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What Impact Do Culturally Competent Teachers Have on the Social Inclusiveness of Their Students?

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WHAT IMPACT DO CULTURALLY COMPETENT TEACHERS HAVE ON

THE SOCIAL INCLUSIVENESS OF THEIR STUDENTS?

by

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ABSTRACT

What Impact Do Culturally Competent Teachers Have on the Social

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by

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This study explored the social inclusiveness of classrooms with culturally

competent teachers who were identified both by their participation in in-service diversity

training and by principal nomination. The design of this study was primarily quantitative

using a one-way ANOVA to analyze whether fourth and fifth grade students ($N = 125$) in

classrooms with teachers identified as culturally competent are more inclusive in their

mutual friendships than students ($N = 117$) in classrooms with not trained teachers at the

same schools. Sociometric questionnaires were used to collect data on mutual

friendships. Observations of students in lunchroom settings were also conducted.

Findings from the sociometric questionnaire suggest that students with culturally

competent teachers, also referred to as culturally responsive teachers in the literature,

have broader and more diverse social networks than students in classrooms with not

trained teachers. However, in the lunchroom settings where a given student must choose

a limited number of students to sit next to at the lunch table, no notable differences

between the classrooms emerged. Other than training in diversity issues, teachers in the

two groups were very similar.

<div style="text-align: right">(117 pages)</div>

DEDICATION

I would like to thank my parents, David and Margie Royston, for their encouragement and belief in me. I would like to reciprocate my love and thanks to my husband, Ed, for his unconditional support as I began this journey and for going every step of the way with me. Special thanks to my sons, Eddy and Michael, my daughter-in-law, Carmen, and granddaughter, Serenity Elise. You shared with me, "To whom much is given much is required." Thanks to all eight of my sisters and brothers for being there for me and reminding me to keep hope alive!

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CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

Problem Statement

Today our youth are growing up in a society that is becoming more ethnically and culturally diverse. The growing presence of diversity in our public schools is the face of our future. In 1998, out of 47 million public school students, almost 40% were from linguistic and culturally diverse backgrounds not typically served well by our schools. Projections indicate by year 2035, children of color will represent the statistical majority and by 2050 they will make up 57% of all students (Villegas & Lucas, 2002). According to a recent 2009 report from the U.S. Department of Education, children of color now account for 44% of enrolled students (Planty et al., 2009). They also report that the percentage of White students in public schools decreased 22% from 1972 to 2007.

Diversity in the schools could potentially provide opportunities for children to broaden their perspectives and worldviews, as well as to learn about and share in different lifestyles, belief systems, and traditions (Aboud & Fenwick, 1999; Stern-LaRosa & Bettman, 2000). The unfortunate reality is that varying levels of prejudice and racism are continuous problems in schools (Paluck & Green, 2009; Powlishta, Serbin, Doyle, & White, 1994; Tatum, 1997; Wittmer, 1992).

Harassment and the use of derogatory language is a pervasive problem in schools across our country. Students are harassed and bullied based on a broad range of sociocultural and physical attributes including facial features, body parts and size,

clothing, academic abilities, peer groups, socioeconomic status (SES), ability, race, gender, sexual orientation, and religion (Paluck & Green, 2009). These behaviors pose a great challenge for our schools when left unchecked. They create environments in which students are withdrawn, distracted, wounded and even ready to turn to violence.

Students who are culturally competent understand, respect, and appreciate how cultural diversity infuses their individual lives. Students who are educated and actively involved in fostering cultural diversity operate as a powerful source for including others and co-creating an environment of respect. These individuals promote equality of treatment for all groups. The Utah State Office of Education and school districts provide continuous professional development for administrators and teachers to help their students become sensitive to and accepting of others. The intent is to develop teachers' understanding of the dynamics of harassment and bias and how to prevent them and to develop skills for teaching tolerance and cultural awareness in their classrooms. These skills are important to assure schools are safer places for all students.

The purpose of this study was to see if teachers who have been trained in cultural sensitivity and judged as culturally competent teachers have an impact on their students becoming inclusive. My research question was: "What impact do culturally competent teachers have on the social inclusiveness of their students?"

Theoretical Framework

My theoretical framework is based upon the work of Kurt Lewin who is known as the father of modern social psychology. "Social psychology is that branch of social

sciences which attempts to explain how society influences the cognition, motivation, development, and behavior of individuals and, in turn is influenced by them" (Cartwright, 1979, p. 91). Social psychologists are strongly influenced by the idea that group membership and activity affect members in profound ways. Race and ethnicity are considered significant factors in how groups form (Hunt, Jackson, Powell, & Steelman, 2000).

Lewin was a German-American psychologist who was born in 1890 into a Jewish family in Mogilno, Poland. He was concerned with fighting anti-Semitism, the democratization of German institutions, and the need to improve the lives of women (Smith, 2001). One of his contributions to social psychology is called "cognitive field psychology." Cognitive field psychology is characterized by a concern for the individual as he or she is affected by the immediate environment. Lewin was a leader in this field. He used the term "life space" to refer to the world as it relates to a specific individual. At the center of the life space is the individual surrounded by the psychological environment. Environmental factors are crucial to consider when seeking to understand human behavior. Lewin identified the social group (part of the psychological environment) as a primary shaper of a person's feelings, thoughts, and behaviors (Schellenberg, 1979). He saw group dynamics as responsible for many of our actions.

Lewin theorized that a person's life space shifts as alternative ways of thinking, feeling, and behaving become apparent to the individual (Schellenberg, 1979). When applied to the classroom environment this means that if the life space of individual students can be changed, theoretically student behavior will change. Lewin's field theory

has been used as a basis for making changes in classrooms. Most notably, he observed the behavior of children in response to different styles of teacher leadership.

This study contends that theoretically, culturally competent teachers could make a difference in the friendship networks that form in a classroom. If you change the field by introducing a teacher into a classroom who is sensitized to cultural differences, student thinking, feeling, and behaving should change. Lewin believed that when individuals are immersed in a new psychological environment a new system of values and beliefs as well as the acceptance of new roles or group memberships can occur (Daniels, 2003). There is a body of social psychological research that supports the importance of social norms in changing prejudicial attitudes and behaviors (Paluck & Green, 2009).

Lewin's contribution to the field of social psychology and commitment to social justice and equity provided the framework for this study as I examined the impact that culturally responsive teachers had on their students' social inclusiveness. Schools as social laboratories can and should expand students' level of cross group acceptance and interaction. Social psychology supports the use of sociometric analysis and provides a theoretical framework for investigating the way that new student social networks may evolve based on the presence of culturally competent teachers.

Overview of Method

This study explored the social inclusiveness of classrooms with culturally competent teachers who were identified both by their participation in in-service diversity training and by principal nomination. The design of this study was primarily quantitative

using a one-way ANOVA to analyze whether students ($N = 125$) in classrooms with teachers identified as culturally competent are more inclusive in their mutual friendships than students ($N = 117$) in classrooms with not trained teachers at the same schools. Sociometric questionnaires were used to collect data on mutual friendships. However, other methods were also utilized to provide a richer understanding of the presence or lack of presence of inclusiveness in these classrooms. Observations of students in lunchroom settings were also conducted. In addition, biodata for the classroom teachers who were involved in the study were collected so that comparisons could be made between the two groups of nominated/trained and not trained teachers.

Delimitations

The study only included 12 elementary school teachers within a school district in the state of Utah. The six teachers nominated as culturally competent teachers have received training specific to this district's ESL (English as a Second Language) program. Only teachers working with fourth and fifth graders were involved. Thus, findings from this study may not be applicable to teachers at other grade levels or to teachers who have had different types of training.

Limitations

Only a small sample of teachers was used. It is possible that these teachers were not representative of teachers generally. Data for this study were collected on students for just 1 year. It is possible that previous teachers, school leaders, or other school

variables were responsible for social acceptance and inclusiveness that are observed.

Significance of the Study

There is a need in our state to prepare teachers to address equity and diversity issues. We must provide a nurturing school environment whereby all students have the opportunity to feel safe, valued, and respected. It is not known if the teacher training provided by the Utah State Office of Education and the district, as well as those provided by agencies around the country, actually make a difference in terms of students' social acceptance and inclusiveness of others. This study provides data regarding whether culturally competent teachers helped their students to become more inclusive in their relationships with peers.

CHAPTER II

LITERATURE REVIEW

In this chapter, the following areas of literature are discussed: defining culturally responsive teaching, developing cultural responsive teachers, culturally relevant pedagogy, children and prejudice, research on culturally responsive pedagogy, and sociometry as a research tool. In this study, the term "culturally responsive" is used synonymously with the term "culturally competent" when referring to teachers. Culturally relevant pedagogy is another term used to describe the way culturally competent teachers work and engage with diverse populations.

These areas have been selected for review for the following reasons. There has been much discussion in the literature about how to teach to and about diversity in the classroom. This attention to pedagogy has been conceptualized as "culturally responsive teaching." Teacher education has concerned itself with how to develop "culturally responsive teachers." The literature also uses the term "culturally responsive pedagogy." This research and the multiple efforts to prepare multiculturally able teachers are important because research demonstrates the ways that children are adversely affected by prejudice. In response to these concerns, many multicultural and anti-bias programs have been developed. There is some research about culturally responsive pedagogy and anti-bias education. In order to investigate the impact of culturally competent teachers on children's attitudes toward diverse classmates it is important to understand culturally responsive teaching and the research on children and prejudice. Sociometry is addressed because it is

a research tool that is well suited to investigating the outcomes of programs that are instituted to increase multicultural competence and prevent bias.

Students of color currently make up 44% of enrolled students in public education (Planty et al., 2009). Nearly 10 million out of 74 million children (Children's Defense Fund [CDF], 2008) come from homes where a language other than English is spoken. According to Hoffman and Sable (2006), more than 11% of students in the United States are in programs for English language learners. Artiles and Ortiz (2002) predicted that the language minority population would soon outnumber the English-speaking population in more than 50 major cities in the U.S. Most teachers in the classroom are likely to have students from diverse ethnic, cultural, and racial groups in their classrooms during their careers (Nieto, 1999). In contrast, White teachers have been reported to represent 90% of the public school teachers (National Center for Culturally Responsive Education Systems [NCCRES], 2002). Thus, there is a critical need to assure that the nation's teachers are prepared to work thoughtfully and effectively with diverse populations.

What Is Culturally Responsive Teaching?

Culturally responsive teaching (CRT) has been proposed as one way to help educators meet the needs of all children. Richards, Brown, and Forde (2004) defined CRT as a pedagogy that facilitates and supports the achievement of all students. They stated that in a culturally responsive classroom, effective teaching and learning occur in a culturally supported, learner-centered context whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement.

Ladson-Billings (2001) described culturally competent teachers as:

> Teachers who…do not spend their time trying to be hip and cool and "down" with their students. They know enough about students' cultural and individual life circumstances to be able to communicate well with them. They understand the need to *study the students* because they believe there is something there worth learning. They know that students who have the academic and cultural wherewithal to succeed in school without losing their identities are better prepared to be of service to others; in a democracy, this commitment to the public good is paramount. (p. 5)

The National Association of School Psychologists (NASP, n.d.) stated that culturally competent educators recognize and respect the importance of the values, beliefs, traditions, customs, and parenting styles of the children and families they serve. They are aware of the impact of their own culture on their interactions with others and they consider all of these factors when planning and providing services to children and their families.

Scholars agree that teachers in today's classrooms need to teach from a multicultural perspective, a perspective that requires being culturally responsive (McIntosh & Green, 2004; Villegas & Lucas, 2002). Howard (1999) stated that it is important for teachers to use curriculum that honors each student's culture and life experience. It was Howard's belief that the multicultural education process engages us in five key arenas of learning. These five important arenas are "to know who we are racially and culturally, to learn about and value cultures different from our own, to view social reality through the lens of multiple perspectives, to understand the history and dynamics of dominance and to nurture in ourselves and our students a passion for justice and the skills for social action" (p. 81). Howard emphasized that it is important to include diverse

perspectives when teaching subjects such as history as this is a way for children to begin

developing concepts of equity and social justice. According to McIntosh and Green

(2004, p. 13), it is also important for educators to uphold their commitments to equity and

social justice by exploring their own and other cultures and by observing how cultural

perspectives collide and intertwine.

In an article in the *Journal of Teacher Education,* Villegas and Lucas (2002)

stated:

> Successfully teaching of students from culturally and linguistically diverse
> backgrounds—especially students from historically marginalized groups—
> involves more than just applying specialized teaching techniques. It demands a
> new way of looking at teaching that is grounded in an understanding of the role of
> culture and language in learning. A central role of the culturally and linguistically
> responsive teacher is to support students' learning by helping them build bridges
> between what they already know about a topic and what they need to learn about
> it. (p. 29)

Villegas and Lucas also contended that it is important for teachers to see themselves as

part of a community of educators working to make schools equitable for all students as

they continue to make progress toward greater cultural and linguistic responsiveness in

schools.

Lindsey, Roberts, and Campbell Jones (2005, p. xviii) believed that cultural

competence involves teachers interacting with other cultural groups in ways that help

them to recognize and value their differences, motivates them to access their own skills,

expands their knowledge and resources, and ultimately, causes them to adapt their

relational behavior.

There is growing discussion regarding the concept of culturally competent

teachers. Scholars writing in this area continue to define the term and to explore how culturally competent educators can improve the quality of the classroom experience for all of their students.

Developing Culturally Responsive Teachers

The desire to develop teachers to be more culturally responsive has been the impetus for (a) studies of teachers who are especially successful with students of color and students in poverty, (b) research on characteristics of effective teacher education programs that train such teachers, and (c) observations in effective diversity-enhanced schools (Bennett, 1999; Delpit, 1995; Howard, 2007; Ladson-Billings, 1995, 2001). In this section, descriptions of programs and processes for developing more culturally responsive teachers, classrooms, and schools are shared.

From observing and collaborating with a variety of schools that are diversity-enhanced, Howard (2007) suggested a process for schools to become more culturally responsive. Howard found that education leaders in "diversity-enhanced schools are moving beyond blame and befuddlement and working to transform themselves and their schools to serve all students well" (p. 16). Howard describes schools experiencing rapid growth in diversity (diversity-enhanced schools) as places of vibrant opportunity. He believes such schools call educators to meaningful and exciting work. Howard further stated that in these " 'welcome-to-America' schools, the global community shows up in our classrooms every day, inviting us—even requiring us—to grow as we learn from and with our students and their families" (p. 16). He suggested that this transformative work

or professional development proceeds in five phases.

Phase 1. Building trust among stakeholders is critical to develop the positive climate essential for addressing the challenges ahead.

Phase 2. Engaging personal culture is important so that building authentic relationships across differences is possible.

