive credit for participation and exchange ideas with parents and other members.

The **Mid-Continent Research for Education and Learning** laboratory (McREL) offers many free resources at their web site (www.mcrel.org/topics/Diversity).

Clauss-Ehlers, Caroline. *Diversity Training for Classroom Teaching: A Manual for Students and Educators.* This is a resource guide for teachers. Many such publications exist.

The Center for Peace Education in Cincinnati offers resources for teachers and opportunities for volunteers.

E. Opportunities for Students

Greater Cincinnati offers countless opportunities for increasing diversity awareness throughout the Madeira City School system. These opportunities fall into three categories:

- On-campus programs, brought into our schools by and from outside sources
- Off-campus programs to which our students can travel
- Inter-campus programs between Madeira schools and other schools in the Cincinnati area, in a community of sharing, both on our school grounds and on the grounds of partner schools.

Off-campus Programs

- Expansion of our current high school “splunge” program to include more (or all) grade levels
- Partnership with local agencies for student service learning opportunities in a diverse setting
- Support of during-the-day volunteer work or joint projects with organizations such as Hamilton County Special Olympics, Visionaries and Voices, and other programs where students could be exposed to a range of individuals of diverse ability
- Support of intern/work-study placements outside Madeira, into culturally diverse areas
- Field trips to the Center for Holocaust and Humanity; the “Mapping our Tears” exhibit is an interactive, environmental theater, featuring testimonies from World War II and the Holocaust
- Field trips to sites such as the Cincinnati Art Museum and the Underground Railroad Freedom Center that focus on diversity issues.

On-campus programs

- Visits by speakers and business leaders who reflect the cultural diversity of our society. Businesspeople, artists, poets and other leaders of different cultures, ethnicities, gender, etc.
- National Underground Railroad Freedom Center Speakers’ Bureau
- Center for Holocaust and Humanity speakers’ bureau
- Cincinnati Art Museum speakers’ bureau
- Celebration of diversity on campus through the recognition of Black History Month and other historic contributions of people from diverse cultures.

- The Peace Resource Center at Wilmington College: programs in peer mediation and conflict resolution. Project Trust is aimed at breaking down barriers between cliques in middle schools (www.wilmington.edu/prc).

Inter-campus programs

- Pen-pal and visiting partnership with a school of “opposite” ethnic makeup from Madeira
- Visits by our high school students to an urban elementary school to read with kids and/or work as peer tutors
- Unified sports and arts programs with other schools to promote teamwork and understanding, for example a mixed intramural sports series, or a joint-effort theater production
- Partnering with a culturally diverse school at one of the area’s outdoor team-building organizations, such as JOY Outdoor Education Center (<http://www.joec.org>)

Funding

Many of the opportunities listed above are free or carry nominal fees. To help cover transportation costs or for more costly programs, a plethora of grant opportunities exist to help fund diversity opportunities for our students. Other grants are available to urban schools with whom we might be able to partner. For example, the Rockefeller Foundation has a Working Communities component that encompasses improving all urban schools.

CONCLUSION AND RECOMMENDATIONS

Madeira needs a diversity program, but to be effective, the program will require capable leadership, clear goals, and sufficient resources. School districts with a diversity plan and/or a diversity director or advisory committee are able to articulate their goals and accomplishments more clearly and enthusiastically. Such clarity of purpose and energy will infuse an entire school with a greater sense of purpose. Madeira is fortunate that the Cincinnati area offers numerous resources for both staff development and student enrichment, just a few of which this report describes. However, ensuring that all members of staff receive adequate development and that all students benefit from a consistent and coherent program is a challenge that will be met only if the district commits fully to providing these opportunities. Adopting the following recommendations would express such a commitment:

- **Establish a Diversity Advisory Council (DAC), comprised of teachers, staff, parents, community members, and students.** The DAC would be responsible for
 1. Evaluating how Madeira is currently addressing diversity issues
 2. Developing a diversity plan with clear strategic goals
 3. Researching and recommending opportunities for both students and staff
 4. Developing a website (linked to Madeira's homepage), highlighting diversity activities and providing links to resources
 5. Grantwriting
- **Provide stable funding for the DAC.** Although many resources and activities are free, the DAC should not be totally dependent on soft money if it is to achieve its goals.
- **Require professional development in diversity issues for teachers and staff.** Although some activities can be voluntary, schools with successful programs agree that it is necessary to make some mandatory.
- **Commit fully to building and maintaining a healthy modern language program.** Counsel students to take modern languages beyond the minimum requirement. Research why so few students take modern languages to AP. Revisit the recommendations made in the Planning Commission's foreign language report. Encourage Post-Secondary Option students to enroll in language classes that Madeira is currently unable to offer (e.g. Arabic, Hindi, Chinese).

Works Cited

“About Madeira.” City of Madeira. 2006. 5 Nov. 2006.

<http://www.madeiracity.com/index.asp?NID=5>.

Al-Jaffar, Ali, and Cary A. Buzzelli. “The Art of Storytelling for Cross Cultural

Understanding.” *International Journal of Early Childhood* 36.1 (2004): 35-48.

Ashcraft, Catherine. “ ‘It’s Just Semantics?’: Investigating a School District’s Decision

to Respect or Value Diversity.” *International Journal of Qualitative Studies in*

Education 17.5 (2004): 685-706. ERIC. Wilmington College Library,

Wilmington, OH. 5 Jan. 2007. www.ohiolink.edu.

Black, Susan. “Our Tongue-Tied Students.” *American School Board Journal* August

2006: 46-48.

Croyle, William. “Educators Gain New Ideas on Diversity.” *Cincinnati Enquirer*.

10. Nov. 2006.

Damico, James S. “Evoking Hearts and Heads: Exploring Issues of Social Justice through

Poetry.” *Language Arts* 83.2 (2005): 137-146. EBSCOHost, *Academic Search*

Premier. Wilmington College Library, Wilmington, OH. 12 Oct.

2006. www.ohiolink.edu.

Dong, Yu Ren. “Bridging the Cultural Gap by Teaching Multicultural Literature.” *The*

Educational Forum 69.4 (2005): 367-382. ERIC. Wilmington College Library.

Wilmington, OH. 24 Oct. 2006. www.ohiolink.edu.

“Fact Sheet: Zip Code Tabulation Area 45243.” U. S. Census Bureau. 4 Nov. 2006.

<http://factfinder.census.gov>.

Flood, Nicole, et al. “Teaching the Whole Enchilada: Enhancing Multiculturalism

through Children's Literature in the Content Areas." *Reading Horizons* 33.4 (1993): 359-365.

Geisler, Michael E. "To Understand a Culture, Learn Its Language." *Chronicle of Higher Education* 52.29 (24 Mar. 2006): B11-B12. EBSCOHost, *Academic Search Premier*. Wilmington College Library, Wilmington, OH. 29 Jan. 2007. www.ohiolink.edu.

Hanson, Katherine, and Maria Paz Avery. "Valuing Diversity in Schools: A Model for Systemic Restructuring." Annual Meeting of the National Middle Schools Assoc. Portland, OR. Nov. 1993. ERIC. Wilmington College Library, Wilmington, OH. 5 Jan. 2007. www.ohiolink.edu.

Libresco, Andrea, and Jennifer Wolfe. "Moving Students from Personal to Global Awareness." *Social Education* 67.1 (2003): 44+.

McCall, Ava L. "Using Poetry in Social Studies to Teach about Cultural Diversity and Social Justice." *The Social Studies* July/August (2004): 172-176.

Meyer, Calvin F., and Elizabeth Kelley Rhoades. "Multiculturalism: Beyond Food, Festival, Folklore, and Fashion." *Kappa Delta Pi Record* 42 (2006): 82-87. ERIC. Wilmington College Library. Wilmington, OH. 24 Oct. 2006. www.ohiolink.edu.

Miller, Suzanne. "Building a Peaceful and Just World." *Childhood Education* 82.1 (2005): 14-18.

"New Program to Boost Diverse, Culturally Sensitive Teaching Force." Miami University. 2 Feb. 2007. www.miami.muohio.edu/news/article/view/1104. 12 Feb. 2007.

Oettinger, LeighAnn. "Teaching Tolerance through Service Learning." *The Witness*.

8 Feb. 2007. 2.

"Projected Population of the United States, by Race and Hispanic Origin: 2000 to 2050."

U.S. Census Bureau, 2004. "U.S. Interim Projections by Age, Sex, Race, and

Hispanic Origin." 4 Nov. 2006. www.census.gov/ipc/www/usinterimproj.

