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MULTICULTURAL PERSPECTIVES:
A CASE STUDY OF STAFF DEVELOPMENT
IN AN URBAN ELEMENTARY SCHOOL

A Dissertation Presented
by
MARIE-FRANCE CAMBRONNE

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1993

School of Education

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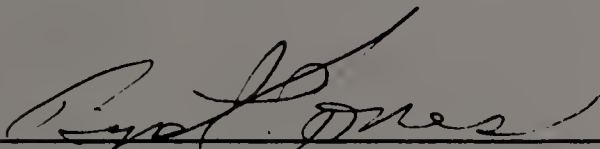
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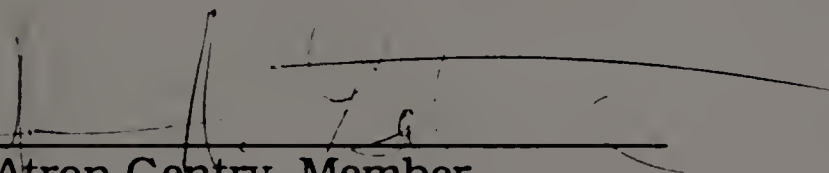
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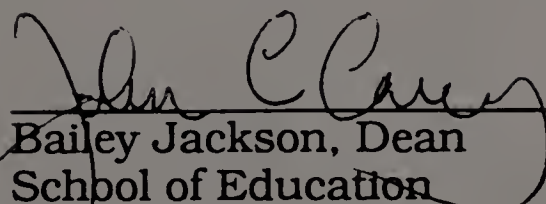
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DEDICATION

This study is dedicated to my wonderful mother Lilia Theodore, my sister and my friend Addly Cambronne and my youngest nephew Abraham Tanutamom for their unwavering support, love and understanding. Thank you for always being there for me and for believing in me!

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ABSTRACT

MULTICULTURAL PERSPECTIVES: A CASE STUDY OF STAFF
DEVELOPMENT IN AN URBAN ELEMENTARY SCHOOL

SEPTEMBER 1993

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This case study reported on the process of designing, implementing, and evaluating a low-cost, school-based staff development program for teachers at the Ulysses Byas elementary school in Roosevelt, New York serving a predominantly African American population. The study was designed to provide teachers with useful resources for building multicultural curriculum into their regular school program. Action research methodology was used in this case study as a vehicle for the staff development program. The success of this project was contingent upon voluntary participation by staff members who perceived the information and activities of use in their classroom. Prior to this study, the researcher gathered information about teachers' needs and then reviewed numerous studies pertaining to multicultural education and possible answers.

A series of four workshops were held. The workshops focused on providing opportunities for teachers:

- a. to understand the concept of multicultural education;
- b. to acquire some basic cultural knowledge about ethnic diversity;
- c. to learn to analyze their own and students' ethnic attitudes and values; and
- d. to develop different methodological skills for implementing multicultural education in their classroom activities.

Staff development workshops relating to multicultural education among elementary teachers were successful because of the support gained from the school district, administrators, the building principal, the auxiliary staff and the participants.

Effective Staff development procedures facilitated a number of essential processes and practices:

1. Opening dialogue among colleagues and administrators.
2. Allowing individual teachers to attend workshops during their work day.
3. Increasing peer interaction and sharing of ideas and knowledge among colleagues.
4. Introducing activities that address the basic concerns and needs of staff and students.
5. Elevating teacher morale by enhancing teacher professionalism.
6. Allowing staff to work collaboratively and supportively to implement school change.
7. Increasing teacher cultural literacy and comfort with cultural diversity in the classroom.

Although this project took place within a particular setting, the planning process, staff development activities may be adapted to other settings.

PREFACE

After 13 years as a classroom teacher working with and observing children from diverse cultural, social and ethnic backgrounds, my philosophy of education has become quite simple and throughout the years has been the core of my academic program and interaction with children. I believe that all children can learn and that every child has the right to be educated to his or her fullest potential. In essence, I believe that it is vital that the educational system create a method to relate effectively to students with diverse learning styles and to meet the educational needs of all children.

This study stems from my early experiences in the United States. It is thus important for the purpose of this study to reflect on these earlier experiences and briefly describe how they have shaped this project.

My family and I moved to the United States from Haiti 18 years ago. Like many other immigrants, we came to America for the various freedoms — religious, social, political — which are symbolic of America. With high expectations, we readily sought to adopt and adapt to American institutions and hoped for a reciprocity of cultural understanding.

Our first few years in the United States required a great deal of adjustment. We came with little knowledge of American life, only to be confronted by personal disrespect, mockery, ridicule and humiliation.

We felt the strains, the stress and the emotional tensions of being nonwhite in this country.