Phase 3. Confronting issues of social dominance and social justice is necessary so as to create inclusive and equitable schools.

Phase 4. Transformation of instructional practices must occur so that the needs of diverse learners are met.

Phase 5. Engaging the entire school community so that all families feel welcome. (p.17)

While Howard addressed professional development with inservice teachers, Villegas and Lucas (2002) identified a number of similar characteristics of culturally responsive preservice teacher education programs. They encouraged teacher educators to critically examine their programs and systematically interweave six salient characteristics throughout the coursework, learning experiences, and fieldwork of prospective teachers to better prepare responsive teachers. Below is a description of the six characteristics that should be addressed (NCCRES, 2002).

1. Sociocultural consciousness means understanding that one's way of thinking, behaving, and being is influenced by race, ethnicity, social class, and language. Therefore, prospective teachers must critically examine their own sociocultural identities and the inequalities between schools and society that support institutionalized discrimination to a privileged society based on social class and skin color. Teacher candidates must inspect and confront any negative attitudes they might have toward cultural groups.

2. An affirming attitude toward students from culturally diverse backgrounds significantly impacts their learning, belief in self and overall academic performance. By respecting cultural differences and adding education related to the culture of the students, programs become inclusive.

3. Commitment and skills to act as agents of change enable the prospective teacher to confront barriers/obstacles to change, and develop skills for collaboration. As agents of change, teachers assist schools in becoming more equitable over time.

4. Constructivists' views of learning contend that all students are capable of learning, and teachers must provide scaffolds between what students already know through their experience and what they need to learn. Constructivist teaching promotes critical thinking, problem solving, collaboration, and the recognition of multiple perspectives.

5. Learning about students' past experiences, home and community culture, and world both in and outside of school helps build relationships and increase the prospective teachers' use of these experiences in the context of teaching and learning.

6. Culturally responsive teaching strategies support the constructivist view of knowledge, teaching, and learning. As teachers assist students to construct knowledge, build on their personal and cultural strengths, and examine the curriculum from multiple perspectives, an inclusive classroom environment is created. (pp. 5-6)

Darling-Hammond, Wise, and Klein (1995) also addressed the continuing need for teacher education programs to prepare preservice teachers for the diversity of students they will teach. They described the need for culturally competent teachers who have new skill sets as follows:

> If all children are to be effectively taught, teachers must be prepared to address the substantial diversity and experiences children bring with them to school—the wide range of languages, cultures, exceptionalities, learning styles, talents, and intelligences that in turn requires an equally rich and varied repertoire of teaching strategies. In addition, teaching for universal learning demands a highly developed ability to discover what children know and can do, as well as how they think and how they learn, and to match learning and performance opportunities to the needs of the individual children. (p. 2)

Smith (1998), in his work on developing a common knowledge base for teachers, stated that culturally responsible teacher education "prepares teachers to be respectfully

sensitive to cultures of their students to learn about and know the cultures of their student, and to use understandings about how culture influences learning in their day to day planning for teaching students" (p. 20). Gay (2000), in her work on culturally responsive teaching, advised similarly that teachers must be helped to become more culturally responsive by working to expand their knowledge of ethnically and culturally diverse heritages and social practices.

Culturally Relevant Pedagogy

Based on her research, Ladson-Billings (1995) used the term "culturally relevant pedagogy" to describe teaching that rests on three primary propositions. Students must experience academic success. Students must develop and maintain their cultural competence. Students must develop a critical consciousness to challenge the status quo.

Gay (2000), in her book *Culturally Responsive Teaching: Theory, Research and Practice,* bridged the divide between work on research in classrooms that are ethnically and culturally diverse, research that comes out of classrooms that are predominantly representative of one ethnic group, for example, Latino, Hawaiian, African American, or Native American, and research in a context where the student's or teacher's culture and background are at odds with the rest of the classroom community. She noted that there are differences in scale of action and constituency between ethnic-centered instructional programs (e.g., African American academics) and culturally responsive teaching that must attend to many different ethnic groups. However, the mission of both is to teach diverse students academic skills through their cultural frames of reference.

In her review of the literature on culturally responsive teaching, Gay (2000) found that students of color responded positively to a caring teacher. These students also admired teachers who respected their cultural backgrounds, ethnic identity, and who held them accountable for high-quality academic, social, and personal performance. According to Gay, such teachers "are demanding but facilitative, supportive and accessible both personally and professionally. And they do not have to be of the same ethnic groups as students to do this" (Gay, 2000, p. 50). Some of the teachers in the study were European American.

Gay (2000) found that when instructional processes are consistent with cultural orientations, experiences, and learning styles of African, Latino, Asian, and Native American students who have been marginalized, they show significant improvement in school. Therefore, it is important that all teachers, regardless of their ethnicity, be taught and held accountable for culturally responsive teaching for diverse students. All teachers must be prepared to teach all students in our increasingly diverse world.

Hooks (1994) stated that teachers from grade school through college should view education as a practice of freedom. To create freedom from oppression linked to race, gender, and class, she has identified what she calls an "engaged pedagogy." Hooks believed in the value of a student's experience and felt that this should hold a significant place in the classroom. She believed that each student had experiences that he or she should share with the classroom. Each student's stories should be heard and no teacher should deny his or her voice. Hooks stated that students must feel comfortable enough to be themselves in the classroom before they would have the confidence to share their

experiences. She believed that each student should have a voice in the classroom and that each voice should be both acknowledged and respected. The classroom should be its own community—built on trust. In order to attain this, the teacher must move away from the traditional role and give students more power. Teachers must get to know the students and transfer some of their power to the students. When teachers get to know their students and incorporate their voices and experiences into the classroom students will not only feel valued but will learn and become more successful in school leading towards increased student achievement and future opportunities in life. Gay (2000) summed it up by stating:

> Children are our most valuable resource and investment for the future. They are far more precious than limitless amounts of money, unchallenged fame, or the most expensive gems. They are our best investments in the future. If they do not receive a high-quality education, the promise of a rich future will be unfulfilled. Let us act now to prevent such an unthinkable catastrophe by ensuring the best education possible for all children. The way to do this is to implement culturally responsive teaching for students from various ethnic groups now and always. (pp. 214-215)

Multicultural theorists such as Banks (2006), Bell (1997), and Bennett (1999) contended that the creation of a socially just climate will facilitate opportunities for all students to have equitable access to a quality education in a safe and inclusive setting. Within such a classroom, the children of all genders and races at all socioeconomic levels will have opportunities for educational enrichment, leadership roles, high expectations, and the chance to achieve their full potential. Children in a just classroom learn about people who are historically left out of the curriculum, people who look like them (gender and race) and those who share similar ethnic and religious backgrounds. Academic

content reflects contributions of marginalized populations in terms of history, creativity, leadership, culture, and other vital aspects of society.

Freire (1970) contended that learners are political beings and knowledge creators. McLaren (1999), in discussing Freire's work, noted that learners are not passive, natural receivers of information or knowledge. Learners are always culturally and historically situated and embedded in differential relations of power. "As a result, students and teachers exist within a complex web of relationships where history, culture, race, class, gender, religion and other identity markers and social constructs are woven together" (Damico, 2003, p. 16). A culturally competent teacher understands this and is able to move children beyond tolerating differences to recognizing and embracing the strengths in diversity.

Children and Prejudice

Prejudice and racism are continuous problems in schools (Aboud, 1988; Brown & Bigler, 2005; Paluck & Green, 2009; Powlishta et al., 1994; Tatum, 1997; Wittmer, 1992). Negative intergroup relations and attitudes in children can be manifested in social problems ranging from name calling, social alienation and bullying to severe forms of school violence, including assault and even mass murder (Shafii & Shafii, 2001; Stephens, 1997; Stern-La Rosa & Bettman, 2000).

Children who have been victims of prejudice and violence not only suffer deeply themselves but may also be at risk for causing harm to others; usually those perceived as more vulnerable (Stern-LaRosa & Bettman, 2000). Because of this dangerous cycle,

cultural and ethnic intolerance severely threaten the safety, solidarity and growth of the school community (Stephens, 1997). If children do not have opportunities to develop cross-cultural sensitivity and tolerance, their prejudiced beliefs are likely to grow stronger and more rigid as they enter adulthood, perpetuating one of the largest social problems this nation faces (Cancilla, 2002).

Allport (1979), in his classic book *The Nature of Prejudice,* stated that prejudice is complex and springs from many sources. Allport suggested that prejudice could result from the natural inclination of the brain to form prejudgments, child rearing methods, insecurities, frustrations, fears and guilt, personal philosophies that involve hatred, and cultural and structural patterns in society (Matthaei, 2005, p. 7).

While it is not completely understood how children become prejudiced, over several decades of research in this area has revealed a number of factors that contribute to the development of prejudice; lack of knowledge about other groups (Aboud, 1988; Ponterotto & Pederson, 1993; Stern- LaRosa & Bettman, 2000), lack of contact or exposure to other groups (Allport, 1979), low self-esteem, weak racial/ethnic identity, poor social and conflict resolution skills (Ponterotto & Pederson, 1993), exposure to prejudicial attitudes from adults and media, and being a victim of prejudice (Stern-LaRosa & Bettman, 2000).

Researchers contend that students become aware of prejudice at varying rates. By the age of 12 (Aboud, 1988), most young people are aware that inequities exist for different types of people. However, by this age they may not be receptive to exploring these issues. According to Aboud, it appears that better opportunities exist within the

concrete operational cognitive development stage (roughly between the ages of 6 to 11) when children exhibit more flexible and less restrictive attitudes about race and gender, and a more heightened awareness to socioeconomic influences on people. Aboud believed that fourth- and fifth-grade students (10 and 11 year olds) have reached a stage of their cognitive development in which they can begin to explore their individuality while learning to appreciate that of others. Shaffer (2000) suggested that preadolescent children (children in middle childhood) also hold more flexible gender roles and are more receptive to atypical behaviors for girls and boys.

Although all grade level and content area classrooms can benefit from anti-bias and social justice training, grades four through six present a potential window of opportunity to implement anti-bias and social justice training that may be more effective than when implemented with students at other developmental stages. Not only are students at this age developmentally receptive and capable of multiple classifications (Piaget & Weil, 1951), the educational structure also supports the integration of social justice content into upper elementary classrooms. In contrast, when students enter middle or junior high and continue into high school, the academic curriculum is largely subject dependent and offers less flexibility as compared with elementary curriculum where students who spend considerable time with their classroom or homeroom teachers instead of going to different subject teachers' classes throughout the day.

Multicultural and Anti-Bias Programs

The school can be regarded as a microcosm of society, which enables children to

learn how to negotiate the interpersonal challenges that they may face in a diverse nation. Educational efforts that address this need can range from limited group programs for students and/or faculty to district-wide institutionalized multi-cultural curricula. The majority of experts in this field (see for example, Aboud, 1988; Aboud & Fenwick, 1999; Ponterotto & Pederson, 1993) have consistently stated the need for multicultural/anti-bias curricula in all schools across the country.

According to Lindquist (1997), multicultural education is a must in every classroom. Not only does such education give students knowledge of multiple ethnic groups, it can help them go beyond tolerance to acceptance and celebration of differences. Multicultural education can be one of the key ingredients to bridge the gaps between ethnic groups. The notion of tolerance has been replaced by awareness and acceptance. We need not tolerate each other, but we should be educated about and interested in one another. Scholars agree that multicultural education must include curriculum with rich content in ethnic identities, cultural pluralism, and histories of sociopolitical problems in individual groups. These sociopolitical problems include issues surrounded by years of oppression. Gay (1994) stated that multicultural education is a philosophy and methodology for education reform.

Multicultural education is often considered antiracist education when it teaches students as well as teachers to be critical thinkers in fighting racism, and when it inspects how racism and other forms of discrimination are presented in curricula, school policies, teaching materials, and teacher's interaction and relationships with students and their communities (Nieto, 1992). Antiracist education can change the attitudes that people's

differences are looked upon as disadvantages and it strives to help students value the differences instead (Nieto, 1992).

As our nation continues to grow and the ethnic groups are becoming larger, the changing demographics of our society demand that citizens learn to live happily, thoughtfully, and productively in a pluralistic nation. Effective multicultural education or anti-bias education aims to give students the ability to learn, work, and live together harmoniously (Lindquist, 1997). Banks (2006) added that multicultural education assumes that ethnic diversity is a positive element in a society because it enriches a nation and increases the ways in which its citizens can perceive and solve personal and public problems.

There are several innovative programs that have been implemented in schools across the country for the purpose of prevention or reduction of prejudice in today's youth. An example of one program that has been widely used is Project PRIDE (Promoting Respect for Individuality and Diversity in Elementary School Children, Cancilla, 2002). Another popular multicultural program in schools is Project REACH (Respecting Ethnic and Cultural Heritage; Howard, 1999). Schools are thought to be an ideal environment for anti-bias programs since schools are likely to be one of the primary socializing and educating forces in a child's life. However, while these programs are widely used, research on the outcomes of such programs is sparse (Paluck & Green, 2009).

Research on Culturally Responsive Pedagogy and Anti-Bias Education

Several research studies have been conducted that look at the effects of culturally relevant pedagogy and multicultural programs. These studies explored the importance of teachers recognizing their own cultural backgrounds and acknowledging and incorporating their students' cultures and backgrounds into the classroom. These studies support the need for teachers to be culturally responsive and in some cases identify benefits to their students in the area of tolerance and awareness.

Diversity in the United States has increased significantly in the past few decades, however there continues to be pervasive residential segregation that limits the exposure of many elementary students to others who are racially diverse. Matthaei (2005) addressed this in her study, *"The Implementation and Evaluation of a School Based Multicultural Program: Without Exposure Can Children Gain Awareness, Acceptance and Tolerance?"* In her qualitative study, Project PRIDE, a multicultural program taught over 10 sessions, was implemented and evaluated in a racially homogenous, suburban, public elementary school in New Jersey. The program participants included eight European-American, fifth-grade students. The types of data collected were from focus groups, teacher questionnaires, naturalistic observations collected by the principal investigator, and several student assessment instruments (i.e., Where do I come from?; Cross Cultural Relations Scale; and Stereotypes, Prejudice, and Cultural Misconceptions Test). Overall, the findings of this study suggest that multicultural tolerance, awareness, and knowledge in elementary school students can be achieved via a multicultural school

based program, specifically Project PRIDE, even when opportunities for intergroup contact are not available.