"Survey of Madeira Graduates: Classes of 1999, 2000, and 2001." Madeira City Schools

Planning Commission. 11 May 2006.

Titus, Dale. "Teaching Tolerance and Appreciation for Diversity: Applying the Research

on Prejudice Reduction." Annual Meeting of the Assoc. for Supervision and

Curriculum Development. San Antonio, TX. 23 Mar. 1998.

APPENDIX 1

(Diversity Study)

KING GEORGE COUNTY PUBLIC SCHOOLS

Division-Wide Multicultural Education Plan

King George County Public School Division does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, disabling condition, or sex in its educational program or employment.

King George County Public Schools has a Division-Wide Multicultural Education Advisory Committee with representatives from all five (5) schools. These individuals meet several times throughout the school year to research the concept of multicultural education and curriculum and study how the concepts are being implemented in other schools and institutions throughout the United States and the world. In addition, the committee is developing in-services and training for division employees.

Below is an excerpt from the book, Planning and Organizing for Multicultural Instruction, by Gwendolyn C. Baker. Ms. Baker has published several books on the topic of multicultural education, and the committee feels that her views and philosophy express the beliefs of our committee.

Students learn better if they are able to relate to what is being taught. The same rationale should be used for any student or group of students whose ethnic and cultural backgrounds differ from what has been considered traditional or mainstream in American society. As a school division, the basic skills must be taught to all children as the first step in helping them develop their capacities. To achieve this first step, all curriculum must change.

The need to change and design instructional strategies to be compatible with the learner's learning style and background is every bit as crucial as the need to change curriculum. The way children learn is often controlled by factors other than those learned in the formal school setting. Some children learn better when the style of instruction is consistent with their lifestyles. Teachers and schools must be more familiar with the various lifestyles. Teachers and schools must be more familiar with the various lifestyles their students bring to the classroom.

Multicultural education must be thought of as a process and not simply as a program. In other words, all education should be multicultural. Education, in general, should be viewed as the process through which students are provided with instruction and experiences that acknowledge the cultural backgrounds of all individuals and through which they are prepared to develop a more just and equal society.

Ms. Baker stated, "Educators must begin to realize that multicultural education can benefit all children. If multicultural education is seen as a process -- a process for helping *all* children, including the non-minority child, understand their place in society and in the universe, then and only then will the goals and aims of education be achieved."

The goals of multicultural education support and encourage individuals to become more aware of their cultures, to have an understanding and appreciation of other cultures, to participate in one or more cultures while assuming responsibility for maintaining a shared national culture.

The process of multicultural education should begin with the very earliest experiences a child has with school. The entire educational environment should reflect the pluralistic nature of society and not be confined to the immediate school community and/or classroom. A total approach will involve far more than the academic curriculum, although the general trend is to make changes in the content taught in classrooms. A total approach means a revamping of educational objective and goals. It means making sure that hiring policies ensure diverse staffing patterns, that curricula revisions are comprehensive and include ethnic and cultural content, that instructional materials are bias-free, and that inservice training programs provide teachers and staff with information and assistance on how to make education multicultural. A total approach will certainly include and involve the entire school community and will capitalize on the richness of resources that can be provided through students, parents, and other members of the school community.

This plan represents a collection of ideas and beliefs. It is the hope that this plan will assist in the development of the multicultural education process

**Division-Wide Multicultural Education Advisory
Committee**

Central Office: Richard J. Roberts

School Board Liaison: Sherrie Allwine

School Representatives:

King George Elementary: Ethel Parker

Potomac Elementary: DeBorah Bushrod

Sealston Elementary: Preston House

King George Middle: Christine Steppe

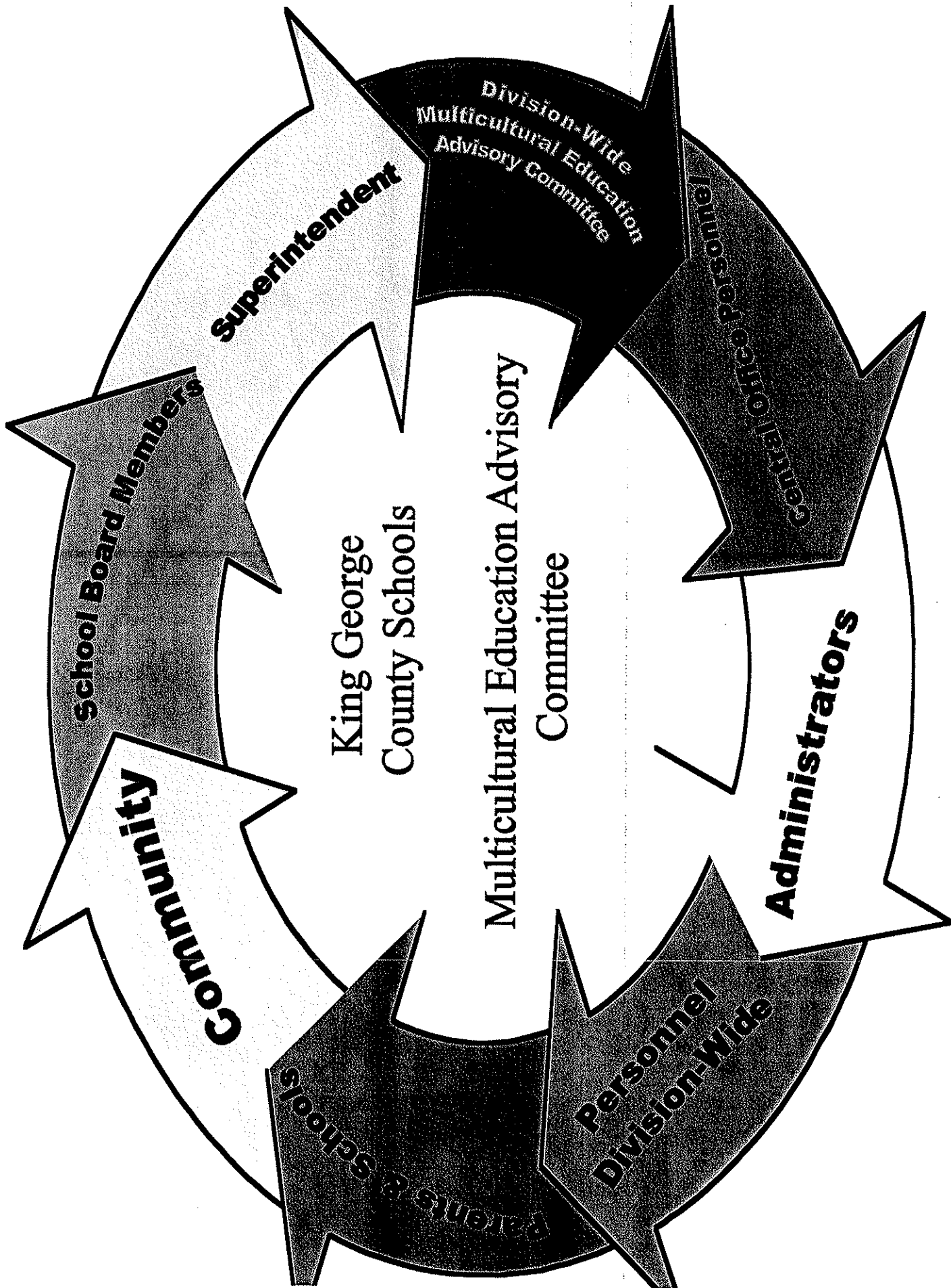
King George High: Henry Askew

Multicultural Education Responsibilities

- A. An organization chart for implementing the multicultural plan is enclosed. Included with the organizational chart is a list of responsibilities of individuals in implementing each of the major areas outlined in the recommendations of the King George County Schools Multicultural Education Advisory Committee. The Superintendent will evaluate the progress being made toward implementing the recommendations of the Multicultural Education Advisory Committee and determine whether or not additional positions are needed. If it is determined that additional positions at the building level are needed, the Superintendent will make specific recommendations to the members of the King George County School Board.
- B. The Multicultural Education Advisory Committee will meet quarterly with the Director of Education. The committee will be composed of a representative from each school.
- C. Subject (Mathematics, Science, Social Studies, English, etc.) area curriculum teams will be provided time to ensure their involvement in the development of a multicultural education curriculum.
- D. Each school multicultural committee will meet throughout the school year to plan, integrate and assess program activities.