My very first experience with racism and prejudice in the United States took place in a public junior high school in Brooklyn, NY. The school's environment was culturally insensitive. I was constantly harassed by other students. My teachers had many biased views about me and about my culture. These feelings were in turn subtly communicated to the other students. Additionally, there was no support from either administration or staff members. There were no special programs (i.e., counseling, bilingual) geared specifically to immigrant students. Throughout my years in public schools, I felt as an outcast, alienated and unwanted. Like most immigrants and minority students, I struggled against racial and prejudicial barriers to achieve an education and survive in this society. I viewed school as an unfriendly and hostile environment which had no particular interest in me as a person. This feeling of alienation and rejection had a great and lasting effect on my self-image. I continued to harbor these feelings through many years.

In college I developed a strong interest in Africana Studies. These formal studies helped me to empower my beliefs in the positiveness of my culture, thus helping me to empower myself as an individual.

Traveling throughout Europe, Asia, Central America, South America and the Caribbean, I had the opportunity to experience other peoples' ways of life which, in turn, promoted in me a deeper respect, understanding and appreciation of cultures different from my own.

Having experienced racism and stereotyping firsthand in the educational domain, I felt compelled to do something positive and different in the field of education. I believed I could become a change agent by helping other minority students. I concentrated my studies on Elementary Education.

Young children learn negative stereotypes and attitudes from our behaviors and the environment that we create. “Minority” children begin to experience prejudice and racism early in life. The attitudes and behaviors that minority children acquire about their ethnic groups are stereotypic, negative and damaging. These children need to recognize and learn about the strengths and contributions of people from their own group members.

After graduating from college, I became involved with educational institutions. I worked in both private and public schools. My experiences and observations in the school system have supported my firm belief that schools continue to graduate students from all levels who are ignorant of people different from themselves. Subsequently, students who arrive on the school scene from varied cultural, social and ethnic backgrounds constitute a threatening experience. Their differences are treated as handicaps, burdens, shortcomings or disadvantages.

Many educators are limited in their experiences, knowledge, and understanding of the pluralistic nature of this society. Hence, educators are products of an educational system that has a history of racism, exclusion and debilitating pedagogy. As such they put into practice what they themselves have been subjected to, thus

perpetuating structures that may be harmful to many of their students.

The majority of teachers is not prepared in either the cognitive or the affective domain to work effectively with students from diverse backgrounds. Without training, most educators cannot see the cultural biases and prejudices of their routines and school behaviors. Since teachers play a major role in defining the types of educational opportunities offered to students, their re-education and training become essential to providing educational equality to all students. The challenge for our society today is to create effective programs for experienced as well as new teachers, programs which will provide them with the skills and knowledge needed to combat racism and prejudice and which will enable them to develop curricula that support and address a multiracial society.

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CHAPTER I
INTRODUCTION

Overview

Multicultural education entails an interdisciplinary approach designed to develop cultural awareness, to recognize human dignity, and to respect each person's origins and rights. Multicultural education should start in schools where teachers are trained in cultural awareness and sensitivity that entails a dual process of learning about others and comprehending their own cultural biases and strengths.

In the past, most multicultural approaches focused on introducing "minority cultures" along with some historical perspectives and a summary of current conditions to mainly White and middle-class college students who are interested in teaching. In effect, multicultural education would explain why African Americans, Asian Americans, Latin Americans and Native Americans differed from some presumed mainstream of middle-class values shaped by a predominantly English heritage. In essence, later immigrant groups were praised for certain ethnic heroes and heroines and their successes at acculturation. Retaining cultural values was seen as incomplete assimilation or a retention of more "primitive beliefs." Apparently, one never assumed that African Americans' culture made any sense. A society of things, of

ownerships, of waste and destruction appeared normal, but a society organized around family, communication and spiritual values had to be explained.

Although multicultural education developed a theme of recognizing human dignity and respecting each person's origin and values, it somehow took on a paternalistic tone toward people who have been discriminated against economically, politically and socially. In effect, programs in multicultural education consist primarily of the study of strange and exotic customs and behavior of ethnic groups and the celebration of ethnic holidays and birthdays. Educators intoned about the contributions of diverse ethnic populations through different activities and planned events such as Black History Month, Puerto Rican Day, Chinese New Year or Pizza Day as though only through the adoption by the larger society could the values of diverse cultures be reaffirmed.

Effective programs in the area of multicultural education are needed that avoid paternalism or implicit Eurocentric values. The aim is to stimulate worthwhile changes and a rejection of Eurocentric approaches to the study of multiculturalism, to reflect positively all races of people and to make a concerted attack against negative stereotypes and racist attitudes.

The learning from an effective approach to multicultural education program is essential for both staff and students at Ulysses Byas Elementary School in Roosevelt, Long Island. Serving children from low socio-economic background, Ulysses Byas students are 98% African American. In 1989, outsiders might have described the staff of

Ulysses Byas as 53% White or European American and 47% Black or African American. However, the people described themselves in more complex terms such as Jews, Irish Americans, Polish Americans, Italian Americans, German Americans, Haitians, Trinidadians, Jamaicans, and San Salvadorians.