A qualitative study by Druggish (2003) entitled *Nourishing Roots and Inspiring Wings: Building a Culturally Responsive Pedagogy,* examined culturally responsive teaching within the southern Appalachian cultural setting. This study focused on the experiences of an elementary school teacher, an elementary principal, and a preservice teacher. The study was conducted in three settings over a total period of three years. In his findings, the author identified teacher practices that promoted culturally responsive teaching (as described in the works of Ladson-Billings, 2001; and Gay, 2000). These practices included connecting school to home and community by using the cultural backgrounds of southern Appalachian students as conduits for teaching them more effectively, demonstrating caring, and building learning communities. Four specific characteristics of culturally responsive education emerged from the data in the study: culturally responsive teaching takes skill; culturally responsive teaching takes inquiry; culturally responsive teaching is a moral craft; and culturally responsive teaching is a way of life, not just a job. Outcomes for children were not addressed in this study.

Another study exploring culturally responsive teachers was conducted by Williams (2003). Her study was entitled, *"If You Can't Stand Any Love and Attention, Don't Come Here": How Students and Teachers Talk about Life in Classrooms Centered Upon "Cultural" Teaching Missions and Practices.* This qualitative study was conducted to better understand how teachers and students talk about life in classrooms where teachers espouse "cultural" teaching missions, and how these missions play out in

practice in the classroom. The study took place in two different school sites. One group

of ninth-grade students and their teachers were from a rural public high school in a mid-

western small town and the other group of seventh- and eighth-grade students and their

teachers were at an African-centered charter school in a large mid-western city. A

summary of the characteristics of the two African American teachers' cultural teaching

missions and related practices follows.

1. Emphasis is placed on students being motivated and stimulated by the content because they can contribute to it in a variety of ways that are academic and meaningful to them.

2. Academic tasks are often future and community-focused, and there is often an emphasis to make students aware that there is a responsibility and a relationship between the individual and the community as a whole. This often starts with the present in the classroom, and focuses on individual and the community in the future.

3. Teachers have an expectation of parents to be partners in teaching and in the education of their students.

4. In terms of discipline and classroom management: student agency, student accountability, a teachers' responsibility for a relevant curriculum and mutual respect are seen as key elements. (Williams, 2003, p. 131)

In interviews with the students in this study, teachers were characterized as

having positive student-teacher relationships and as being purveyors of important life

messages regarding opportunities and options.

Krafchick (2007) did an ethnographic study on developmental considerations

important to teaching social justice. The study was conducted in Northern Colorado and

focused on the needs of teachers who incorporate social justice curriculum into their

education settings in developmentally responsive ways. There were 100 educators who

participated in 1-day conferences on integrating social justice curriculum entitled "FAIR: Fairness for All Individualized through Respect" into their curriculum. The findings, based on teacher perceptions, suggest that students in fourth, fifth, and sixth grades (ages 7 through 11) are ideally ready to learn about social justice issues. Teachers also believed the academic structure of elementary schools was better able to accommodate the integration of social justice content than at the junior high or high school levels. Overall, the educators felt that the FAIR curriculum was beneficial and effective for helping students learn about social justice issues. The learning outcomes for students were not assessed in this study.

Another qualitative study on social justice entitled, *Education as Practices of Freedom: Critical Literacy in a 5ᵗʰ Grade Classroom,* was conducted by Damico (2003). Damico studied one classroom of 28 fifth-grade students and their first-year teacher who was committed to social justice issues. The students read and responded to a set of texts during a literature-based language arts unit focusing on freedom and slavery issues. Findings from the data analysis of this study pointed to four framing concepts that the teacher utilized to help students engage with and deepen their understanding of socially complex issues such as slavery, freedom, and social justice. In her findings, Damico pointed to the importance of a teacher: (a) building community, (b) making and deepening connections with students regarding the past and present (e.g., slavery and current racial profiling) and between the text and personal experiences, (c) cultivating critical perspectives (questioning the author and examining their roles as readers), and (d) acting with compassion for social justice by taking some form of action. Damico

concluded that young children's capabilities to grapple with complex social issues should not be underestimated.

Another interesting yearlong ethnographic study entitled, "'*It's Not the Color of Their Skin': Identity Politics, Literacy Practices, and Multicultural Curricula in an Urban Fifth-Grade Class,*" was conducted by Zacher (2005). The participants in this study were a racially diverse group of fifth-grade students in the San Francisco Bay area. The researcher argued that children in this integrated urban classroom constructed understandings of what it meant to be an "other," to be different from one another, by drawing on ideas and themes from multicultural curriculum. The multicultural curriculum also helped students learn to label, historicize, and highlight differences and injustices, empathize with victims of injustice, flip officially recognized categories of difference, and take counter actions to ameliorate injustices. The author concluded that children's worlds and their identities can be shaped by a multicultural curriculum.

Above I have reviewed research studies that have been written in the last seven years that focus on the characteristics of culturally competent teachers and the impact they have on their students. These studies provide interviews with teachers and students describing their practice, along with documented analyses of observations in these teachers' classroom. However, what is not evident in the research literature are studies of the impact of culturally responsive teachers on their students' social inclusiveness and tolerance levels. While studies indicate that students learn about differences and better understand social injustice when they are taught by culturally competent teachers it is not known if these changes translate into more inclusive behaviors. Thus, there is a need for

research in this area.

Sociometry as a Research Tool

There is a long history of sociometric assessments within developmental psychology, education, and sociology (Merrell, 2003; Newcomb & Bukowski, 1983). Sociometry was pioneered by Moreno (1943). According to Moreno, "Sociometry deals with all the two way relations between individuals" (p. 309). Sociometry is used to reveal subgroups within an organization, hidden beliefs, and identifies the stars of the show. It is the study of group structure from the inside.

Moreno's (1943) ideas provided inspiration and were applied rapidly. Moreno's sociometric techniques provided valuable information for diagnostic purposes and individual group study. Bronfenbrenner (1944) added to the early history of sociometry by closing the distance between intuitive judgment and scientific analysis. His work on theoretical and statistical criteria for describing children in social structures moved the field forward. His work was published in a set of three informative papers (Bukowski & Cillessen, 1998). Sociometry is now used in many educational and small-group organizational structures as a way to understand social dynamics and individual social status.

The first sociometric techniques that were applied used a one-dimensional classification system to measure children's acceptance by their peers (Sundemier Clark, 2007). Children were asked to choose which peers they would like to interact with and also to choose peers with whom they would least like to interact (Maassen, van de

Linden, Goossens, & Bokhorst, 2000).

One of the shortcomings of this type of classification was that negatively

perceived children were all grouped together (Sundermier Clark, 2007). Neglected

children were not differentiated from rejected children who were actively disliked. This

led to the two dimensional approach described by Peery (1979), which was based on

"social preferences" (likability) and "social impact (visibility). He identified a way to

access sociometric data so that individuals were sorted into four groups: popular,

rejected, amiable, and isolated (Cillessen & Bukowski, 2000). Other researchers have

added additional group categories such as controversial and average (Maassen et al.,

2000).

Some investigators have been reluctant to use negative nominations since there

were thought to be ethical concerns about asking children to make pejorative comments

about their peers. Researchers were concerned that soliciting negative nominations could

bring about negative emotions and sanction saying harmful things about others

(Sundemier Clark, 2007, p. 26). Thus, some researchers have used only positive

nomination skills looking carefully at students who receive no or few nominations as

liked as a substitute for soliciting negative nominations. Other researchers have used

rating scales where children rate each peer on a scale from dislike to well liked and thus

subjects may rate all peers high on the rating scale if that is how they feel (Maassen et al.,

2000).

With increasing concern for the rights of research subjects, especially children,

and the need for letters of consent from parents and students, not just schools and

teachers, sociometric research has become more challenging. Sociometric research has been challenged by low consent rates that have the potential to decrease the validity of assessment results. In the article by Iverson and Cook (1994), entitled *Guardian Consent for Children's Participation in Sociometric Research,* they focused on ways to increase consent rates and documentations of guardians' reasons for nonconsent. A planned sequence of more communications steps with parents provided a 92% consent rate. There were several reasons for nonconsent, which ranged from children who did not want to participate to parents not having enough information about the research to make an informed decision.

The researchers (Iverson & Cook, 1994) found that it was helpful to have a permission slip that was developed with input from the children's teachers and principal. In addition, the permission slip included an explanation of the project. A telephone questionnaire was developed to obtain reasons why guardians chose not to give consent. As part of the procedure, the author presented permission forms to the children. She read the form to each class and proceeded to answer questions about the research. Students were told that they would receive a Jolly Rancher candy for bringing back the permission form whether or not they could participate. This was an incentive that the teachers had recommended. When forms were collected, a second form was sent home to parents who had not returned the first form. Students were reminded of the incentive and asked to take the forms home and return them. Following the second intervention, trained research assistants followed up with phone calls to parents who had not returned the forms. This allowed parents or guardians to ask questions regarding their concerns and to receive

additional information. This information was free of education jargon and was explained in easy to understand language.

The results of this study were positive. By using consecutively more personal modes of communication, 92% of the guardians gave permission for their children to participate in this study. The high rate of consent by guardians was attributed to two factors. First, it is important to be diligent and give ample time and reminders. In addition, offering a small incentive such as candy can establish a base return rate that is equal to or even exceeds participation rates reported in many sociometric studies (Ford, 1982; Foster, Bell-Dolan, & Berler, 1986). Second, the telephone calls averaged only 2 minutes per guardian. This definitely helped to increase the consent rate. After talking to someone who was knowledgeable about the project, guardians often changed their minds after saying no and gave consent for their children to participate in the project. Third, three home visits had to be made to build two-way communication with every parent. This research provided some useful strategies for using sociometric questionnaires in research with children.

Interracial Friendships and Sociometry

Historically, sociometric studies have indicated that children are more likely to have friends of same sex, race, and academic level (Hunter & Elias, 1999). In their review of the literature, Hunter and Elias stated that similarity is an important factor in who children become friends with. However, while interracial friendships are not as common, they still occur. They cited the work of Hallinan and Williams (1987), who

examined the stability of interracial friendships among fourth through seventh grade students. The results showed that interracial friendships were almost as successful as same-race friendships. In essence, the results of their review indicate that children can break down barriers and have friends from different racial and ethnic backgrounds.

Hunter and Elias's (1999) own study on interracial friendships, multicultural sensitivity, and social competence used sociometric questionnaires to evaluate the relationship between interracial friendships, multicultural sensitivity, and social competence in fifth-grade students. The four questionnaires that were completed by the participants shared information about who their friends were, the quality of the friendship, racial and ethnic attitudes, and social competence.

In their study, Hunter and Elias (1999) found that in the racially diverse school where they collected data most participants nominated at least one friend of a different race. They also found that fifth-grade girls with high-quality interracial friendships implied less rejection from diverse ethnic and racial groups, had more diverse social networks, and more sociability and leadership characteristics than their peers with no or low-quality interracial friendships. However, the results did not show similar findings for boys. Researchers found that boy's multicultural sensitivity was not highly influenced by contacts with others. They suggest additional research be conducted to examine possible explanations for these gender differences.

Sociometry and Social Norms

Peer relationships play a very important role in the development of children and

cultural context norms appear to impact how friendships develop. A study done by

Cillessen and Mayeux (2004) found that the social norms of the group in which a child is

a part effects how that child's behavior is interpreted and how the child is treated. In their

literature review, Cillessen and Mayeux cited a study by DeRosier, Cillessen, Coie, and

Dodge (1994) in which they found that aggressive boys may be less accepted by groups

of boys who do not engage in antisocial behavior. On the other hand, boys who do not

engage in antisocial behavior may not be accepted by groups of boys who are aggressive.

This means that children's aggressive or withdrawn behavior may work on their behalf or

against them depending on the classroom to which they are assigned. This kind of

"deviancy among group norms" effect has been termed the person—group similarity

model by some researchers (Stormshak, Bierman, Bruschi, Dodge, & Coie, 1999).

Evidence is coming forth to support this theory that social norms in a group can impact

the social status of its members. If this is the case, then a teacher who fosters a classroom

social norm of tolerance and acceptance of diversity should see more reflection of this in

students and social networking.

Zachariah and Moreno's (2006) study, "*Finding My Place: The Use of

Sociometric Choice and Sociodrama for Building Community in the School Classroom,*"

demonstrated that teachers can have an impact on the social acceptance and rejection of

students. Their case study involved a fourth-grade classroom in Toronto, Canada. Some

of the children were being teased and excluded based on physical characteristics (hair

color, weight, size, or skin color) or being differently abled in the way that they think and

learn. Most of the conflicts took place outside of the classroom. They occurred on the

playground or in lines before school. The parents and the students reported the incidents to the classroom teacher. This was a serious problem in which some children were so traumatized that they did not want to come to school.

The researchers used sociodramatic (role playing) and sociometric methods to reduce conflict and teach the students to be more accepting of each other. Zachariah and Moreno (2006) stated,

> Our purpose in using sociodramatic and sociometric exploration was to reduce conflict in the classroom and on the playground and to explore the dynamics involved in the exclusion of certain students. Our hope was that after the class's exploration, the students would move toward a more inclusive classroom community in which individual characteristics were valued and appreciated. (p. 160)

The results of the case study supported the use of sociodramatic and sociometric methods to provide students opportunities to become more thoughtful and inclusive. After these activities, the teacher noticed that the students were making an effort to include all the class members in play activities and made more positive comments to each other. The success of this study led to students and their parents requesting that conflict resolution activities be regularly included as part of the school curriculum.

Summary

Several areas of literature that form the conceptual framework of this study have been addressed. According to the literature reviewed, schools and colleges of education are increasingly making an effort to develop culturally competent teachers who meet the needs of all students. There is some literature to support that these culturally competent

teachers, through the use of culturally relevant pedagogy and anti-bias education programs, may be successful in educating children to be sensitive and culturally competent. The literature has not, however, looked at the connection between culturally competent teachers and the social behaviors of students with regarded to cross-group friendship selection. Therefore, this study is needed to address issues of social inclusiveness of students as it relates to the cultural competence of teachers. Sociometry, a useful tool for looking at social organizations and friendship selection, is the main research tool for this study.

CHAPTER III

METHODS

This descriptive study was designed to help provide an understanding of the impact that culturally competent teachers have on the social inclusiveness of their students. This chapter describes the setting, selection of participants, provides a conceptual and operational definition of culturally competent teachers, and addresses procedures for data collection and analysis of the sociometric data, lunchroom observations and biodata surveys.

Setting

This study took place in a large school district in Utah. This district is the third largest school district in the state. It is made up of 65,000 students. The demographics of the student population are: 12% students of color, 24% students in poverty, and 6.3% ESL students (66 different languages are spoken). There were approximately 1,100 homeless families in this district. The district has 3,000 teachers and administrators, 97% are European American and 3% are people of color (see Table 1).