The Elementary School Committee will be composed of the building principal/designee, a representative from each grade level and special areas (Special Education, Art, Music, Physical Education, etc.), support personnel (nurse, guidance, instructional aides, cafeteria, bus, custodians, etc.) parents and community representatives.

The Secondary School Committee will be composed of the building principal/designee, a representative from each department, support personnel (nurse, guidance, instructional aides, cafeteria, bus, custodians, etc.) parents and community representatives.
- E. School-wide activities, special events and performances will be conducted to promote respect and fair treatment for all.



Goal #1: Promote appreciation, tolerance and understanding and respect among students and school personnel for people with diverse backgrounds.

Strategies	Responsibility	Date	Assessments
Develop a division-wide calendar that celebrates diversity.	School Board Calendar Committee	Annually	The publishing of the calendar.
Develop a building-level multicultural educational plan that reflects the division's multicultural philosophy.	Building Level Committee	Annually	These individual plans will be submitted to the Superintendent and the School Board and will be implemented upon approval.
Provide teaching tolerance materials to the staff.	Director of Education/ Principals	Annually	The use of the materials will be reflected in each school's Multicultural Plan and survey.
Cast a wide net when recruiting new employees.	Director of Personnel	Annually	The Director of Personnel will provide the School Board and the Superintendent with a detailed list of the newly hired teachers, according to diversity.
Continue with the teacher mentor program.	Director of Personnel/ Principals	Annually	The mentor teachers will work with their proteges on a daily basis throughout the school year.

Goal #2: Ensure that the school environment reflects and respects the diversity of all people throughout the school division and the community.

Strategies	Responsibility	Date	Assessments
Expose children to a variety of traditions and cultures.	Administration/ Teachers	On-going	Each school will publicize and conduct appropriate programs.
Evaluate the cultural diversity reflected in the art and music classes and the literature selections read.	Administration/ Teachers	Annually	The school-wide multicultural committees will assess the art, music and literature taught and will make recommendations concerning the diversity of the selections.
Funds will be made available to the schools and the libraries from the Multicultural Budget to purchase tolerance-related books, films, magazines and other materials.	Teachers, Staff and Committee Members	Annually	Each school will provide an updated annual inventory of materials purchased using Multicultural funds.
Value the input of every employee.	School Renewal/ Improvement Committees	Even Years	Each school will conduct a multicultural survey of its staff members and forward the results to the Division-Wide Multicultural Advisory Committee.
Implement a project at each school that reflects diversity and fosters tolerance.	Staff and Administrators/ Students/ Community	Annually	Each school will make a presentation to the School Board in the Spring of each year and the project pictures or descriptions will be on each school's website.
Share the multicultural concepts with others within our community.	Staff and Administrators Students/ Community	On Going	An individual from a county agency or business will be invited to sit on each school's multicultural committee.

Goal 3#: Include and teach multicultural education in the instructional curriculum at all grade levels and subject areas.

Strategies	Responsibility	Date	Assessments
Schedule programs/assemblies utilizing Bluemont and Theatre IV.	Building Administration	Annually	A list of the programs presented will be provided at the end of the school year.
Provide opportunities for students to participate in field trips related to diversity.	Administration/ Teachers	Annually	A list of sites visited will be provided at the end of the school year.
Ensure that multicultural activities are incorporated in all curriculum revisions.	Administration/ Teachers	On-going	The final products will reflect the efforts put forth.
Provide opportunities for students to create murals/art work that reflect diversity and tolerance.	Administration/ Teachers/ Community	Annually	Each school via an exchange program and/or the schools' websites will share the final product.

Goal #4: Integrate into the curriculum various perspectives and contributions which continue to shape our global society.

Strategies	Responsibility	Date	Assessments
Develop a local history program.	Administration/ Teachers/ Community	On Going	Local citizens will be asked to participate in the development of a living history of our county and our country.
Provide students with the opportunity to get in touch with people in different parts of the community, country or the world.	Administration/ Teachers	On Going	Incorporate a pen pal program into the writing curriculum.

Goal #5: Prepare students to live, learn and work in an ever-changing society by fostering appreciation, respect, tolerance and understanding for people of diverse backgrounds.

Strategies	Responsibility	Date	Assessments
List equity and diversity websites on the school division's webpage.	Staff and Multicultural Committee	Annually	The websites will be shared with the students and incorporated in the curriculum by the teachers.
Gather information about local volunteer opportunities and encourage the staff and the students to participate.	Staff and Administration	Annually	Students and teachers will become involved and some type of credit/recognition will be provided.
Frequent minority-owned businesses and get to know the proprietors.	Staff and Administration	Annually	Teachers and staff will provide each other with this information through postings in planning areas and faculty lounges.
Start a "language bank" of volunteer interpreters for all languages used in the community.	Staff and Administration	Annually	The "language bank" will be updated annually in a written form and made available to the KG Sheriff's office and other county agencies.

Goal #6: Provide staff development opportunities related to diversity and tolerance for all employees.

Strategies	Responsibility	Date	Assessments
Gather information concerning diversity and tolerance training.	Division-Wide Multicultural Committee	Annually	Representatives will be sent to receive the training and develop workshops for all employees.
Provide opportunities for staff members to participate in individual and group activities related to diversity and tolerance.	Administration/ Teachers	Annually	Multicultural course(s) in conjunction with Mary Washington College will be offered to staff members. In addition, staff will be provided opportunities to attend local/state or national multicultural conferences.

RESOURCES

- ◆ Multicultural Education Terminology
- ◆ Principles & Goals of Multicultural Education
- ◆ The Eight Characteristics of the Multicultural School
- ◆ Suggestive Reading

Multicultural Education Terminology

1. **Culture:** the learned, shared and transmitted social activities of a group that satisfies all basic needs for survival.
2. **Differently-abled:** a term which affirms the wide range of physical and mental abilities of individuals. This term is used in place of disabled and handicapped.
3. **Diversity:** includes ethnic and racial minority populations, religious groups, language differences, gender differences, economic conditions, regional limitations, physical and mental disabilities, age groups, and other distinctions.
4. **Ethnic group:** a group of people within a larger society that is socially distinguished or set apart by others and/or itself, primarily on the basis of race and/or cultural characteristics.
5. **Gender Equity:** an equal chance for females and males at learning, regardless of the subject; preparing for future education, jobs, and careers; high expectations; developing, achieving, and learning; equitable treatment and outcomes in school and beyond. Gender equity is linked to and supports race, ethnic, economic, disability, and other equity concerns.
6. **Global society:** interconnectedness of cultures and communicates around the world.
7. **Inclusion:** to involve all individuals as part of the whole process.
8. **Multicultural Education:** education which embraces the diversity and interdependence of the population to include the factors of race, ethnicity, gender, religion, language class, differently abled and age. Multicultural education is non-biased and pluralistic; it applies to all the disciplines. Education which is multicultural reflects diversity in curriculum content and teaching methodologies.

- 9. **Pluralism:** a process of compromise characterized by mutual appreciation and respect between two or more ethnic groups, such that members of different groups are permitted to maintain their cultural ways, as long as they conform to those practices deemed necessary for the survival of the society as a whole.
- 10. **Stakeholders/Shareholders:** includes all citizens of King George County, the elected officials, parents/guardians, Central Office staff and administration, building level administrators and guidance personnel, teachers, support staff and students.
- 11. **Tolerance:** sympathy or indulgence for beliefs or practices differing from or conflicting with one's own.

Principles of Multicultural Education

1. Multicultural education is a process.
2. The development of a multicultural approach to education should be comprehensive and complete.
3. Multicultural education should be developed in an environment that is conducive and supportive.
4. All of the participants in the school community should be involved in the development of multicultural education.
5. The training and education of staff, teachers, parents, and community leaders is essential.
6. Multicultural education should begin with the background of the students for whom the process is intended.
7. The development of multicultural education should take place over an extended period of time.
8. The instructional component of multicultural education must be integrated throughout the curriculum.

Book: *Planning and Organizing for Multicultural Instruction*,
by Gwendolyn C. Baker

Appendix |

Goals of Multicultural Education

- Goal I:** One goal of multicultural education is to help students become more aware of themselves as individuals and of their culture and/or cultures.
- Goal II:** A second goal of multicultural education is to help individuals develop an understanding and appreciation for the culture of others.
- Goal III:** A third goal of multicultural education is to encourage individuals to support and to participate in as many different cultural groups as they choose.
- Goal IV:** A fourth goal is to help individuals reach their full potential so that they are in control of their lives and thereby become empowered.