Selection of Participants

Principals at four schools with diverse populations were contacted and asked to nominate fourth- and fifth-grade teachers who are highly effective and culturally competent in working with students. A conceptual definition of what it means to be

Table 1

School Demographics

Name of school	Number of students	African American	Asian American	European American	Hispanic Latina/o American	Pacific Islander American	Native American	Other
Atwood Elementary	889	34	25	626	152	16	8	3
Heritage Elementary	567	54	19	385	50	14	5	1
Kennedy Elementary	733	14	11	604	52	14	9	7
Latiker Elementary	749	16	9	599	93	7	10	13

culturally competent was shared with principals prior to asking for the nominations. I used Atwood Elementary School, Heritage Elementary School, Kennedy Elementary School and Latiker Elementary School (these are pseudonyms).

From the principals' lists, a district level diversity trainer was asked to identify six, REACH trained, culturally competent teachers who have an ESL Endorsement. All six teachers were female and European American. A control group of six not trained teachers who were not nominated by principals were also selected by the researcher and the principals. Four of the teachers in this group were male and all six were European American. They were matched by school and grade level with the nominated teachers. When possible, years of teaching experience were taken into consideration for matching purposes.

Definition of Culturally Competent for this Study

For this study, culturally competent teachers are teachers who have an authentic and caring relationship with all students. They know and honor their students' cultures and use curriculum that honors their students' cultures and life experiences. Culturally competent teachers use instructional strategies to meet the needs of diverse learners. They hold consistent and high expectations for each student, which leads to student achievement. Culturally competent teachers help their students to be culturally competent and to be able to confront issues of social dominance and social justice (Howard, 2007).

Operational Definition of a Culturally Competent Teacher

For this study, the operational definition of a culturally competent teacher is a teacher who has completed an ESL endorsement, which includes the REACH (Respecting Ethnic and Cultural Heritage) training and who has been nominated by his or her principal as a culturally competent teacher.

The district's ESL Endorsement is a 9-month program. The program is approved by the Utah State Office of Education and fulfills the requirements for the Utah State ESL Program. The program is designed to be a practical, hands-on program. Eighteen (semester equivalent) district and state approved inservice credits are earned by participants who fulfill all the program requirements through the District. Teachers meet once a week from 3:45 p.m. to 7:45 p.m. The 18 credit ESL Program is comprised of the following courses described below.

REACH Training (1 credit)

The REACH Training is a national program, which has been validated by the United States Department of Education. This program supports the development of an inclusive multicultural and global classroom and school environment. An understanding of and appreciation for fast growing diverse populations is central to the training. It also provides activities, assessments, and teaching strategies that enable participants to individually develop multiculturally infused lessons from the Utah Core Curriculum that they use in their classrooms. This is accomplished by providing participants with the opportunity to progress through stages of understanding and internalizing the REACH Five Basic Principles: Multiple Perspectives, Culture is Something Everybody Has, Building Cultural Bridges, Head-Heart-Hands-Healing, and Co-Responsibility for Social Change.

Culturally Responsive Teaching (1.5 credits)

The Culturally Responsive Teaching Training addresses culturally responsive teaching pedagogy and strategies based on the text, "How to Teach Students Who Don't Look Like You" (Davis, 2006). Key topics include recognition of culture and how it shapes the way we see the world, research on diverse learners, cultural proficiency continuum, strategies to build an environment for learning, and research-based instructional strategies to be implemented across the disciplines.

Theories of Language Acquisition (2 credits)

The objectives of this course include learning, understanding and using the major

concepts, theories, and research related to the nature and acquisition of language and linguistic systems to support English language learners in their classroom.

Instructional Strategies and Language
Acquisition (2 credits)

This course covers knowledge and skills to construct learning environments that support development of English language proficiency in literacy, academic knowledge, and cognitive development.

Application of Research and Strategies
in ESL Instruction (3 credits)

This course addresses using the Utah English Language Proficiency Standards in selection of programs, practices and strategies related to planning, implementing and managing ESL and content instruction, including classroom organization, teaching strategies for development and integrating language skills, and choosing and adapting classroom resources.

Assessment for Linguistically Diverse
Populations (3 credits)

This course focuses on two aspects of assessing ELLs (English Language Learners): Assessing with a standardized language proficiency test for initial identification and instructional placement and alternate assessment techniques for use in the classroom to assess language and content objectives and provide instructional direction.

**Curriculum and Materials for ESL
Instruction (3.5 credits)**

This course is designed to provide participants an opportunity to know,

understand, and use the Utah English Language Proficiency Standards in selection of

programs, practices, and strategies related to planning, implementing and managing ESL

content instruction, including classroom organization and adapting classroom resources.

Empowering Diverse Families (1 credit)

This course helps participants to understand and examine the Utah Master Plan

for English Language Learners, other state and district ELLs policies and procedures,

educators and administrators provide support and advocacy for ELLs and their families to

fully participate in their children's education, including language development and

academic content knowledge skills.

**Family and Community Involvement in the
Education of ELLs (1 credit)**

In this course, educators will learn to use six types of parent involvement to

create their own parent involvement plans. They will learn methods and processes for

working with ESL parents and involving them in their children's academic progress.

Participants study the following variables and impact they have on ELLs: family

structures, economics, cultural diversity, community skills and community resources.

Participants

Participants included 12 classrooms consisting of 242 children who were in the

fourth and fifth grade. There were 125 males and 117 females who agreed to take part in the study. In the six culturally competent teachers' classrooms there were 69 males and 62 females. There were 131 students in this group. In the six not nominated teachers' classrooms, there were 58 males and 53 females. There were 111 students in this group.

The race or ethnicity of the total group consisted of the following: there were 202 European American students, and 40 children of color, which included 9 African American, 7 Asian Americans, 20 Hispanic/Latino American students, 2 Pacific Islander Americans, and 2 others. In the culturally competent nominated group, there were 111 European Americans students and 20 children of color, which included 5 African Americans, 5 Asian Americans, 8 Hispanic/Latino Americans, and 2 others. In the not trained teachers' classrooms, there were 91 European American students and 20 children of color, which included 4 African Americans, 2 Asian Americans, 12 Hispanic/ Latino Americans, and 2 Pacific Islander Americans. The culturally competent teachers' classrooms consisted of 84.7% European American students. The not trained teachers' classrooms consisted of 83.5% European American students. Both groups had 20 students of color.

There were six ELL students. There were four ELL students in the culturally competent teachers' classrooms. There were two ELL students in the not trained teachers' classrooms.

There were 19 students who received special services. There were 10 students who received services in the culturally competent teachers' classrooms. There were nine students who received services in the not trained teachers' classrooms. There were 20

students who received free and reduced lunch. There were 14 students in the culturally competent teachers' classrooms who received free and reduced lunch. There were six students in the not trained teachers' classrooms who received free and reduced lunch.

The two groups generally had similar numbers of students representing diverse populations, although the nominated/trained teachers did appear to have more students who received free or reduced lunch. A chi-square analysis indicated that student participants in the nominated/trained and not trained teachers' classrooms were not statistically significantly different from each other on the demographic variables of gender (chi-square = .029, 1 *df*, *N* = 242, *p* = .48), race/ethnicity (chi-square = .330, 1 *df*, *N* = 242, *p* = .34), number of students on free or reduced lunch (chi-square = .2.21, 1 *df*, *N* = 242, *p* = .10) and number of students receiving special services (chi-square=.019, 1 *df, N* = 242, *p* = .54). Based on the above descriptions, the two groups of students in these teachers' classrooms were considered to be comparable. The major difference between the two groups of classes would be whether or not their teachers were trained in and nominated for their cultural competence.

Parent and Student Consent Letters

Only students who returned letters of consent were studied. Parent/guardian and student permission letters (see Appendix A) were sent home by the researcher with the assistance of the teachers (see Appendix E for directions to teachers). When appropriate, Spanish translations of the parent letters were provided. Parents were assured that their children would focus on friendships and not focus on negative things about others, which

could lead to increased poor treatment of students who were disliked or rejected by peers. When permission letters were not returned from home, at least two or more additional requests were sent out. Pencils were used as incentives for children who brought back their signed letter whether they received permission or not to participate in the study.

The informed consent return rate for children approved to be in the study was 80% for students in the nominated/trained teachers' classrooms and 77% for students in the not trained teacher's classrooms. This level of participation required three rounds of consent forms being sent to non-respondents. Some consent letters were returned by parents indicating they or their child did not want to be in the study. These children were excluded from the study and are not included in the descriptions of the participants above.

Nonparticipants

It is important to know something of the students who did not participate as well as those who did. There was a total population of 310 students in the 12 teachers' classrooms. As previously shared, there were 242 students who agreed to participate in the study (164 in the nominated/trained teachers' classrooms and 146 in the not trained teachers' classrooms). They represented 78% of the total number of students in the 12 classrooms. There were 68 students (22%) who chose not to participate. Most of the students who did not participate were excluded because after several requests for permission were sent home they still did not return their letters of consent. A few parents of nonparticipants did return letters but wrote on the letters that their child did not want to

participate.

The nonparticipant rate was fairly similar for students in the nominated/trained and not trained teachers classrooms, 20% in the nominated/trained teachers classrooms did not participate. Twenty-three percent of the students in the not trained teachers' classrooms chose not to participate. Of the 68 students who did not participate 48 (71%) were boys and 20 (29%) were girls. Thus, boys were overrepresented in the nonparticipant group. (This was determined by looking at the actual proportion of boys in the classes being studied and comparing it with the proportion of boys among the nonparticipants.) Most of this overrepresentation came from the not trained teachers classrooms where 89% of the nonparticipants were boys.

Students of color were overrepresented by about 10 to 15% in the nonparticipant groups in both the nominated/trained and not trained classrooms. (This was determined by looking at the actual proportion of students of color given class demographics and comparing it with the proportion of students of colors among the nonparticipants.) Latino males were particularly overrepresented among those not participating in the not trained teachers classrooms. The reasons for an overrepresentation of European-American students in the study are unclear. Teachers made significant efforts to get consent forms returned by all students. Further research regarding why some parents and students might choose not to participate in a study such as this would be interesting. The fact that an overrepresentation of non-participating males (particularly Latino males) existed in the not trained teachers classrooms but not the nominated/trained teachers' classrooms would also be interesting to explore.

It is unfortunate that not all students in these classrooms participated in the study. However, creating a sociometric questionnaire that allowed for unlimited choices and a proportion formula based only on actual participants minimized the negative impact of having fewer males and students of color than in the total population.

Data Collection and Analysis

The instruments used for data collection in this research primarily consisted of a sociometric questionnaire and lunchroom observations of students. The researcher also collected biodata (background information) on teachers to characterize teachers in both the nominated/trained group and the not nominated/untrained group. Use of a sociometric questionnaire as well as lunchroom observations of students provided the opportunity to verify data. The teacher biodata provided insights into whether or not the teachers were similar or dissimilar with respect to a variety of factors besides teacher professional development which could impact cultural competence. The various forms of data collection and analysis are discussed below.

Sociometric Charts

Sociometry is a tool for discerning the structure and patterns of social preferences within a specific social group. A sociometric chart is developed after students are asked to answer a series of questions regarding their affiliation choices. The resulting charts can be used to identify the social acceptance or rejection of various individuals and groups. Sociometric data was collected for all 12 classrooms. Only positive nominations were

collected. The researcher was concerned that there could be harmful results if students were asked to use negative nominations. Using negative nominations could reinforce the practice of some students being rejected or isolated.

Directions for the sociometric questionnaire were given to each class using a scripted introduction so as to maintain consistency across classes (see Appendix F). Each child was given a list with all the names of the children in his or her class. Each child was asked to circle the names of their friends. There was no limit put on the number of choices that could be made and no definition of friend was given. Children were told that there were no right or wrong answers and that they should keep their choices private. This technique avoided limiting students' choices of friends and was a better indicator of inclusiveness than a fixed choice questionnaire. After the questionnaire was completed the researcher asked the teacher for information on students regarding sex, race/ethnicity, ELL status, SES, and which students receive special services.

Analysis of Sociometric Data

Sociometric charts (see Appendix B for an example) were constructed to look at the percentage of friendship choices across diverse groups including, race/ethnicity, gender, SES, ELL and special services. Friendship choices were recorded as in a typical sociometric questionnaire. Then, as can be seen in the example in Appendix B, coding was utilized that identified which mutual choices involved students from different groups.

Twelve classrooms were included in the study. Two hundred forty-two completed sociometric questionnaires from students in these classrooms were initially

analyzed by hand to determine who chose whom. The number of mutual choices was calculated for each student. For example, if Juan chose Amy as a friend and Amy chose Juan as a friend this would be a mutual choice. To examine cross-sex, cross-race/ ethnicity, and cross-SES each mutual choice that was across group lines was coded as a crossover friend choice for a given choice for a given student. Given there are different numbers of students in each group in each class, the crossover choices for a given student were expressed as a proportion. For example, assume a European American female (Jennifer) is in a class with four African American females, two Latina Americans, six European American females, three African American males, four Latino Americans, and seven European American males. Jennifer has six mutual friendship choices. Three were European American females, one with a Latina American, and two with European American males. She received a score of .14 for cross-sex nominations. That is, there could have been 14 possible mutual choices with males because there are 14 males in the classroom. Only two occurred. Thus, two divided by 14 gives a proportion of .14. For cross-race choices, this student received a score of .08. This score represents that there were 13 possible cross-race mutual choices but only one occurred. Each student thus received a score for mutual cross-race, cross-gender, and cross-SES friendships.

The proportions of cross group choices for all students in the classrooms of culturally competent teachers for a given category were compared with those of teachers who have not been trained. ANOVA was calculated to determine whether or not there were significant differences between the two groups in terms of cross group choices by sex, race/ethnicity, language, special services, and SES. Due to the number and

distribution of ELL students they could not be included in the analysis as originally planned. The independent variable for this analysis was training (culturally competent or untrained) and the dependent variables were the proportion of cross over choices in the various categories discussed above.

Observations

Observations took place in the lunchrooms of each school. The point of these observations was to get a sense of how students interact with one another in a social setting where there was a clear choice as to with whom one will interact. The researcher recorded anecdotal observations noting seating and interaction patterns. Notes were made regarding if students sat together based on their gender, race/ethnicity, appearance, or other observable physical characteristics.

During lunch, pictures were taken from various angles so as to include all students. These were used to help the researcher document and recall what was observed during the lunch periods. Field notes focused on with whom children sat and the general nature of interactions (e.g., body language and clear verbal comments related to social acceptance). Each classroom was observed twice for approximately 20 minutes during two different lunch periods. These observations provided qualitative data that were used to describe friendship behaviors of students who have been taught by experienced culturally competent teachers and teachers who have not yet been trained in the District's ESL Endorsement Program. An analysis of seating arrangements was used to identify similarities and differences regarding student behavior during the lunch period.