Book: *Planning and Organizing for Multicultural Instruction*,
by Gwendolyn C. Baker

Appendix 1

The Eight Characteristics of the Multicultural School

1. The teachers and school administrators have high expectations for all students and positive attitudes toward them. They also respond to them in positive and caring ways.
2. The formalized curriculum reflects the experiences, cultures, and perspectives of a range of cultural and ethnic groups as well as of both genders.
3. The teaching styles used by the teachers match the learning, cultural, and motivational styles of the students.
4. The teachers and administrators show respect for the students' first languages and dialects.
5. The instructional materials used in the school show events, situations, and concepts from the perspectives of a range of cultural, ethnic, and racial groups.
6. The assessment and testing procedures used in the school are culturally sensitive and result in students of color being represented proportionately in classes for the gifted and talented.
7. The school culture and the hidden curriculum reflect cultural and ethnic diversity.
8. The school counselors have high expectations for students from different racial, ethnic, and language groups and help these students to set and realize positive career goals.

Book: *An Introduction to Multicultural Education* (2nd Edition, Allyn and Bacon, 1999)

By: James A. Banks

Suggestive Reading

Baker, Gwendolyn C. (1994-Second Edition). Planning and Organizing for Multicultural Instruction. Massachusetts: Addison Wesley.

Appendix 1

APPENDIX 2
(Diversity Study)

Appendix 2



Home > About Us > Mission Statement

ADMISSIONS ALUMNIAE NEWS & CALENDAR SCHOOL LIFE SUPPORT SEVEN HILLS VISITORS

SEARCH

- Home
- About Us
- ACADEMICS
- ADMISSIONS
- CAFETERIA
- CHRONOLOGY
- SUSTAINABILITY INITIATIVE
- FACULTY
- MISSION STATEMENT**
- WELLNESS

Mission Statement

The Seven Hills School provides an education of superior quality in a college preparatory program which emphasizes:

- * Academic excellence
- * Individual expression and development
- * Service to school and community

Seven Hills cherishes community, and diversity in that community, and believes that students develop best when they work hard in an atmosphere of open inquiry, trust, mutual respect, civility, and compassion.

Seven Hills students are encouraged to find out who they are and where their talents lie. The school helps them acquire the intellectual, aesthetic, moral, physical, and social qualities they need to become participating citizens and responsible leaders.

Home | Visitors | Calendar | Admissions | Alumni | News & Calendar | School Life | Support Seven Hills | Contact Us | Privacy Policy | Site Map

Appendix 2

 **The Seven Hills School School Life**

Home > School Life > All School Offerings > Diversity at Seven Hills

ADMISSIONS ALUMNI/AE NEWS & CALENDAR SCHOOL LIFE SUPPORT SEVEN HILLS VISIT

SEARCH

All School Offerings

..DIVERSITY.AT SEVEN HILLS

Diversity Policy

Letter from Director of Diversity Programs and Community Outreach

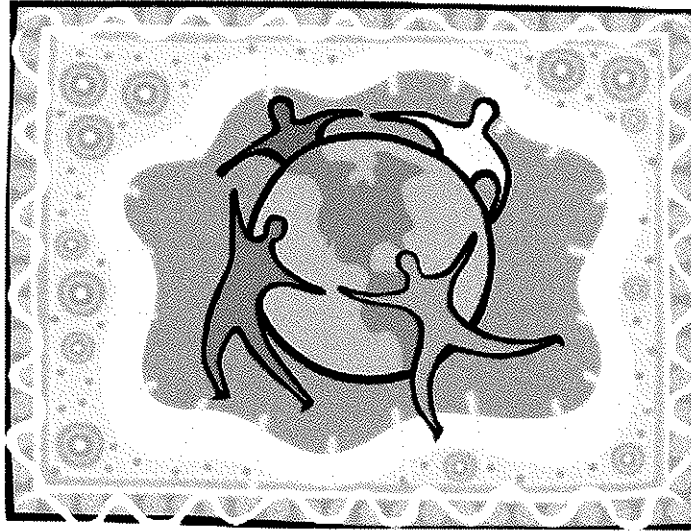
About WE Book Club

Upcoming Events

HOURS/CONTACT

SUPPORT SERVICES

Diversity at Seven Hills



As part of its strategic plan, The Seven Hills School is working to build the readiness of its students for a global community. In order to do this effectively, the school promotes diversity in its curriculum and its school life.

What is diversity?

Diversity in the Seven Hills community represents the differences among people, including race and ethnicity, culture, religion, age, ability, gender, sexual orientation, national origin, socioeconomics, and religion. Within this, diversity also includes differences in learning styles, family structures, and belief systems.

Why is diversity important to the school community?

Each day, the United States is becoming a more global society. Therefore, it is up to schools to prepare their students for life in a global world. Through interaction with persons from various backgrounds and with different perspectives, students will become more comfortable to interact and communicate cross-culturally; they will also be able to look at things from different points of view and capitalize on the talents that each person brings, regardless of their background. This, in itself, is an important skill set for our students to have. In addition, research indicates that by having a more diverse experience, students become better critical thinkers and

Appendix 2

problem solvers. In addition, according to research conducted by Patricia Gurin, a professor of Psychology at the University of Michigan, "students learn better in a diverse educational environment, and they are better prepared to become active participants in our pluralistic, democratic society once they leave such a setting." Schools are training grounds for our children, equipping them with important life skills that can be utilized daily. By ensuring that our students have a diverse experience early on in their educational journey, we are guaranteeing that they will be the leaders and trendsetters of the next generation.

What is the role of the Director of Diversity Programs and Community Outreach within the school community?

The Director of Diversity Programs and Community Outreach works with all constituents of the Seven Hills School to create programs that increase diversity awareness, as well as create an open and inclusive atmosphere where all persons feel that they are an integral part of the community. In addition, the Director of Diversity Programs and Community Outreach:

- works closely with students in the classroom and various student organizations
- serves as a resource to parents, faculty, and administration
- develops learning opportunities for faculty and students, parents and the administration
- assists admissions office when needed
- works closely with division heads in the recruitment of faculty of color
- serves as a liaison between the school and the parent community
- finds partnerships with community organizations for service projects

Titcomb Fund takes teachers to Alaska, Tunisia

One of three funds for faculty development at Seven Hills, the Miriam Titcomb Fund was established by Betty Goldsmith and other alumnae in 1978 to fund teachers' personal enrichment experiences. The following are excerpts from the December 16 presentations by the 2003 recipients. The third recipient, Middle English teacher Tricia Hoar, was on maternity leave in December and will report later this year.

Middle English teacher Ann Gimbert was able to visit Alaska—a lifelong dream since grade school.

"I spent eleven days in south-central Alaska exploring many of the varied settings of Alaskan authors whom I enjoyed in elementary and high school as well as authors I have read more recently. My whirlwind tour included hiking the tundra of Denali National Park and flying over the summit of Denali, whitewater rafting the Matanuska River, as well as biking the Copper River valley along the southwestern border of the Wrangell-St. Elias National Park & Preserve.

Once inside the park, I spent a day hiking on the Root Glacier (pictured below) and saw many amazing ice formations. I took a flight tour out of the park and saw breathtaking mountains and glaciers. Afterward, I biked 31 miles up a mountain pass then zoomed down an eight-mile descent through a canyon past waterfalls and onward another 24 flat miles to Valdez. After ferrying across Prince William Sound, I hiked in a temperate rain forest in the Chugach State Park near Girdwood. From Whittier, I took a boat taxi to Blackstone Bay, where I hopped into a sea-kayak and viewed calving tidewater glaciers, seals, bald eagles, and numerous other kinds of birds.

"There are too many experiences to describe them all. Wrangell-St. Elias National Park provided firsthand science lessons in plant succession, plate tectonics, and glacial carving of the landscape. While hiking on the Root Glacier, I followed the footsteps of John Muir. Like Muir, I gazed 'down into the beautiful pure blue crevasses and [drank] at the lovely blue wells, the most beautiful of all Nature's water-basins.' Flying out of the park, I viewed a rare rock glacier, a braided river system, as well as the confluence of two distinct glaciers; their ice colored differently from the sediment carried from different mountains.



"This exploration of America's last frontier gave me the opportunity to follow my passion for nature's undeveloped grandeur, one that I have long explored through many different types of reading, as well as to gain a better understanding of Alaska, both in the geographic and scientific sense. I thank the Titcomb Committee for this incredible experience."