Analyzing the Lunchroom Observations

During each observation, a seating chart was made of where students sat at the lunch table (see Appendix C). With the help of the teachers, students were identified by gender and race/ethnicity. Each student was coded by gender and race/ethnicity. For example an African American boy would be coded AFB. An American Indian girl would be coded AIG. The letter coding was helpful but made it difficult to see if there were any clear patterns. Colored coding was added to identify patterns. All female students had half of their square on the seating chart shaded yellow. Thus, it was easy to see if female students tended to sit together or whether or not they were mixed in with the male students. All minority students had half of their square on the seating chart shaded pink. This helped make any clustering by race/ethnicity visually apparent. Anecdotal comments were also reviewed to see if they added additional information beyond that provided by the seating data that were collected.

Analyzing the Biodata Surveys

The researcher collected background information from the teachers who were a part of this study (see Appendix D). The Biodata survey collected information on the diversity experiences of the teacher. Surveys were color-coded. Nominated/trained teachers received a survey on tan paper. Not trained teachers received a survey on light blue paper. This way data from the two groups could be compared. The researcher gave the surveys to the teachers at the beginning of the study. To maintain confidentiality, the teachers received a self-addressed envelope to return the survey to the researcher. The

survey results were summarized descriptively and content analysis was used with the open-ended questions in order to identify themes and patterns in the data. Descriptions and comparisons regarding diverse background experiences and training of the two groups of teachers will be shared in the findings section.

Methods Summary

This study involved an exploration of the social inclusiveness of students in 12 classrooms. Half of these classrooms were taught by trained "culturally competent" teachers and half were taught by not trained teachers. Sociometric questionnaires, lunchroom observations, and teacher biodata surveys were used to compare the two groups of classrooms.

CHAPTER IV

RESULTS

This descriptive study was designed to help provide an understanding of the

impact that culturally competent teachers have on the social inclusiveness of their

students. Sociometry was the research tool with observations of lunchroom behavior

used to collect additional data on social interactions within each classroom. Sociometric

charts were used to look at the percentage of mutual friendship choices across diverse

groups including race, ethnicity, gender, and SES. The researcher also collected biodata

(background information) on teachers to characterize teachers in both the nominated and

trained group and the not nominated and not trained group.

Sociometric Questionnaires

Data from the sociometric questionnaires were analyzed using an ANOVA. The

proportion of mutual cross-gender, cross-race/ethnicity, and cross-SES choices of

students in culturally competent (nominated/trained teachers) were compared with the

proportion of mutual cross-gender, cross-race/ethnicity, and cross-SES choices of

students in the not trained teachers' classrooms. Findings based on sociometric charts are

indicated below. Table 2 shows a statistically significant difference ($p \leq .05$) in the

inclusiveness of students on the dependent variables proportion of cross-race, cross-

gender, and cross-SES mutual friendships with respect to whether they had a culturally

competent (nominated/trained) or untrained teacher. Crossover mutual choices related to

Table 2

ANOVAs for Measures of Inclusiveness for Nominated/Trained and Not Trained

Teachers

Measure of Inclusive	Source of Variation	Sum of squares	*Df*	Mean square	*F*	Sig.
Proportion of mutual choices with members of opposite sex	Between groups	.165	1	.165	5.467	.020
	Within groups	7.227	240	.030		
	Total	7.391	241			
Proportion of mutual choices across racial/ethnic groups	Between groups	.888	1	.888	5.374	.021
	Within groups	34.199	207	.165		
	Total	35.086	208			
Proportion of mutual choices across SES groups	Between groups	.724	1	.724	6.844	.010
	Within groups	20.103	190	.106		
	Total	20.827	191			
Proportion of mutual choices across special services	Between groups	.786	1	.786	2.100	.149
	Within groups	62.161	166	.374		
	Total	62.948	167			

special services were not statistically significant. As Table 3 indicates, means were in the

expected direction for all dependent variables. Students with culturally competent

teachers had more crossover mutual friendships.

The analysis of the sociometric questionnaires provides evidence that teachers

who have received in-service diversity training and who are perceived as culturally

competent by their principals do have a positive impact on their students' friendship

inclusiveness. Culturally competent teachers appear to influence the social norms and

inclusiveness of students within their classrooms.

Observations of Students in the Lunchroom

Observations took place in the lunchrooms of each school. The point of these

53

Table 3

Means and Standard Deviations for Nominated/Trained and Not Trained Teachers on

Dependent Variables

Dependent Variable	Group	*N*	Mean	*SD*
Proportion of mutual choices with members of opposite sex	Nominated	131	.193	.175
	Not nominated	111	.140	.173
	Total	242	.175	.175
Mutual choices across racial/ethnic groups	Nominated	131	.379	.471
	Not nominated	78	.243	.263
	Total	209	.328	.411
Proportion of mutual choices across SES groups	Nominated	110	.316	.318
	Not nominated	82	.192	.335
	Total	192	.263	.330
Proportion of mutual choices across special services	Nominated	107	.377	.702
	Not nominated	61	.235	.408
	Total	168	.325	.614

observations was to get a sense of how students interacted with one another in a social

setting where there is a clear choice as to with whom one will interact. Twelve

classrooms at four different schools were observed, each one for two different lunch

periods. I visually noticed and charted where all the students in the not trained and

trained teachers' classrooms seated themselves (coding obvious descriptors such as

gender and race/ethnicity) and made general observations regarding tone and

conversations. (See Appendix B for an example of a seating chart.) The seating chart

included the participants as well as the nonparticipants in the study since I did not know

who was who in this setting. For example, one classroom had three students of color in

the lunch photos who did not take part in the sociometric study. This was a disadvantage

in terms of matching lunchroom data with sociometric data—but unavoidable. There was

no sociometric data to consider if students did not return consent letters.

General Description of the Participating Classes

There was a total population of 310 students in the 12 teachers' classrooms. Two hundred forty-two students took part in the study. A brief description of each of the 12 classes (including number counts only for those students who participated in the study) is shown in Table 4 and Table 5.

As mentioned previously, one of the not trained teachers' classroom had only European American students. All of the other classrooms included students from a variety of ethnic/racial groups. In the not trained teachers' classes observed in the lunchroom, there were two ELL students. There were nine students who received special services and six students who received free and reduced lunch. In the nominated/trained teachers' classes observed in the lunchroom there were four ELL students. There were 10 students who received special services and 14 who received free and reduced lunch. Teachers identified these students on their class rolls but I was not able to accurately identify all of these students in the lunchroom photos so no analysis of the lunchroom data by SES, language, or receiving special services was attempted. Suggestions for how this problem might be addressed in future research are discussed in Chapter 5. The lunchroom observations only looked closely at seating arrangements with regards to gender and race/ethnicity.

Table 4

General Description of the Participating Students in Classes with Not Trained Teachers in ESL/REACH (Lunchroom Student

Observations)

Class #	Gender	Race/Ethnicity	Language	Spec serv	SES	Isolates	Interaction
2	10 males 8 females	Eur. Amer Hisp/Latino Asian Amer	Yes (1)	Yes (4)	Yes (2)	No	This was a very interactive class. Clustered by gender and race. Hispanic/Latino students were clustered together.
4	8 males 5 females	Eur. Amer Hisp/Latino Asian Amer	No	Yes (2)	No	No	This was a very interactive class. Clustered by gender and race. Hispanic/Latino boys clustered together.
6	8 males 6 females	Eur. Amer Hisp/Latino Afric Amer Asian Amer Pac. Islan	No	Yes (2)	Yes (2)	No	This was a very interactive class. Clustered by gender and race. Small cluster of Hispanic/Latino boys.
7	5 males 11 females	Eur. Amer Afric Amer Hisp/Latino Pac. Islan	Yes (1)	Yes (1)	No	No	This was an interactive class. Clear gender segregation. Minority boys sat together. European American boys sat together. Minority girls mixed in with European Amer. girls.
11	19 males 11 females	Eur. Amer Asian Amer Hisp/Latino	No	No	No	Yes (1)	This was an interactive class. Clear gender segregation. Girls sat with girls, boys sat with boys. Minority students mixed in.
12	8 males 12 females	Eur. Amer	No	No	Yes (1)	No	This was an interactive class. Students clustered by gender. No minority students.

Table 5

General Description of the Participating Students in Classes with Nominated/Trained Teachers in ESL/REACH (Lunchroom Student

Observations)

Class #	Gender	Race/Ethnicity	Language	Spec serv	SES	Isolates	Interaction
1	15 males 9 females	Eur. Amer African Amer Asian Amer 2 Other	No	No	Yes (2)	Yes (1)	This was a very interactive class. Clustered by gender and race.
3	11 males 10 females	Eur. Amer African Amer Asian Amer	No	Yes (2)	No	No	This was a very interactive class. Some gender clustering. Minorities mixed throughout.
5	10 males 13 females	Eur. Amer Hisp/Latino	No	Yes (2)	Yes (4)	No	This was an interactive class. Girls sat on one side of the table. Boys sat on the other side of the table. Minority students were mixed throughout on both sides.
8	11 males 8 females	Eur. Amer African Amer	No	Yes (2)	Yes (2)	No	This was an interactive class. Some gender clustering. No race/ethnicity clustering.
9	10 males 11 females	Eur. Amer Afric. Amer Hisp/Latino	Yes (2)	Yes (3)	Yes (4)	No	This was a very interactive class . Clustered by gender and race. Hispanic/Latino boys somewhat clustered Minority females did not cluster.
10	12 males 11 females	Eur. Amer Asian Amer Hisp/Latino	Yes (2)	Yes (1)	Yes (2)	No	This was a very interactive class. Clustered by gender and race. A cluster of Hispanic/Latino boys.

Gender

There was gender clustering in all 12 classrooms. Boys often sat together and girls often sat together. While conversations were often cross-gender, students did tend to sit by someone of the same gender. In some classes, the clusters were more clearly defined than in others. In both the not trained and nominated/trained teachers' classrooms, one out of the six classes had clear gender segregation. All girls sat on one side of the table and all boys sat on the other side of the table. There was some clustering by race within the gender clusters. European American boys and Hispanic Latino boys had separate clusters within the generally male group in 2 out of the 6 not trained teacher's classes. European American boys and Hispanic Latino boys had separate clusters within the generally male group in two out of the six trained teachers' classes. Conversations seemed to take place without regard to race or ethnicity but the seating arrangement did show clustering.

Race/Ethnicity

In both groups of teachers, half of the classes had clustering based on race/ethnicity. In 6 out of 11 classes, European American students and minority students sat together without any clear clustering by race/ethnicity. One classroom (# 12) did not have any minority students so it was not included in this analysis. There was some clustering of European American boys, European American girls, Latino Hispanic males, and minority students in five classrooms. As with the gender clusters, while students in some classrooms tended to sit by someone of the same race or ethnicity, conversations with

others around them were open and friendly.

Isolates

In the 24 observations made of lunchroom seating patterns, two students were identified as possible isolates. Based on observations of the not trained teachers' students in the lunchroom there appeared to be one isolate who was a European American female who would be characterized as overweight. The sociometric data was consistent with this observation. This student chose three female students on the sociometric questionnaire. However, the choices were not mutual; the students she chose did not choose her in return as a friend. While she did receive some choices, these were from two boys and three girls who selected many students in their classroom as friends. The number of friends these very inclusive students selected ranged from 11 to 23 classmate friendship choices in this class of 30 students. What makes this girl an isolate is that these were not the students that she identified as friends. While this study did not look at social inclusion patterns based on appearance factors such as weight, this is an important difference to consider in future studies.

In the nominated/trained teachers' classes observed in the lunchroom there appeared to be one isolate. This student sat somewhat separately and did not tend to interact with peers. This student was a special needs, Hispanic Latino male diagnosed with obsessive compulsive disorder (OCD). Again, the sociometric data confirmed his isolate status. This student chose one male student on the sociometric questionnaire. The choice was not mutual.

Summary

What I observed in both groups indicated that friendship patterns as presented in seating choices in the lunchroom generally indicated that students, regardless of the teacher's training, seem to sit in physical proximity to those who are similar to them by gender and race. This supports the literature on friendships based on gender and race. Historically, sociometric studies have indicated that children are more likely to have friends of same sex, race, and academic level (Hunter & Elias, 1999). Hunter and Elias stated that similarity is an important factor in friendship choices. Notably, as indicated in the seating charts (see Appendix C), gender appeared to be more salient in terms of with whom students sat (gender clustering appearing in 12 of the 12 classroom) than race/ethnicity (appearing in seven of the eleven classrooms where there were students of color).

Despite the clustering that occurred, the students overall interacted with each other across gender and race/ethnicity once they were seated. The conversations were very interactive and overall there was a pleasant social climate. Students talked about such things as which school subjects were their favorite, what they did over the weekend, who were there favorite sports teams, and what activities they were participating in the last week of school. No observations of intolerant or biased behavior were noted. However, there did seem to be two students who were not integrated into the social banter of lunchtime.

These observations of lunchroom social dynamics did not identify differentiated student patterns of social interaction in nominated/trained teachers' classrooms from

students in not trained teachers' classrooms. The observer, from her notes and charts, did not observe any distinguishing behaviors between the two groups.

Sociometric questionnaires provide students with a larger number of friendship choices than does a lunchroom seating arrangement. This may be why the sociometric questionnaire picked up differences not evident in the lunchroom observations. In a lunchroom, students can only choose with whom they will sit next to or possibly across from. With the sociometric questionnaire each child was given a list with all the names of the children in his or her class. Each child was asked to circle the names of their friends. There was no limit put on the number of choices that could be made and no definition of friend was given.

Teachers' Comments on Classroom Social Dynamics

As part of the study, teachers were asked to give information on the demographic composition of their classrooms. While providing this information, teachers in both the not trained and nominated/trained teachers' groups volunteered comments about the social dynamics in their classrooms. For example, the not-trained teachers stated:

- "This class is a community. They deal with anything that happens as a class."
- "Girls hold their own and stick up for themselves in class. Some boys are co-responsible and stick up for girls."
- "My class gets along very well with each other."
- "They stick together by groups."

- "Kids are nice to each other. I modeled this at the beginning of the year."

- "This is mostly an interactive group."

The nominated/trained teachers stated.

- "My students get along well."

- "This class is happy for each other."

- "They are all friends."

- "Boys and girls work together in groups."

- "They are accepting of each other and student who receives special services."

- "This is a friendly class. They are kind and helpful to each other."

All the teachers in the study seemed to believe that overall their students got along well with each other. Two of the teachers mentioned they believed there were problems with two of the students being excluded. Purportedly, one student was excluded because she sometimes touched others inappropriately. Another student was excluded because the teacher stated she "kept up a lot of confusion" with other students. These were the teachers' perceptions. Based on observations in the lunchroom these students did not appear to be excluded. The sociometric data confirmed that they were well integrated into the social fabric of their classrooms. They were not isolates. One of the students had four mutual choices. The other student had three mutual choices. Thus, the teachers in these cases appeared to be inaccurate in their perceptions.