Middle math and social studies teacher Jason Rancatore's project, "Tunisia: African, Mediterranean, European, and Arabic," gave him the opportunity to experience the rich cultural diversity of the Arab country and former French colony on the northern coast of Africa.

"I want to thank the school and the Titcomb Committee for this opportunity. Quite simply, it was an amazing, challenging experience. When giving my presentation, all of the struggles and comical moments I had with the language, sweltering weather, how to get myself into museums, trying to recall where that good chwarma stand was, and maniacal louage drivers came roaring back and I am grateful to look back in wonderment. Spending 26 days in a country is not enough time to fully grasp the culture of the area. But those 26 days showed me that there is no substitute for firsthand experience of culture.

"I returned to the United States with a myriad of experiences. There were so many incredible moments, some of which I captured on film or audio tape, and some that I can only tell you about. I was able to photograph the largest Roman coliseum outside of Rome itself at El Jem. That night, I returned to listen to the symphony and recorded the concert. Every time I hear those recordings I feel the warm air, recall the soothing peace I felt, and marvel at the many colored lights illuminating the coliseum. I am able to share some of what I felt through my pictures and recordings.

"On the way to El Jem, on a crowded train, my pack about five rows behind me, a group of young men and women began singing. They were passionate, joyful songs. I knew nothing of the words; I could only see smiling faces and hear pulsing rhythms. No camera, no recorder in my reach. My pack was too far behind me, the train too crowded for me to bother. At first I was disappointed, but then I was happy and glad to have been there."

Behind Jason is Cap Blanc, the northernmost point on the African continent.



Books for Lunch 2005 presents author Luis Rodriguez

Seven Hills is pleased to present award winning poet and author Luis Rodriguez as the guest author for its nineteenth annual Books for Lunch author luncheon Friday, February 4. His talk will

be "Imagining Peace and Community in a Time of Violence and Chaos." The luncheon, which is open to the community, will take place at noon at the Westin Hotel downtown. Sponsored by the Seven Hills Upper School Parent Association and Time Warner Cable, Books For Lunch 2005 will also include a Dinner with the Author at the home of Seven Hills parents Laura and Paul Brunner on February 3 at 6:30 p.m.

Against tremendous odds, including a youth immersed in gangs, drugs and violence, Luis Rodriguez has emerged as a leading Chicano writer, with published books in memoir, short stories, children's literature and poetry. He is best known for his memoir of gang life, *Always Running: La Vida Loca, Gang Days in L.A.*, which won a Carl Sandburg Literary Award and was chosen as a *New York Times* Notable Book for 1993.

Gary Soto, in *The New York Times Book Review*, wrote of *Always Running*, "Rodriguez' account of his coming of age is vivid, raw...fierce, and fearless.... Here's truth no television set, burning night and day, could ever begin to offer." Suzanne Ruta of *Entertainment Weekly* wrote, "Every spiky anecdote... supports this former gang member's view of the violence as collective suicide." And Jonathon Kozol, author of *Savage Inequalities*, called *Always Running* "an absolutely unique work: richly literary and poetic, yet urgent and politically explosive at the same time.... A permanent testament to human courage and transcendence."

In addition to his writing, Luis Rodriguez is the founder of Tia Chucha Press, the publishing wing of the Guild Complex, a not-for-profit literary arts organization in Chicago, which publishes socially-engaged poetry. In 1997, Luis' work with Youth Struggling for Survival, a Chicago based not-for-profit community group working with gang youth, was featured on the *Making Peace* PBS TV series. Luis was recognized by the Illinois Teachers of English who awarded him the 2000 Illinois Author of the Year. And in 2001, Luis was honored as one of fifty individuals from around the world to be recognized as "Unsung Heroes of Compassion" in an award ceremony presided over by His Holiness the Dalai Lama.

Rodriguez has spent over twenty years as an inspirational speaker, conducting workshops in prisons, juvenile facilities, and migrant camps, as well as colleges and conferences. He currently resides in the San Fernando Valley section of Los Angeles, where his most recent venture is Tia Chucha Café



"Imagining
Peace and
Community
in a Time of
Violence and
Chaos"

Books for Lunch '05
Author Luncheon

Cultural. Tia Chucha is a bookstore, café, art gallery and performance space. He has recently completed his first novel, *Music of the Mill*, which will be published in the spring of 2005.

Ticket prices are the following: Author luncheon—\$40 each; Dinner with Author—\$65 each; Patron (includes two Dinner with Author tickets and two luncheon tickets)—\$250; Sponsor (includes two Dinner with Author tickets and a table for eight at the luncheon)—\$500.

Invitations will be mailed in late December. For reservation information, phone 513-321-7586. Reservations are requested by January 21.

Chairing the Books for Lunch 2005 Committee is Kristi Woodworth, and the following are heading subcommittees: Marlene Baer, Kathy Deubell, Mary Lou Fink, Linda Greenberg, Nancy Gilman, Mary Howard, Lib Ott, David Reid, and Karen Wood. They are being assisted by a record number of volunteers!

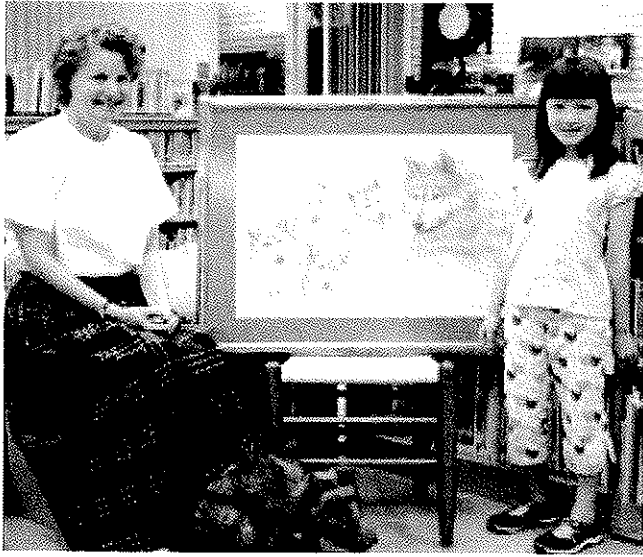
Book Club Members:

Consider making one of Luis Rodriguez' books your next read, then reserve a table at the luncheon to hear and meet the author.
Bring your friends—everyone is welcome!

Available at the Seven Hills Spirit Shop:
Always Running: La Vida Loca, Gang Days in L.A.
Republic of East L.A. (short stories),
Trochamocha (poetry), and *It Doesn't Have to Be This Way*.
A Bimbo Story (bilingual children's book)

We are grateful for the sponsorship of Time Warner Cable and the generous support of all of the sponsors who contribute to the success of Books for Lunch.

Artist honors Doherty library



Linda Wolfe, Sophie Leung-Wolf, and (at bottom) Mr. Wolfe.

Linda Wolfe, new librarian at Doherty and former Unit I teacher (her students were the Wolfe Pack), has a very special way to celebrate her new position. The grandmother of second grader Sophie Leung-Wolf, world renowned artist Jane Ma Leung (pictured at right), created an original pencil drawing, "Mr. Wolfe's Story Hour," which she presented to the Doherty library and Linda Wolfe in honor of her new position. In addition, Sophie's mother, Elaine Leung-Wolf, wrote the verse for a book Linda produced starring the puppet Mr. Wolfe.



"Comparative Religions" elective added to Upper curriculum

The Upper School has added a new elective to its History curriculum—Comparative Religions—designed and taught by Head of School Sandra Theunick. In its first year, 21 seniors are taking the one-semester course.



"This course is meant to prepare participants to be better world citizens by giving them a basic understanding of the five most practiced world religions: Hinduism, Buddhism, Judaism, Christianity and Islam," said Ms. Theunick. "Each tradition is studied from the perspective of its historical and cultural roots, and each will be viewed in light of the positive contributions it makes in the lives of its commu-

nity of practitioners. As pertinent current events arise, we will examine them in the light of what we know.

"If religious prejudice, as any prejudice, is based on ignorance and fear, this course should provide enough information and firsthand encounter, to move students beyond tolerance to genuine respect for religious differences."

This year classroom presentations have included a presentation on Hindu weddings and marriage customs by Upper parents Mahendra and Sangita Vora and by teacher Julie Lusenhop, who practices Buddhism. Field trips have included visits to a Hindu temple, a Buddhist monastery, the Plum Street/Wise Temple, a Christian church, and the Islamic Center.

Prize Scholarship Competition for Outstanding Middle and Upper Math/Science Students

Frederick Hauck Scholarship Competition

Application Deadline January 10, 2005

Winners will be announced at a special assembly on February 24. Winning students entering grades 9-12 will receive one-year scholarships of \$1,000 to be applied to the 2005-06 tuition at Seven Hills. Winning students entering grades 7-8 will receive a grant of \$250 to be applied to tuition in an approved summer enrichment program.

For more information and a scholarship application:

- ▲ Applications may be picked up from Middle and Upper School offices beginning December 1.
- ▲ For questions, please contact Duane Sanders, Head of the Science Department.



Seven Hills parents Mahendra and Sangita Vora

Seven Hills receives \$2 million gift to support diversity initiatives

Head of School Sandra Theunick recently announced "great news for Seven Hills. The Robert C. and Adele R. Schiff Foundation and current parents Jim and Beth Schiff have committed to a gift of \$2 million over the next eight years to be directed to supporting diversity initiatives, financial aid and faculty professional development."

The largest gift ever made to the school, the funds will support Seven Hills' efforts in addressing the priority of its current strategic plan which deals with "Building Readiness for a Global Community: Promote Diversity and Inclusiveness in the Curriculum and School Life."

Sandra Theunick continued, "This gift will help us realize our diversity goals in many ways, from faculty training to enabling more talented students to attend Seven Hills. A key part of Seven Hills' Mission, diversity provides students with a window to the world.

"As time goes on, we will clarify more specifically how the funds will be allocated. For now, all that we can do is say 'Thank you' to Jim and Beth Schiff and to the Schiff Foundation for this great tribute to our school and faculty."



Director of Admission Peter Egan, Board President Jim Schiff, Beth Schiff, and Head of School Sandra Theunick.

ies, and marketing and public relations are the areas around which groups have been formed. Our goal is to provide a focused forum for the sharing of good new ideas for program improvement, to implement change as soon as possible when it is warranted, and to keep people talking with one another in the areas for which they hold some mutual responsibility. These groups complement the broader agenda of general administrative meetings, which also take place weekly. Although at first glance these groups may not appear directly related to "bringing out the best in every student," in fact they are incredibly helpful in that task, since they enable us to assess our programs on a regular basis, make necessary adjustments and plan for the future.

Obviously, the first people who bring out the best in our children every day at school, hour after hour, are the mem-

"...the phrase 'bringing out the best in every student' [is] being lived out every day in our classrooms, athletic facilities, and arts venues, in the libraries, the corridors and wherever Seven Hills students and teachers find themselves. There is a passion here for helping our students, young and old, discover their potential, their power and their opportunities for growth."

bers of our faculty. Professionals who choose to teach at Seven Hills and who are chosen for that task exhibit the passion of educators who see the child far beyond the subject matter or the grade on the report card. That has always been the case. These days, however, our teachers are joined by a host of other professionals who work with them and with the students, sometimes behind the scenes, unbeknownst to many, who also share our common goal of helping our young people thrive in every possible way in this community.

We all know that today's children live in a world of information overload in which they are bombarded at times by media images of violence, sex, and materialism. Their parents couple those same pressures with the additional concerns, at the very least, of economic and global security. Independent schools like Seven Hills are trying to provide a supportive, joyful, positive and informed context for dealing with these challenges, in which children can feel secure and supported as they prepare themselves intellectually, socially and emotionally for becoming world citizens. In these times, "bringing out the best in every student" can be more complicated than meets the eye. I can't think of a school in the country that is more up to the task, however, than Seven Hills.

Sandra Theunick

From Exclusive to Inclusive: Signposts and Stages

CONTINUUM ON BECOMING AN ANTI-RACIST MULTICULTURAL INSTITUTION					
Racial and Cultural Differences Seen As Deficits → → → Tolerant of Racial and Cultural Differences → → → Racial and Cultural Differences Seen as Assets					

STAGE ONE: EXCLUSIVE	STAGE TWO: PASSIVE	STAGE THREE: SYMBOLIC CHANGE	STAGE FOUR: ANALYTIC CHANGE	STAGE FIVE: STRUCTURAL CHANGE	STAGE SIX: INCLUSIVE
Policies and Practices	Policies and Practices	Policies and Practices	Policies and Practices	Policies and Practices	Policies and Practices
A De Facto Segregated Institution	A "Club" Institution, Taking No Action	An Open Institution, Recognizes and Takes Action	Awakening Institution, Educating Self And Others	A Redefining Institution, Initiating, Preventing	A Transformed Institution
Actions	Actions	Actions	Actions	Actions	Actions
Denying/Ignoring	Recognizing, No Action	Recognizing, Taking Action, Educating Self	Educating Others	Supporting, Encouraging	Initiating, Preventing
Social Justice	Social Justice	Social Justice	Social Justice	Social Justice	Social Justice
Nil	Noblesse oblige	Service-oriented	Reassessing	Collaborative	Accountable, Engaged
Moving Forward	Moving Forward	Moving Forward	Moving Forward	Moving Forward	Moving Forward
Raising Awareness	Understanding The Nature of Oppression	Symbolic Change	Awakening	Redefining	Antiracist and Multicultural

Jacqui James
Anti-Oppression Programs and Resources Director
UUA Religious Education Dept.

Continuum on becoming an Anti-Racist, Multicultural Institution

Racial and Cultural Differences Seen as Deficits	Tolerance of Different Racial and Cultural Differences	Racial and Cultural Differences Seen as Assets
--------------------------------------------------	--------------------------------------------------------	------------------------------------------------

Monocultural --->	Multicultural --->	Anti-Racist --->	Anti-Racist, Multicultural
-------------------	--------------------	------------------	----------------------------

Exclusive	Passive	Symbolic Change	Analytic Change	Structural Change	Inclusive
An Segregated Institution	A "Club" Institution	An Open Institution	Awakening Institution	A Redefining Institution	A Transformed Institution
Intentionally and publicly enforces the racist status quo of complete exclusion of African Americans, Native Americans, Latinos, and Asian Americans through its formal policies and practices, teachings, and decision making on all levels of institutional life; often has similar intentional policies and practices toward other socially oppressed groups such as women, gays and lesbians, Third World citizens, etc.	Tolerant of a limited number of People of Color with "proper" perspective and credentials; may still secretly limit or exclude People of Color in contradiction to public policies; continues to intentionally maintain white power and privilege through its formal policies and practices, teachings, and decision making on all levels of institutional life; often declares, "We don't have a problem."	Makes official policy pronouncements regarding multicultural diversity; sees itself as committed to including People of Color within institution; carries out intentional inclusiveness efforts, recruiting "someone of color" on committees or office staff, but "not those who make waves;" begins to develop sense of accountability in relations with oppressed communities; however, little or no contextual change in culture, policies, and decision making and is still relatively unaware of continuing patterns of privilege, paternalism and control; expanding view of diversity may include disabled, elderly and children, lesbian and gays, and other socially oppressed groups.	New consciousness of institutionalized system of white power and privilege; increasing desire to eliminate racially discriminatory practices and inherent white advantage; sponsors programs of anti-racism training; new awareness of need to dismantle racism begins to emerge; develops deeper understanding of accountability to oppressed communities; however, structures of racism still intact, and institutional policies and practices are still based upon the dominant group's world view; new awareness will also affect views of women, elderly, children, gays and lesbians, and other socially oppressed groups.	Goes beyond anti-racism in consciousness and identity, and commits to structural transformation; begins to intentionally redefine, restructure, and act upon anti-racist perspective on all levels of institution's internal life and its relationships to the community; builds clear lines of accountability to oppressed communities on all institutional levels; audits and restructures all aspects of institutional life for full participation of people of color, including their world-view, culture, and lifestyles. Implements new models, structures, policies, and practices for inclusive decision making and other forms of power sharing in the institution's life and work.	Anti-racist, multicultural diversity is an institutionalized asset. Institution's life reflects full participation and shared power with diverse racial, cultural, and economic groups in determining its mission, structure, constituency, policies, and practices. Full participation in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interests. A sense of community and mutual caring. Commitment to continue dismantle racism within institution and broader community. Allies with others in combating social oppression.