Findings for Teacher Biodata Surveys

The teachers involved in the study completed an eight question Biodata -

Diversity Experiences Survey. This survey was administered to see if the two groups of teachers varied significantly with respect to diversity experiences outside of their teacher training opportunities. They received the survey at the beginning of the study. They also received a self-addressed stamped envelope to return the survey to the researcher. A description of these teachers and the findings from these surveys are shared below.

There were 12 elementary fourth- and fifth-grade teachers involved in the study. Six teachers were not trained in ESL and REACH Training. Six teachers were nominated/trained in ESL and REACH Training. There were four male teachers and eight female teachers. All 12 teachers were European American.

The average age of the teachers not trained in ESL and REACH training was 46 years old. The average age of the teachers nominated/trained in ESL and REACH training was 46 years old. The average years of not trained teachers working with students who were different (with respect to culture, race, ethnicity, religion, language) from themselves was seven years. The average years of nominated/trained teachers working with students who were different from themselves were 8 years.

Half of both not trained and nominated/trained teachers were not born in Utah. One of the trained teachers was born in England. In both the not trained and nominated/trained teachers, half of them spoke other languages. The languages spoken by the not trained teachers included Spanish, French, and American Sign Language. The languages spoken by the nominated/trained teachers were Spanish, French, and German.

Three out of the six not trained teachers have lived outside of Utah. The states they have lived in were Oklahoma, New Mexico, California, Arkansas, Colorado,

Pennsylvania, Florida, Nevada, and Idaho. Five out of six of the nominated/trained teachers have lived outside of Utah. The combined states they lived in were California, Tennessee, Arizona, Florida, and Washington. One nominated/trained teacher lived outside the United States in England and Canada.

All of the not trained teachers have travelled internationally as adults. The combined places they traveled to were: Guatemala, Mexico, China, Jamaica, Hawaii, Greece, Australia, France, and Italy. Five out of six of the nominated/trained teachers have travelled internationally. They travelled as children, adolescents, and adults. The combined places they traveled to were Canada, Hawaii, Mexico, Italy, France, Ireland, Korea, Belgium, Spain, South America, Argentina, and Brazil.

Both the not trained and nominated/trained teachers noted major areas of differences between themselves and their students. Both groups mentioned differences with respect to race, ethnicity, and socioeconomic status. The not trained teachers also included living conditions, learning disabilities, and exposure to drugs and violence. The nominated/trained teachers included culture, special education, and religion. One of the nominated/trained teachers shared that the majority of children she taught were Mormon and that she was not Mormon.

Teachers were asked, "How much formal educational training have you had with respect to teaching diverse populations?" They could check one of the following responses.

"I have participated in only required courses and workshops."

"I have received training beyond that which is required."

"I have made a point of gaining more expertise in this area through extra training opportunities."

The not trained teachers perceived their formal education training with respect to teaching diverse populations in the following ways. Two of the six teachers felt that they participated only in required courses and inservice workshops. Two of the teachers felt that they had received training beyond that which was required. The other two teachers marked that they made a point of gaining expertise in this area through extra training opportunities.

The nominated/trained teachers perceived their formal education training with respect to teaching diverse populations in a variety of ways. Two of the nominated/ trained teachers felt that they had received training beyond that which was required. There were three nominated/trained teachers who marked that they made a point of gaining expertise in this area through training opportunities. One out of the six teachers felt that she participated only in required courses and inservice workshops. Generally, teachers can choose to take the ESL/REACH training to get an ESL Endorsement. However, for certain teachers the ESL/REACH training may be required by their principals. For example, if a school has ESL students and needs ESL endorsed teachers, the principal has to meet the requirement of having so many endorsed teachers to meet the needs of his or her ESL population. Thus, a teacher, in order to maintain his or her current position, may be required to take the training.

Teachers were asked, "How would you assess your feelings of competency in working with diverse populations?" They could check one of the following responses:

"Great, I feel well prepared."

"Pretty good, I feel well prepared to work with most students."

"Okay, but I wish I had more training or mentoring in this area."

"Not as prepared as I would like to be."

The not trained teachers assessed their feelings of competency in working with diverse populations in the following ways: Two out of the six teachers marked, "Great, I feel well prepared." Three teachers marked, "Pretty good, I feel well prepared to work with most students." and one marked, "Okay, but I wish I had more training or mentoring in this area."

All six of the nominated/trained teachers assessed their feelings of competency in working with diverse populations in the following way: "Pretty good, I feel well prepared to work with most students." It is interesting that two of the not trained teachers felt great about their preparation but none of the more extensively district nominated/trained teachers marked this option.

The not trained teachers described significant experiences that have influenced their understanding of and sensitivity to issues of diversity and the teaching of diverse populations (e.g., family, background, relationships, pivotal events) in the following ways.

- "I always worked in Title I Schools, worked with deaf students."
- "AmeriCorps, setting up reading programs in diverse schools."
- "I was a 'different' person on a construction crew – treated poorly."

- "I have two daughter-in-laws and one son-in-law from different cultures."

- "Living in so many different parts of the country."

- "Family, travel, friends, I have friends with many different cultures, races and religions."

The nominated/trained teachers described significant experiences that have influenced their understanding of and sensitivity to issues of diversity and the teaching of diverse populations (e.g., family, background, relationships, pivotal events) in the followings ways:

- "Worked with tough populations in California."

- "Worked inner-city Phoenix."

- "Moving so much."

- "Married a Korean man."

- "Worked with Hispanic parents."

- "ESL tutor for 10 years."

The not trained teachers described how they used cooperative groupings in their teaching in the following ways.

- "Daily"

- "Often" shared by 3 teachers

- "Occasionally"

- "I use them for literacy circles three times weekly"

The nominated/trained teachers described how they used cooperative groupings in their teaching in the following ways.

- "Daily" shared by two teachers

- "Frequently almost daily"

- "I do 40% of my teaching with cooperative groupings"

- "Occasionally with math and science"

- "Some"

In summary, there were many similarities between the not trained and nominated/ trained teachers. All twelve of the teachers were European American. The average age of each group was 46 years old. The average years of the not trained teachers working with students who were different from themselves was 7 years. The average years of the nominated/trained teachers working with students different from themselves was 8 years. Both groups had half of the teachers born in Utah. Half of the teachers in both groups spoke other languages. All six not trained teachers had travelled internationally as adults. Five out of the six nominated/trained teachers had travelled internationally as adults. Both groups noted similar major areas of differences between themselves and their students.

With one exception, all the teachers in both groups felt well prepared in working with diverse populations. Both groups used cooperative learning in their classrooms. Both groups had responses that ranged from daily to occasionally. Both groups had similar responses to the question regarding formal education training with respect to teaching diverse populations in a variety of ways. Two out of the six teachers in both groups marked that they had received training beyond that which was required. There

were teachers in both groups who felt that they had made a point of gaining expertise in this area through training opportunities, two out of three not trained teachers and three out of six nominated/trained teachers. In addition, both groups had teachers who felt that they only participated in required courses and workshops, two out of the six not trained teachers and one out of the six nominated/trained teachers.

Differences with respect to international experiences between the groups tended to be minor. One difference between not trained and nominated/trained teachers was that one of the six nominated/trained teachers was not born in the United States while all of the not trained teachers were born in the USA. That teacher was born in England. Another difference was that the nominated/trained teachers who travelled internationally travelled as children, adolescents, and adults. The not trained teachers travelled internationally as adults. Overall, the teachers were quite similar regarding international travel. Thus, this study suggests that international travel alone is not sufficient for developing culturally responsive teachers.

Findings Summary

The researcher analyzed the sociometric questionnaires, lunchroom observations, and biodata surveys. Comparisons were made regarding social inclusion in the classrooms of teachers who are trained and judged to be culturally competent and the classrooms of teachers who are not trained and have not been nominated as culturally competent.

The sociometric questionnaires provided data regarding how integrated the social

environments are for these two groups of classrooms. The observations provided an additional perspective on how the students interact with each other in an informal school setting. The results of the study indicated that students in classrooms with teachers identified as culturally competent were more inclusive in their mutual friendships than students in classrooms with not trained teachers at the same schools. However, lunchroom observations suggested that students behaved similarly across groups of teachers in this type of setting.

A biodata survey was used to characterize the teachers in the two groups so that any differences or similarities between the two groups of students could be better understood. A content analysis indicated that nominated/trained teachers and not trained teachers were very similar in terms of age, years of teaching experience with diverse populations, their self-reported level of competency in working with diverse populations, reporting of significant experiences (personal and professional) with diverse populations, overall years of teaching experience, use of cooperative education strategies, and amount of international travel.

CHAPTER V

DISCUSSION

The purpose of this study was to explore the social inclusiveness of classrooms with culturally competent teachers who were identified both by completing an ESL Endorsement in in-service diversity training and by principal nomination, then district diversity trainer selected six teachers from the principals' list. Sociometric charts were used to look at the percentage of mutual friendship choices across diverse groups including race/ ethnicity, gender, SES, and special services. There were not a sufficient number of ESL students to include this group as a variable in this study. Sociometry as well as observations of lunchroom behavior were my research tools. The lunchroom observations provided additional data beyond the sociometric data on social interactions within each classroom. Biodata was collected by the researcher on teachers to characterize teachers in the nominated/trained group and the not trained group.

The results of the study indicated that students in classrooms with teachers identified as culturally competent were more inclusive in their mutual friendships than students in classrooms with not trained teachers at the same schools. Culturally competent teachers had classrooms with statistically significantly more mutual friendship across gender, race/ethnicity, and SES groups. While not statistically significant, their classes also included more mutual friendships between students receiving special services and students not receiving special services. In the social psychological research mutual friendships are considered to be a strong indicator of less social distance between diverse

social groups. While this is a positive finding, in the lunchroom context, where there were limited choices with respect to whom students could sit by, there appeared to be no significant differences between the students in the classes of the nominated/trained and not trained teachers. Thus, it appears students may widen their friendship circles in classrooms with teachers who are culturally competent but that they still may choose students similar to themselves in terms of race/ethnicity and gender when they have limited choices. Thus, it appears students may widen their friendship circles in classrooms with teachers who are culturally competent but that they still may choose students similar to themselves in terms of race/ethnicity and gender when they have limited choices. Looking at this from an identity formation perspective, Tatum (1997) would suggest that connecting with one's racial/ethnic peers in such ways can be an important and positive part of identity formation.

Prejudice Reduction

Concerns regarding the relationships among diverse groups of students were a motivating factor for this study. As noted in the literature review, harassment and the use of derogatory language continue to be a pervasive problem in schools across our country. Students are harassed and bullied based on a broad range of sociocultural and physical attributes including facial features, body parts and size, clothing, academic abilities, peer groups, socioeconomic status, ability, race, gender, sexual orientation, and religion. These behaviors pose a great challenge for our schools. They create environments in which students are withdrawn, distracted, wounded and even ready to turn to violence.

Schools must intervene in a proactive way. "To combat prejudice educators must consciously seek to instill in children a basic understanding of human rights such as justice, equality, and respect for group differences and individual integrity (Byrnes, 1995, p. 3). Teachers who are assisted to become culturally competent would hopefully be doing just that. This study suggests that teachers who have been helped to develop cultural competency can be change agents with respect to the social dynamics of their classroom.

A recent dissertation by Kawabata (2009) entitled "*The Significance of Cross-Racial/Ethnic Friendships: Associations with Peer Victimization, Social-Psychological Adjustment, and Classroom Diversity*" examined specific consequences of diverse friendships. Kawabata did not look at teacher training but instead looked at the relationship of cross-racial/ethnic friendships with other social behaviors. In his sample of 444 fourth-grade students from 39 diverse classrooms in 10 public elementary schools he found that increases in cross-racial/ethnic friendships were related to decreases in peer rejection, relational victimization, externalizing adjustment problems, and internalizing adjustment problems and increases in peer acceptance and peer support (Kawabata, 2009, p. ii). Thus, while this study did not look at issues of peer rejection and prejudice it is probable that these behaviors were less prevalent as a result of these culturally competent teachers' efforts.

Kurt Lewin's work suggested that culturally competent teachers could create social norms in their classrooms that lead to reduced prejudice and increased acceptance of diversity on the part of students. Students who are culturally competent understand,

respect, and appreciate how cultural diversity infuses their individual lives. Students who have been educated in a way that involves fostering acceptance and respect for cultural diversity can operate as a powerful source for including others and co-creating positive social norms of friendship and respect.

The Utah State Office of Education and this particular school district provide continuous professional development for administrators and teachers to help their students become sensitive to and accepting of others. The intent is also to develop teachers' understanding of the dynamics of harassment and bias and how to prevent them, so that schools are safer places for all students. It appears these programs may be making a difference.

Significance of the Study

This study provided data that culturally competent teachers may help their students to become more inclusive in their friendships, a positive indicator that they are becoming more culturally competent individuals themselves. Teacher training provided by the Utah State Office of Education and this school district, and potential training provided by agencies around the country, may actually make a difference in terms of students' social acceptance and inclusiveness of others. This exploration of the impact of culturally competent teachers on classroom social climate adds valuable information to the growing body of literature on the need for culturally competent teachers.

Reflections on the Study

Every study can be improved and this study is no exception. There were several areas I would improve if I had it to do over again. I would recommend that two researchers be available to do lunchroom observations. The students are in the lunchroom for a short time period of up to twenty minutes. It was very difficult to collect adequate data in that short period since I did not know the students. If there were two researchers, one researcher could take pictures and the other researcher could fill in the seating charts and take anecdotal notes. This would give a more accurate picture of what was taking place in the lunchroom. It would also be helpful for the teacher to assist the researcher by identifying each of the students in the photographs by writing their names on their picture. In retrospect, I would have liked to have collected more data from the teachers about who was who in the pictures and to what groups each child belonged. Since some children in the pictures did not have parent consent to be in the study this also limited the information I could collect.

The IRB permission letters sent home to parents may have scared some parents away from the study, particularly parents of some of the minority students. If I were to do this study again, I would spend more time with the IRB convincing them of the need for a less formal, legalistic sounding letter. In many classrooms, the sociometric data did not include all students. Getting all students involved would have strengthened the findings of this study.

A larger population of students and teachers would provide additional

information. This would allow for better equivalent matching of classrooms with teachers who were considered culturally competent with teachers who had not been trained in these areas. In the process of trying to match teachers with and without training, and who were at the same school and teaching at the appropriate level, the inclusion of a classroom without racial/ethnic diversity was not noticed until classroom observations began.