CONTINUUM ON BECOMING AN ANTI-RACIST MULTICULTURAL INSTITUTION

1. Exclusive -- A Segregated Institution

- Intentionally and publicly excludes or segregates African Americans, Native Americans, Latinos, and Asian Americans
- Intentionally and publicly enforces the racist status quo throughout institution
- Institutionalization of racism includes formal policies and practices, teachings, and decision making on all levels
- Usually has similar intentional policies and practices toward other socially oppressed groups such as women, gays and lesbians, Third World citizens, etc.

2. Passive- A "Club" Institution

- Tolerant of a limited number of People of Color with "proper" perspective and credentials
- May still secretly limit or exclude People of Color in contradiction to public policies
- Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings, and decision making on all levels of institutional life.
- Often declares, "We don't have a problem."

3. Symbolic Change- A Multicultural Institution

- Makes official policy pronouncements regarding Multicultural diversity
- Sees itself as "non-racist" institution with open doors to People of Color
- Carries out intentional inclusiveness efforts, recruiting "someone of color" on committees or office staff
- Expanding view of diversity includes other socially oppressed groups

But...

- "Not those who make waves"
- Little or no contextual change in culture, policies, and decision making
- Is still relatively unaware of continuing patterns of privilege, paternalism and control

4. Analytic/Identity Change – Awakening Institution/An Anti-Racist Institution

- Growing understanding of racism as barrier to effective diversity
- Develops analysis of systemic racism
- Sponsors programs of anti-racism training
- New consciousness of institutionalized white power and privilege
- Develops intentional identity as an "anti-racist" institution
- Begins to develop accountability to racially oppressed communities
- Increasing commitment to dismantle racism and eliminate inherent white advantage

But...

- Institutional structures and culture that maintain white power and privilege still intact and relatively untouched

5. Structural Change- A Redefining Institution/ A Transforming Institution

- Commits to process of intentional institutional restructuring, based upon anti-racist analysis and identity
- Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their world-view, culture and lifestyles
- Implements structures, policies and practices with inclusive decision making and other forms of power sharing on all levels of the institutions life and work
- Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities
- Anti-racist multicultural diversity becomes an institutionalized asset
- Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments

6. Fully Inclusive- A Transformed Institution in a Transformed Society

- Future vision of an institution and wider community that has overcome systemic racism

- Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices

- Full participation in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interest

- A sense of restored community and mutual caring

- Allies with others in combating all forms of social oppression

APPENDIX 3

(Diversity Study)

Appendix 3

www.montgomeryschoolsmd.org
Montgomery County Public Schools
 ROCKVILLE, MARYLAND

SEA
 IND

HOME ABOUT US SCHOOLS COMMUNITY FOR PARENTS FOR STUDENTS FOR STAFF

LINKS ABOUT MCPS

Administration

- › Mission
- › Organization Chart
- › Curriculum
- › Policies
- › Forms

Accountability

- › Strategic Plan
- › Annual Report
- › Budget
- › School Statistics and Test Results

News

- › Public Announcements
- › Public Information Office
- › The Bulletin (PDF)
- › Awards
- › Publications
- › enTouch newsletter

Contact Us

- ☎ Call Center — Centro Telefónico
One-stop phone help in English and Spanish
- › Directory of Schools and Offices
- › Inquiries and Complaints
- › Ombudsman
- › Get Involved
- › How To Do Business with MCPS



ABOUT US

Montgomery County's school system, located in the Washington D.C. suburbs, is the 17th largest in the United States. Ninety percent of our students graduate.

- › The Annual Report on the Strategic Plan monitors progress toward raising student achievement by connecting measurable data points with milestones within our Guiding Tenets.
- › Our School-odex and Schools at a Glance are source of detailed information about each school
- › A Parent's Guide provides information and resources parents need to support their children's education

SCHOOLS & FACILITIES

Montgomery County
 Size: 497 square miles
 Population: 942,000
 Approximately one of every seven residents is a public school student.

Schools
2006-07 total: 199
 Elementary (preK-5): 129
 Middle (6-8): 38
 High (9-12): 25
 Special or Alternative: 7

School-odex
 Facts and links to information about each school

Transportation
 1,252 buses transported 96,000 students

Employees
Total: 20,175
 Teachers: 10,040
 78.5 percent of teachers have a Masters degree or equivalent.

Meals Served
 8.3 million

Quick List of Principal Centers, Facilities, and Offices

STUDENTS

Enrollment
 Largest in Maryland
 17th largest in U.S.
 Projected, 2008: 145,622

2005-06 total: 139,387
 PreK: 2,402
 Kindergarten: 9,101
 Grades 1-5: 48,165
 Grades 6-8: 28,927
 Grades 9-12: 41,849
 Special Schools: 656
 Alternative Programs: 175

Performance
 Graduation rate: 91.4%
 Honors/AP participation: 67% (2003)
 National Merit Scholars: 48 (2004-05)
 National Blue Ribbon Schools: 29 (1983-2004)

SAT 2005
 MCPS average: 1101
 African American: 917
 Asian American: 1163
 Hispanic: 942
 White: 1174
 Seniors taking SAT: 87%

Attendance
 Grades 1-5: 96.0%
 Grades 6-8: 95.4%
 Drop-out rate: 1.5%

Demographics
 African American: 22.9%
 American Indian: 0.3%
 Asian American: 14.7%
 Hispanic: 20.1%
 White: 42%

Students receiving free & reduced meals (FARMS): 25.8%

Students ever receiving FARMS:

BUDGET

Fiscal Year 2007
 Operating budget: \$1
 Projected cost per pupil: \$12,422

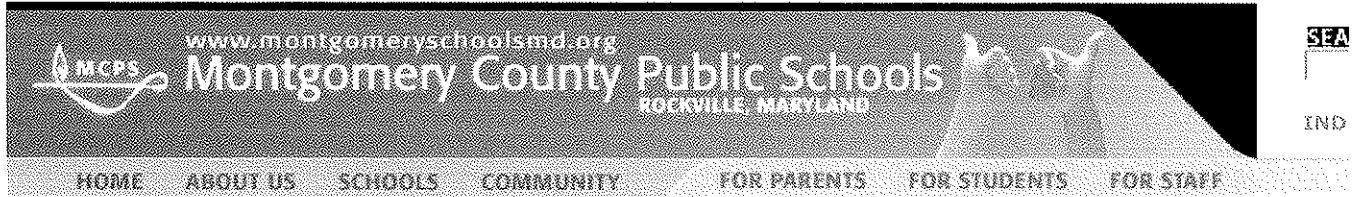
Funding Sources
 Montgomery County:
 State education aid:
 Federal govt. grants:
 Enterprise funds: 2.7
 Fees, other sources:
 Special revenue fund

Expenditures by Category
 Instructional: 80.1%
 School support: 14.5
 System-wide support
 Enterprise funds: 2.8

Capital Budget
 FY 2007: \$254.8M

Capital Improvement Program
 FY 2007-12: \$1.173B

Appendix 3



OFFICE OF ORGANIZATIONAL DEVELOPMENT

OOD HOME

- > OOD Projects - Overview
- > OOD Staff
- > Directions to OOD Sites
- > Documents/ Archives
- > Training /Registration

OOD TEAMS

- > Staff Development Programs
- > Leadership Training and Development
- > Diversity Training and Development
- > Skillful Teacher and Leader
- > Staff Development Teacher Project
- > Staff Development Content Specialist
- > Consulting Teacher

FOR TEACHERS

- > New Teachers/Mentors
- > Staff Development Teachers
- > Skillful Teaching
- > Professional Growth System Resources
- > University Partnerships
- > Tuition Reimbursement
- > CPD Courses
- > National Board Certified Teachers

FOR ADMINISTRATORS

- > A&S Professional Growth System
- > Leadership Development Program
- > A&S Meetings
- > Orientation for New A&S Staff
- > Observing and Analyzing Teaching
- > Facilitative Leadership
- > Tuition Reimbursement

FOR SUPPORTING SERVICES

- > Tuition Reimbursement

OOD Main Page > Diversity

Diversity Training and Development

Contact Information

301-601-2900

Donna Graves, Director
Bryan Avila, Instructional Specialist
Angie Burrell, Instructional Specialist
Nora Nasser, Instructional Specialist
Gina Gill, Administrative Secretary

Office of Organizational Development
 Diversity Training and Development Team
 Montgomery County Public Schools

Century 21
 20010 Century Boulevard, Room 300
 Germantown, Maryland 20874

Fall/Winter Training Opportunities

Use the link to view important information about fall/winter professional development opportunities being offered by the Diversity Training and Development Team. The sessions are open to MCPS instructional staff. Substitutes will be provided by the Diversity Team.