Future Research

According to the literature reviewed, schools and colleges of education are increasingly making an effort to develop culturally competent teachers who meet the needs of all students. There is some literature to support that these culturally competent teachers, through the use of culturally relevant pedagogy and anti-bias education programs, are in turn educating children to be sensitive and culturally competent (Aboud, 1988; Aboud & Fenwick, 1999; Ponterotto & Pederson, 1993). This study looked specifically at the connection between culturally competent teachers and the social behaviors of students with regard to mutual, cross-group friendship selection. The findings suggest that culturally competent teachers are making a difference in terms of the broad friendship patterns of students.

Additional research is suggested in the following areas.

1.   What is it that occurs between students and teachers that results in a more inclusive environment for children? In-depth case studies of culturally competent teachers could add to our knowledge of what occurs in such classrooms that result in a

more friendly, open social environment across groups. For example, in keeping with Kurt Lewin's work on leadership styles of teachers, it would be interesting to see if certain leadership skills are creating the differences. On the other hand, perhaps it is the inclusion of anti-bias lessons or a combination of both leadership and curriculum.

2.   It would be interesting to explore the finding that students were more inclusive in the classrooms of culturally competent teachers when they could list everyone they considered a friend but they were not noticeably different from the other classes when they were limited in their choices. Further investigation of this finding is important. This could be done by asking students to rank order at least their first three friendship choices and then to include all other friends as well. Such a study would give a clearer picture of the friendship dynamics involving mutual, cross-group choices in a given classroom.

3.   This study could also be replicated and additional grades, perhaps second through sixth grades should be included. The literature review states that all grade level and content area classrooms can benefit from anti-bias and social justice training, however, grades four through six present a potential window of opportunity to implement anti-bias and social justice training that may be more effective than when implemented with students at other developmental stages (Piaget & Weil, 1951). However, research done with primary grades could provide information about the possible benefits of front-loading, culturally competent teachers in the early grades—starting early to help prevent prejudice and discrimination with schoolchildren.

4.   Looking at sociometric data over time in the classrooms of culturally

competent teachers would be helpful. For example, over the course of a school year sociometric data could be collected to see when changes in the inclusiveness of the social environment begin to occur. Does it take almost a full academic year for changes to occur or can they be accomplished in a relatively short period?

5.   As noted earlier, it would be interesting to look more closely at why parent and students of color were overrepresented among the nonparticipants. Does this reflect their concern or lack of concern about friendship networks at school or perhaps it reflects a sense of not being engaged with the school or a lack of trust with respect to confidentiality of the study. Additional studies could also examine whether or not teachers who have had different types of diversity training also have more socially inclusive classrooms.

There are many possibilities for additional research to be done in this field. There is much to be learned about how schools as social laboratories can increase students' acceptance of others who are different from themselves. Overtime, as more teachers develop skills of cultural competence, it is exciting to consider that students may increasingly come to act as transformative agents in creating a more just and tolerant society.

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APPENDICES

Appendix A

Parent and Student Letters of Consent

UtahStateUniversity
School of Teacher Education and Leadership
2820 Old Main Hill
Logan UT 84322 -2820
Telephone: (435) 797-0396

PARENT PERMISSION
What Impact Do Culturally Competent Teachers Have On the
Social Inclusiveness of Their Students?

Introduction/ Purpose Dr. Deborah Byrnes in the School of Teacher Education and Leadership at Utah State University (USU) and student Jacqueline Thompson are doing a research study. They want to learn more about how teacher training can help teachers make all students feel welcome in the classroom. There will be about 120 students at this school who will be in the study.

Procedures If you give permission for your child to be a part of this study, the following will happen. Your child will receive a list with all their classmates' names. Your child will be asked to put their own name at the top of the paper and circle the names of their friends. This will take 5 minutes. Students will return the list to the researcher when they are done. During lunch the researcher will observe and take pictures of your child and his or her classmates to see with whom students sit. The researcher will also ask each teacher for a description of your child. Your child will take part in this study for one month. Pictures will be destroyed after the study is done.

Risks There are no known risks in the study. If any risks come up they will be addressed right away.

Benefits The reseacher may learn more about how teachers make schools a safer and welcoming place for all students. Students can learn better in a safe and welcome place.

Explanation and offer to answer questions Jacqueline Thompson has explained this research study to you and answered your questions. If you have any other questions, please call her at (801) 402-5319. Or you may contact Dr. Deborah Byrnes at (435) 797-0396.

Voluntary nature of participation and right to withdraw without consequence
Participation in this study is voluntary. You may remove your child from this study at any time. Or, your child may decide not to take part. If your child does not take part, the classroom teacher will give your child other schoolwork instead of the list of their classmates. To protect the privacy and confidentiality of your child, his or her picture will be blurred in any lunch room photos.

Confidentiality Research records will be kept confidential. We follow federal and state regulations. Only the researchers will have access to the data. Data which will be kept in a locked cabinet in the researcher's office. Photos will be destroyed when the study is completed; around August 29, 2009 after the data has been analyzed by the researchers. Faces of students for whom permission is not obtained, will be blurred.

IRB Approval Statement The Institutional Review Board for the protection of human participants at USU has approved this research study. If you have any questions or concerns about your rights or a research-related injury, you may contact the IRB Administrator at (435) 797-0567. Or email irb@usu.edu. True Fox in the IRB Office speaks Spanish. If you have a concern or complaint about the research and you would like to contact someone other than the research team, you may contact the IRB Administrator to get information or to give input.

Copy of consent You have been given two copies of this Parent Permission document. Please sign both copies and keep one copy for your files.
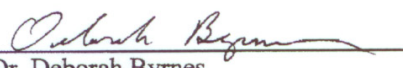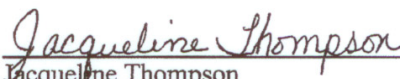
UtahStateUniversity
School of Teacher Education and Leadership
2820 Old Main Hill
Logan UT 84322 -2820
Telephone: (435) 797-0396

PARENT PERMISSION
What Impact Do Culturally Competent Teachers Have On the
Social Inclusiveness of Their Students?

Investigator Statement "I certify that the research study has been explained to the individual, by me or my research staff. The individual understands the nature and purpose and the possible risks and benefits associated with taking part in this research study. Any questions that have come up have been answered."

Dr. Deborah Byrnes
Investigador Principal
(435) 797-0396

Jacqueline Thompson
Doctoral Student Researcher
(801) 402-5319

Please use your initials:

____ My son/daughter can take part in this study.

____ My son/daughter cannot take part in this study.

_____   _____
Participant/Guardian signature   Date

_____
Name of student

Child/Youth Assent: I understand that my parent/guardian knows about this research study and that permission has been given for me to take part. I understand that it is up to me to take part even if my parent says yes. If I do not want to be in this study, I do not have to and no one will be upset if I don't want to take part or if I change my mind later and want to stop. I can ask any questions that I have about this study now or later. By signing below, I agree to take part in this study.

_____   _____
Name   Date

UtahStateUniversity
School of Teacher Education and Leadership
2820 Old Main Hill
Logan UT 84322 -2820
Telephone: (435) 797-0396

Formulario para Informar y Permitir
Que Impacto Tienen los Maestros Competentes Culturalmente en el Involucramiento Social de Sus Alumnos

Introducción / próposito: La Profesora Deborah Byrnes de la Escuela de Educación de Maestros y Administración de la Universidad de Utah State (USU) y la alumna Jacqueline Thompson estan haciendo un estudio de investigación. Ellos quieren aprender mas acerca de como el entrenamiento de maestros puede ayudar a los maestros a crear un ambiente de bienvenida en el salón para todos los alumnos. Habrá como 120 alumnos que estarán involucrados en el estudio.

Procedimientos: Si usted le da permiso para su hijo/a participar en este estudio lo siguiente se llevará a cabo. Su hijo/a recibirá una lista con todos los nombres de sus compañeros. Su hijo(a) serán informados para poner su nombre arriba del papel e identificar todos sus compañeros poniéndoles un circulo en los nombres de los compañeros. Esta tarea tomará 5 minutos. Los alumnos regresaran la lista al investigador al terminar. Durante el almuerzo el investigador observará y tomará fotos de su hijo(a) y sus compañeros para ver con quien se sientan. El investigador también le preguntará a cada maestro para una descripción de su hijo(a). Su hijo(a) tomará parte de este estudio por un mes. Todas las fotos serán destruidas después de que se ha terminado el estudio.

Riesgos: No hay ningún riesgo previsto en este estudio. Pero si aparecen se solucionarán en seguida.

Beneficios: El investigador aprenderá más acerca del impacto que los maestros tienen en sus alumnos y como los maestros hacen las escuelas más seguras y un lugar más confiable para los alumnos.

Explicación y dispuestas a contestar preguntas: Jackie Thompson ha explicado este estudio de investigación y ha contestado sus preguntas. Si tienen cualquier otra preguntar por favor llamar al teléfono (801) 402-5319, o puede contactar a la Profesora Deborah Byrnes al (435) 797-0396.

La Participación es voluntaria y con el derecho de retirarse sin consecuencias:
La participación en esta investigación es completamente voluntaria. Usted puede retirar a su alumno de este estudio en cualquier momento. O, su hijo/a puede decidir no tomar parte. En tal caso, la maestra del salón le dará tareas a su alumno en lugar de la lista de sus compañeros. Para proteger la privacidad y la confidencialidad de su hijo(a) su foto será borrosa en las fotos de la cafetería.

Confidencialidad: Los registros de la investigación se mantendrán confidencialmente. Seguiremos las regulaciones federales y del Estado. Solamente el investigador tendrá acceso a los registros. Los registros se mantendrán bajo llave en la oficina del investigador. Las fotos serán destruidas cuando el estudio este terminado; el 29 de agosto de 2009 después que la información haya sido analizada por los investigadores. La fachada del alumno que no tuvo permiso será borrosa.

IRB Declaración y Aprobación: El Comité de la Universidad que revisa y protege a los participantes de USU ha aprobado este estudio de investigación. Si usted tiene alguna pregunta o preocupación de sus derechos puede contactar al IRB al (435) 797-1821 o por correo electrónico al irb@usu.edu. True Fox en la oficina de la IRB habla español. Si usted tiene una preocupación o queja a cerca de la investigación

UtahStateUniversity
School of Teacher Education and Leadership
2820 Old Main Hill
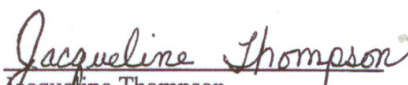Logan UT 84322 -2820
Telephone: (435) 797-0396

Formulario para Informar y Permitir
Que Impacto Tienen los Maestros Competentes Culturalmente en el Involucramiento Social de Sus Alumnos

y desea contactar a alguien más de los que están en el comité de investigación puede contactar a la administración de IRB para obtener información o dar su consulta.

<u>Copia del Consentimiento</u>: Usted ha recibido dos copias de este consentimiento, por favor firme las dos copias y mantenga una copia para sus archivos.

<u>Declaración del Investigador</u> "Yo certifico que el estudio de investigación ha sido explicado al individuo por mí o por una asistente de la investigación. El individuo comprende el propósito, y los riesgos posibles y los beneficios asociados con participar en este estudio de investigación. Cualquier pregunta que ha surgido, ha sido contestada."

_____
Dr. Deborah Byrnes
Investigador Principal
(435) 797-0396

_____
Jacqueline Thompson
Estudiante del Doctorado
 (801) 402-5319

____ Yo doy permiso para que mi hijo/a participe en esta investigación.

____ Yo no doy permiso para que mi hijo/a participe en esta investigación

_____   _____
Firma Padre/Responsable del Participante   Fecha

_____
Nombre del alumno

<u>Niño/a. joven declara:</u> Yo comprendo que mis padres/responsables están al tanto de este estudio de investigación y han dado permiso para que yo pueda participar. Yo comprendo que es mi decisión de participar aunque mis padres ha dicho que sí. Si no deseo participar en este estudio no lo tengo que hacer y nadie estará disgustado conmigo si no participo o si cambio forma de pensar después y paro. Puedo preguntar cualquier duda que tenga acerca de este estudio en este momento o más adelante. Al firmar esta forma, Yo estoy de acuerdo a participar en este estudio.

Appendix B

Sociometric Chart

Class #3

Gender	Race/Ethnicity	Spec. Serv.	SES	Student #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total Male	Total Female	Cross Gender Mut.	Cross Race Mut.	Cross Spec. Serv.	Cross SES	Total Poss x Race	Total Poss dif Spec. Serv.	Total Poss dif SES
1	1	0	0	1		×1	1			⸰1×	1×		1	1		1				⸰1×			1	1×	1	11	10	5	1	2	0	3	2	0
2	1	0	0	2	×1		1		1		1					√1×					1	.				11	10	2	1	0	0	3	2	0
1	1	0	0	3						1				1								1×				11	10	1	0	0	0	3	2	0
2	1	0	0	4								1×			1×	1×										11	10	3	0	0	0	3	2	0
1	1	0	0	5							×1√															11	10	1	1	0	0	3	2	0
2	1	1	0	6	⸰√1×																					11	10	1	1	1	0	3	19	0
2	2	0	0	7	1×			×√						√1×	√1×	1×	1×	√1×								11	10	6	5	0	0	19	2	0
1	1	0	0	8																×1√						11	10	1	1	0	0	3	2	0
1	1	0	0	9			1×													√1×						11	10	2	1	0	0	3	2	0
2	1	0	0	10											1×						1×					11	10	2	0	0	0	3	2	0
1	1	0	0	11						√1×										√1 × 1×						11	10	3	2	0	0	3	2	0
1	1	0	0	12		√1×		1×		√1×		1×								√1×						11	10	5	3	0	0	3	2	0
1	1	0	0	13						√1×						1×				√1×						11	10	3	2	0	0	3	2	0
2	1	0	0	14												1×										11	10	1	0	0	0	3	2	0
1	1	0	0	15						√1×																11	10	1	1	0	0	3	2	0
2	1	1	0	16	⸰1×														×1⸰	×1⸰						11	10	2	0	2	0	3	19	0
1	1	0	0	17														×1⸰								11	10	1	0	1	0	3	2	0
1	1	0	0	18																						11	10	1	0	0	0	3	2	0
2	3	0	0	19						√1×	1×		√1×	√1×	√1×											11	10	5	4	0	0	3	2	0
2	1	0	0	20	1×		1×						1×	1×												11	10	4	0	0	0	3	2	0
2	2	0	0	21																						11	10	0	0	0	0	19	2	0

× Cross Gender Mutual
√ Cross Race Mutual
o Cross Special Services
•• Cross SES

Appendix C

Lunchroom Observation Seating Charts

Lunchroom Table

☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺
☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺

Code for Seating Chart

African American Boy – AFB
African American Girl - AFG
Native American Boy – NAB
Native American Girl - NAG
Asian American Boy - AAB
Asian American Girl – AAG
European American Boy - EAB
European American Girl – EAG
Hispanic Latino American Boy – HLB
Hispanic Latina American Girl – HLG
Pacific Islander American Boy – PIAB
Pacific Islander American Girl – PIAG
English Language Learner – ELL
Low Socioeconomic Status – SES
Student Sitting Alone – SSA
Student Making Positive Comments – SMPC
Student Making Negative Comments – SMNC

Lunchroom Table

Code for Seating Chart

African American Boy – AFB
African American Girl - AFG
Native American Boy – NAB
Native American Girl - NAG
Asian American Boy - AAB
Asian American Girl – AAG
European American Boy - EAB
European American Girl – EAG
Hispanic Latino American Boy – HLB
Hispanic Latina American Girl – HLG
Pacific Islander American Boy – PIAB
Pacific Islander American Girl – PIAG
English Language Learner – ELL
Low Socioeconomic Status – SES
Student Sitting Alone – SSA
Student Making Positive Comments – SMPC
Student Making Negative Comments – SMNC

Appendix D

Biodata-Diversity Experiences Survey Form

Professor Deborah Byrnes in the Department of Elementary Education at Utah State University and Jacqueline Thompson a doctoral student at Utah State University are doing a study on social inclusiveness of students. They are also collecting information regarding their teachers' experiences. Thank you for your willingness to participate in the study. Please complete the following survey.