All trainings have been designed to support schools striving to close the achievement gap.

[Fall/Winter 2006 Offerings \(PDF\)](#)

News

Diversity LISTSERV

Enter your email address to get e-mailings of tips and news from the Diversity Team (sent on the 15th of each month).
 email:

Powered by [NotifyList.com](#)

[LISTSERV Archive with videos](#)

Mission:

The mission of the Diversity Training and Development Team is to build capacity for instructional leaders to close the achievement gap by race, ethnicity, and socio-economic status.

Enduring Understanding:

Culture exerts a powerful influence on teaching and learning.

Essential Questions:

1. How do awareness, knowledge and understanding of one's own culture and that of others influence culturally competent teaching and learning?
2. How do awareness, knowledge and understanding of the cultures of students influence effective teaching and learning?
3. How can educators establish a culturally sensitive learning environment and a school of instruction to be culturally responsive?

Book Club

The Diversity Training and Development Book Club was established as a way of discussing current research and related to diversity and equity.

Appendix 3

35.7%

English for speakers of other
languages (ESOL): 12,905
International students: from
more than 163 countries
Students receiving special
education services: 17,013

Modified October 27, 2006 by Web Services | Department of Communications

[HOME](#) | [PARENTS](#) | [STUDENTS](#) | [STAFF](#) | [ABOUT](#) | [SCHOOLS](#) | [COMMUNITY](#) | [BACK TO TOP](#) ^
©1995-2006 Montgomery County Public Schools, 850 Hungerford Drive, Rockville, Maryland
[Contact](#) | [Privacy](#) | [Nondiscrimination/ADA](#) | [Get Acrobat](#) | [Get RealPlayer](#) | [Montgomery Cou](#)

850 Hungerford Drive, Rockville, Maryland 20850 | United States of America

Appendix 3

- Career Ladder
- > Professional Growth System

OTHER RESOURCES

- > Blackboard
- > Summarizing Strategies
- > Activator Strategies



The Diversity Training and Development team welcomes two new members, Gina Gill and Bryan Avila.

Gina, our administrative secretary, comes to us from the Office of Curriculum and Instructional Programs. Her expertise includes creating documents with PageMaker and using Photoshop for graphic design. Gina enjoys spending time with her seven grandchildren and photography.

Bryan, our new instructional specialist, comes to the team from Sherwood High School where he was the coordinator of the international studies program. He has experience teaching at the elementary, middle, and high school levels. He was also an instructional specialist in the Division of Accelerated and Enriched Instruction. While there, he also contributed to the development of the revised elementary math curriculum. Bryan's educational background focused on Latin American Studies and Spanish literature. He has a great interest in travelling and has visited or lived in over 30 countries.

The Diversity Team is proud to welcome our new members to the Office of Organizational Development.

Diversity Team Blog

The purpose of the blog is to provide current information about items of interest to educators regarding diversity. Each member of the diversity team will post entries and links to web resources of interest. We invite you to submit your comments and feedback on the blog page.

View news and weblinks at the DiversityTeam Blog .	
----------------------------------------------------	-------------------------------------------------------------------------------------

Diversity Team Resources

Recommended books, documents, and web links are available on the Diversity Resources page.



Book Club Synopsis and

Research Articles and Activ

The Diversity Team has created p
post activities for online articles i
categories. Click on the link below
these resources.

Research Articles and Activiti

OFFICE OF STAFF DEVELOPMENT PLAN FOR SYSTEMIC DIVERSITY TRAINING AND DEVELOPMENT

Definition of Diversity Training and Development

The term “diversity” is defined in the dictionary as “difference” and “variety.” It is used to describe a wide variety of people and circumstances. The Maryland State regulation, *Education That Is Multicultural* defines diversity as “differences based on, but not limited to race, ethnicity, region, religion, gender, language, socio-economic status, age, and disability.” This is not an all-inclusive list of the dimensions of culture, but it does name the aspects of culture most frequently cited in the research and the ones with the most implications for schools. In Montgomery County Public Schools (MCPS), as in the state and nation, four of these dimensions emerge prominently in terms of our mission to raise the bar and close the existing achievement gaps. It is students of color, students from poverty, English language learners, and students with disabilities who suffer from long-standing and pronounced achievement deficits.

Currently, MCPS has staff and resources devoted exclusively to the provision of the best possible education for English language learners and students with disabilities. The Division of Academic Support, Federal and State programs serves students from poverty, but only in a small number of identified schools. There is no office focused solely on improving the academic success of students by race/ethnicity. For these reasons, the plan described in this paper focuses on closing the achievement gap experienced by students of color and students from poverty. Clearly, collaboration with the Department of Special Education and the Division of ESOL/Bilingual Programs are important as the dimensions of diversity are overlapping and act in unison. Purposeful and deliberate collaboration and teamwork within and between other MCPS offices can have an exponential effect on efforts to close existing achievement gaps.

Background

Planning for the infusion of diversity training and development into Montgomery County Public Schools (MCPS) is a multifaceted and complex task. There are enormous implications for staff development given the ever-increasing diversity of the student population, the persistent achievement gap, and the increased accountability for ensuring that students from all racial/ethnic, socioeconomic, and linguistic groups meet and/or exceed established learning standards. It is essential that schools recognize, respect, and build upon the cultural characteristics and experiences students bring to school if the current achievement gaps are to be eliminated (Delpit, 1995; Shade, 1997; Denbo & Beaulieu, 2002). Yet the workforce remains predominantly white, middle-class, and female (Banks, etc.2001). Research indicates that when cultural gaps exist between teachers and students, teachers can misinterpret students’ intents, abilities, and aptitudes. In addition, teachers may interact with students in ways that are counter to the students’ home and community standards. The result is lower teacher expectations and inequitable educational services (Shade, Kelley, & Oberg, 2000). Evidence indicates that well-

intentioned and committed teachers may resist in-service programs focused on race and culture because they view such training as contrary to harmonious race relations and an indictment of their teaching ability. Teachers also may resist training on race and culture because of the feelings of guilt that often arise from discussions of racial issues (Nieto, 2002). Traditionally, recognition of one's own cultural perspectives, beliefs, values, and assumptions has not been addressed explicitly in staff development. Neither has a great deal of attention been paid to helping teachers understand the cultural norms for thinking, learning, and behaving in cultures other than their own. But the research on minority student achievement clearly indicates that staff development must help teachers to understand the complex characteristics of cultural groups within the U.S. and the ways that race, ethnicity, language, and social class interact to influence student behavior and learning (Banks, 2001). As teachers develop an enhanced understanding of the cultural influences on teaching and learning they must translate that knowledge into effective instruction (Gay, 2000). Shade (1997) suggests that culturally responsive instruction is not just the educational *soup du jour* and cannot be dismissed as "just good teaching." For many teachers, new culturally sensitive instructional practices are likely to be unfamiliar and uncomfortable. Teachers need ongoing, job-embedded support to persist in the mastery of these new instructional techniques.

Recent national and state legislation demands that schools and school systems be accountable for improving the academic proficiency of every student and closing the academic gaps between students by race/ethnicity, socio-economic background, language, and disability. The 2001 *No Child Left Behind* federal legislation and Maryland's *Bridge to Excellence in Public Schools* emphasize the importance of high teacher quality in closing the achievement gap. Staff development, long recognized as a vital component of effective schools, plays a critical role in ensuring that there is a quality teacher in every classroom, an outstanding principal in every school, and top-notch supporting services teams.

Maryland's *Education That Is Multicultural* regulation requires that school systems provide staff development experiences that prepare educators to design, manage, implement, and evaluate multicultural education. Experiences must allow for exploration of one's own cultural identity; identification of instructional strategies and materials for students of varied backgrounds; recognition and correction of stereotyping, discrimination, bias, and prejudice; and recognition and correction of the inequities in instruction, curriculum, and the participation of students in rigorous academic instruction and school activities. These experiences underscore the need for educators to continually improve their cultural competence as well as to expand their educational practices to include culturally responsive instruction.

Maryland's Education That Is Multicultural and Achievement Network has identified professional development competencies for enhancing teacher efficacy in implementing education that is multicultural and accelerating minority student achievement. In doing so, the network recognized that educators must be culturally competent and possess the pedagogical knowledge and skill to eliminate current academic gaps. The network established core competencies centered on intercultural communication, prejudice reduction, supportive learning environments, curriculum and instruction, and equitable assessment practices.