Biodata - Diversity Experiences Survey Form

Age:_____   Ethnicity:_____

Place of Birth:_____

1.If you speak any language(s) other than English, please list below.

_____ Level of skill for this language:___some ___ good ___ fluent

_____ Level of skill for this language:___some ___ good ___ fluent

_____ Level of skill for this language:___some ___ good ___ fluent

2. Please list any places you have <u>lived</u> (not just traveled to) that are quite different in terms of diversity (culture, SES, race, religion, language) from where you currently live and that have had an impact on how you see the world. Please also indicate how long you lived there and your age or ages at the time.

Place: _____   Amount of time: _____   Age (s): child   adolescent   adult

Place: _____   Amount of time: _____   Age (s): child   adolescent   adult

Place: _____   Amount of time : _____   Age (s): child   adolescent   adult

Place: _____   Amount of time : _____   Age (s): child   adolescent   adult

3. Please share any places you have <u>traveled </u>to that are quite different in terms of diversity (e.g., culture, SES, religion, language) from where you currently live and that have had an impact on how you see the world:

Place: _____   Age of travel: (circle one) child   adolescent   adult

Place: _____   Age of travel: (circle one) child   adolescent   adult

Place: _____   Age of travel: (circle one) child   adolescent   adult

Place: _____   Age of travel: (circle one) child   adolescent   adult

4. How many years have your taught in public or private schools: _____   Of those years, how many have involved working with students of whom the majority are different (with respect to culture, race, ethnicity, religion, language) from yourself: _____   What were the major areas of differences between you and your students?

_____
_____
_____

5. How much formal educational training have you had with respect to teaching diverse populations? **(Check one)**

_____I have participated only in required courses and inservice workshops

_____ I have received training beyond that which is required.

_____ I have made a point of gaining expertise in this area through extra training opportunities.

6. How would you assess your feelings of competency in working with diverse populations?

_____ Great, I feel well prepared

_____ Pretty good, I feel well prepared to work with most students

_____ Okay, but I wish I had more training or mentoring in this area

_____ Not as prepared as I would like.

7. Please briefly describe any significant experiences that have influenced your understanding of and sensitivity to issues of diversity and the teaching of diverse populations (e.g., family background, relationships, pivotal events):

_____
_____
_____

8.Please briefly describe how much you use cooperative groupings in your teaching:

_____
_____
_____

Appendix E

Letter to Teachers

Dear Teacher,

Thank you for allowing me to administer a friendship questionnaire to your students. I will give each of your students an envelope with two parent permission letters requesting permission for them to take the questionnaire. Their parent or guardian and the student must sign the letter indicating if they give approval for the student to take the questionnaire. Their parent or guardian should keep one copy of the letter for their records. Students will need to bring the signed parent permission letters back to you on _____ (date). Please remind them to do so. In cases where we do not receive a return slip we will need to send out a second request. ***For each student that returns the signed parent letter granting permission or not to complete the questionnaire, please let them choose a pencil as a thank you for their efforts.***

I will need 5 minutes to administer the questionnaire. Students with permission will receive a questionnaire from me. I will remind students that this questionnaire is voluntary. After the questionnaire is completed I will ask you for information on students regarding sex, race/ethnicity, ELL status, SES (socioeconomic status), and which students received special services. For your students who do not participate in taking the questionnaire, please give them an appropriate seat work assignment. Again thank you for your support.

Sincerely,

Jackie Thompson
Doctoral Student Researcher

Appendix F

Student Script

Hello students,

My name is Ms. Jackie Thompson. I am a student at Utah State University. I am working on a research project. Your moms and dads have given their approval for you to work with me and each of you has agreed to participate. If you change your mind, you can choose not to take the questionnaire or you may stop at any time during the questionnaire. No one will be upset with you. Your teacher will have something for you to do while the questionnaire is being given. The questionnaire will only take a few minutes. If you have any questions to ask about the study please feel free to ask me.

 For those who chose to be in the survey, please put your name on the questionnaire. I am giving you a list with all the names of the students in your class. Please circle the names of your friends. You may circle as many friends as you want. There are no right or wrong answers. However, I will ask that you keep your choices private. I will do the same. Your answers will not be shared with anyone, not your teacher, parents, or other classmates. You will not be graded on this questionnaire. When you have finished your questionnaire, turn your paper over, take out a book, and read silently while others are finishing their questionnaires. I will collect them. Are there any questions? Thank you for your help.

VITA

JACQUELINE THOMPSON

2283 East 350 North
Layton, Utah 84040
(801) 546-4457
jathompson@dsdmail.net

EDUCATION

Ed.D. in Curriculum and Instruction
Utah State University – May 2010

Administrative/Supervisory Leadership Program
Utah State University – August 2003

M.Ed. in Curriculum and Instruction
Weber State University – May 1997

BA in Elementary Education
Idaho State University – 1978

CERTIFICATION

Elementary Education – Teaching Certificate
National Certified REACH Trainer (Respecting Ethnic & Cultural Heritage)
Understanding a Framework for Poverty Trainer
Administrative/Supervisory Endorsement

PROFESSIONAL ORGANIZATIONS JOINED

Association for Supervision and Curriculum Development (ASCD)
National Staff Development Council (NSCD)
Utah Staff Development Council (USDC)
National Association of Multicultural Education (NAME)
Utah Chapter of National Association of Multicultural Education (UNAME)
Phi Delta Kappa

ORGANIZATIONS

      United Way of Davis County - Board Member
      Davis Arts Council – Board Member
      NUAMES Charter School – Board Member
      State Martin Luther King, Jr. Human Rights Commission - Education Chair
      National Conference for Community and Justice (NCCJ) - Camp Advisor

PUBLICATIONS

"Using More Data Sources to Evaluate Teachers," <u>Educational Leadership</u>, February
      2001,Volume 58 No. 5. Kenneth Peterson, Christine Wahlquist, Kathie Bone,
      Jackie Thompson, and Kaye Chatterton

"Kwanzaa - It's A Celebration!," <u>The Utah Special Educator</u> , January 1995
      Vol. 15 No. 4.

PROFESSIONAL EXPERIENCE

July 2008 – Present
**Educational Equity and Community Outreach Department Coordinator, Davis
School District, Farmington, UT**
Coordinator for District Multicultural Education, Advisor for the Davis School District
Parent Equity Committee, Davis School District Compliance Officer, AVID
(Advancement Via Individual Determination) District Director

July 2000 – June 2008
**Davis School District Staff Development Department, Respecting Ethnic and
Cultural Heritage (REACH) Coordinator, Evaluation Coordinator, Davis School
District, Farmington, UT**
Coordinator for Davis District's REACH training for teachers, administrators, support
staff and community. Coordinate Educator Assessment Evaluation (EAS) Program, train
Administrators on EAS, Davis School District Compliance Officer

July 1997 - June 2000
Educational Equity Specialist, Utah State Office of Education
Civil rights monitoring, providing technical assistance and networking resources to
address cultural diversity, bias awareness and gender equity. USOE coordinator for
Martin Luther King, Jr., Statewide Essay Contest for 7-12th grade students.

July 1996 - June 1997
Gender Equity Coordinator, School- to-Careers Specialist
Utah State Office of Education

Monitored and coordinated with four Gender Equity Technical Assistance Centers (GETAC) throughout Utah. Provided assistance to School Districts throughout Utah on School to Careers

October 1993 - June 1996
Race Desegregation Specialist, Utah State Office of Education
Monitored race complaints, provide technical assistance to Local Education Agencies on cultural diversity. USOE Coordinator for the Dr. Martin Luther King, Jr. Statewide Essay Contest, and Family Involvement Conferences.

July 1993 - October 1993
Equal Employment Opportunity Specialist, Hill Air Force Base, UT
Process, mediate and facilitate complaints for base employees. Provide training to supervisors and employees to increase awareness and help prevent complaints by being proactive.

July 1986 - June 1993
Employee Development Specialist, Hill Air Force Base, UT
Monitored training plans for Accelerated Engineers & Veterans Readjustment Act Program. Assisted employees with career development. Coordinated Pre-Retirement Seminars.

Assistant Black Employment Program Manager - Hill Air Force Base
Collaborated with the Civilian Personnel Office Special Emphasis Program Managers to ensure that employees received upward mobility and had job opportunities.

Chairperson of Hill Air Force Base African-American Community
Outreach Program
Conceived and implemented outreach program. Committee visited
Various schools and community organizations. Encouraged over 100,000 youth to stay in school, say no to drugs, alcohol and violence. Formed partnership between Hill Air Force Base and Utah State Office of Education.

July 1984 - June 1986
Personnel Management Specialist Intern, Hill Air Force Base, UT
Rotated as an intern throughout the Civilian Personnel Office. Worked in
Staffing, Classification, Employee Relations, Training and Program Management.

June 1982 - July 1984
Elementary School Teacher, School District #25, Pocatello, ID
Taught 2nd grade. Helped promote growth and development of students. Monitored and evaluated their performance. Collaborated with administration, staff and parents.

October 1981 - June 1982
Substitute Teacher, Sacramento, CA

October 1979 - October 1980
Receptionist, University of California Davis Medical Center, Sacramento, **CA**
Scheduled out-patients requiring Physical Therapy, Speech Therapy and Occupational
Therapy.

June 1978 - June 1979
Elementary School Teacher, School District #25, Pocatello, ID
Taught 2nd grade. Helped promote growth and development of students. Monitored and
evaluated their performance. Collaborated with administration, staff and parents.

NATIONAL, REGIONAL, AND STATE CONFERENCE PRESENTATIONS

AERA Conference – April 2010, Denver, CO
Presentation with Dr. Deborah Byrnes, Utah State University
What Impact do Culturally Competent Teachers Have on the Social Inclusiveness of
Their Students?

REACH (Respecting Ethnic and Cultural Heritage) Training Overview – November 2009
Governors Office of Ethnic Affairs

Utah Education Association (UEA) Statewide Conference – November 2008
Presentation on "Culturally Responsive Teaching"

National REACH Training – January 2008, Rapid City School District,
Rapid City, South Dakota

Para Educators State Conference - Presentation on "Culturally Responsive Teaching,
November 2007, Ogden, UT

New Pilgrim Baptist Church – "The Balancing Act" Keynote Speaker
October 2007, SLC, UT

Race Relations Conference - "REACH Overview", September 2007
Ogden, UT

National REACH Training – Puyallup School District - August 2007, Tacoma, WA
 Black History Luncheon - "The Niagara Movement" - Keynote Speaker
February 2005, Hill Air Force Base, Clearfield, UT

4th Annual Educators for Diversity – Keynote Speaker
March 2004, Utah State University, Logan, Utah

Homemakers of America Conference – "Homemakers are the Spice of Life"
March 2003, Farmington, UT

3rd Annual Brain Conference – "5 Great Ways to De-stress" September 2002,
SLC, UT

Utah Association for Supervision and Curriculum Development (UASCD)
& Utah Staff Development Council (USCD)   "Getting Results" Collaborative Action for
Student Achievement Conference - Oct. 2001, Park City, UT

Regional Brain Conference, SLC, UT - Sept. 2001
"Each One REACH One"

Governors GIFT Conference - Ogden, UT, Oct. 2000
Keynote Address

Statewide Gender Equity Conference, Oct. 2000, UVSC, Orem, UT
REACH Overview

USOE Early Childhood Conference, Oct. 2000, U of U, SLC, UT
REACH Overview

National Character Education Conference - SLC, UT, July 2000
REACH Overview

State PTA Conference - BYU, Provo Utah - May 2000, REACH Overview

Hill Air Force Base - Federal Women's & Pacific Islander - Keynote Speaker - April
2000

USOE - PIT Conference - Put It Together, Provo, UT - March 2000, REACH Overview
Statewide Gender Equity Conference, "Fairness Awareness", St. George, UT
March 1999, REACH Presentation

Character Education Conference - Snowbird - October 1998 "Teacher, they called me
 a ____ ! Workshop

NAACP Tri-State Conference, April 1998, SLC, UT, Communication Skills

National Coalition of Sex Equity Conference (NCSE) - Maui, Hawaii - July 1997

School- to- Careers Presentation

Statewide Gender Equity Conference, Strategies for Fairness, April 1997, SLC, UT

MESA (Math, Engineering, Science, Achievement) Conference, SLC, UT
August 1999, Kwanzaa Presentation

UEA Conference - SLC, UT, October 1998
"Teacher, they called me a _____ !" Workshop

Multicultural Students Conference - Weber State University, Oct. 1998
Character portrayal of Bessie Coleman the 1st African American female pilot.

MESA (Math, Engineering, Science, Achievement) Keynote Speaker, University of Utah,
April 1997

Hill Air Force Base - Martin Luther King, Jr. Observance Keynote Speaker, January 1995

Mountain and Northern Plains States Desegregation Assistance Center Conference -
Denver, Co, April 1994, Character portrayal of Bessie Coleman. Workshop on "Weaving
the Equity Tapestry, All Means All"

NATIONAL & LOCAL RECOGNITION

1992   National Meritorious Service Award - Blacks in Government

1994   Recipient of the Spirit of the American Woman Award for Public Education Your
        Community Connection (YCC) Northern Utah

1998   Utah Women's Achievement Award
        Governor's Commission for Women and Families
1999   Mrs. Utah America

2000   Recipient of the Dr. Martin Luther King, Jr. Award, SLC NAACP

2000   Appointed by Governor Leavitt to serve on the Martin Luther King, Jr., State
        Human Rights Commission