The demographic situation of Ulysses Byas makes it an interesting place to incorporate a multicultural education program that explores the meaning of multiculturalism for groups who have been labelled “minorities.” The setting provided a unique environment different than most settings where traditional multicultural programs are offered. This project presented participants with a new perspective of multiculturalism among and for African Americans. It also allowed teachers to learn about the many rich and diverse cultures of people of African descent who have dispersed over much of the world.

The children attending Ulysses Byas have been victimized by the dominant White society. These children have primarily been exposed to an Anglocentric curriculum and an ethnocentric liberal ideology where cultural differences were minimized or largely ignored in the formal curriculum. In this society, stereotypes and biased attitudes covertly and overtly permeate children’s experiences. Long before they enter school, “minority” children experience prejudice and racism both in personal contacts and through the media. Their environment is infused with negative images of their ethnic group. These children are educationally cheated because those attitudes shape their aspirations and opportunities.

This case study will document processes for introducing multicultural perspectives into the curriculum for an elementary school serving a predominantly African American population. The specific intent is to provide teachers with useful resources for building a multicultural curriculum into their regular school program through staff development workshops. Specific activities and events planned to develop teachers' cultural awareness and sensitivity will be designed, implemented, recorded and assessed.

Culture

A sense of culture as a group meaning-making response to varied economic, social and political conditions underlies all approaches to multicultural education. Multicultural education is an educational strategy in which students' cultural background is viewed as positive and essential in developing classroom instruction and a desirable school environment.

Many individuals implicitly presume that persons who are different from themselves have an inferior culture. Gollnick and Chinn (1986) noted that until early this century the term culture referred to groups of people who were more like the European world powers. In essence, any group who failed to fit under this norm—had no Aristotle, no Roman law, no Shakespeare—lacked culture. Today, anthropologists and sociologists have defined culture as a way of perceiving, believing, evaluating, and behaving that makes sense out of a particular set of conditions. Hence, it is a meaning system that imparts significance to daily actions and special occasions.

Banks (1979) defined culture as consisting of the behavior patterns, symbols, institutions, values, and other human-made components of society. It is the unique achievement of a human group which distinguishes it from other groups. While cultures are in many ways similar, a particular culture constitutes a unique whole. Linton (1959) also described culture as the mass of behavior that human beings in any society learn from their elders and pass on to the younger generation. In addition, Gordon (1964) suggested that culture refers to the social heritage of humans—ways of acting and doing things that are passed down from one generation to the next, not through genetic inheritance, but by formal and informal methods of teaching and demonstration. Further, Gollnick and Chinn (1986) stated that culture provides the blueprint that determines how individuals think, feel, and behave in society.

Culture is changeable but often only over time. Marshall (1972, p. 17) suggested that

culture is much more than a mere custom which can be discarded or changed easily. In a certain sense, it was imposed upon us as a mold in which we were cast, even though culture is man himself in a larger sense. It constitutes a way fully characteristic of organizing life, of thinking and of conceiving the underlying postulates of the principal human institutions, of relating to and interacting with other intelligent beings. It influences our way of experimenting with the universe, providing a combination of intermediate patterns which channel our feelings and thoughts, making us react in a peculiar way different from those who have been submerged in different patterns.

Thus, certain patterns of family interactions, religious beliefs, childbearing practices and aesthetic judgements may persist while ways of earning a living may give way to modernization.

In a regular classroom, each of 25 or 30 students has a culture. According to Gollnick and Chinn (1986), parts of the culture are shared by all of the class members, whereas other aspects of the culture are shared only with family members or the community. All of the students belong to the same age cohort and as such share membership in an age group. Students bring to class differences which extend far beyond their intellectual and physical abilities. They bring different historical backgrounds, religious experiences, and day-to-day living experiences. Thus, these experiences will direct the way students behave and perform in school.

As First (1988) remarked, cultural distinctions account for different ways of learning and may affect classroom behavior and participation. Thus, cultural misunderstanding on the part of teachers can be a major source of conflict in the classroom. As Coker (1988) observed, students often live up to teachers' expectations. One who appreciates and is cognizant of the varied cultural backgrounds of students and uses these cultural communication skills can be a key factor in students' acceptance of other cultures as well as pride in their own culture. In essence, teachers have the responsibility for knowing the cultural backgrounds of their students to help them reach their potential. Hence, cultural understanding helps teachers communicate more effectively and positively with their students rather than misinterpreting behaviors and contradicting familiar values.

Statement of Problem

Many teachers are ill-prepared to respond positively to cultural differences. They are not prepared either professionally or personally to work with ethnically different students. Teachers lack information about ethnic/racial cultures that differ from their own and have limited experiences with people different from them. Unthinkingly, they assume the greater worth of their own values and seldom question their own taken-for-granted assumptions.

According to Gracia (1978), teachers do not understand ethnicity. Teachers neither know, nor have they been taught, that ethnicity, racism, and ethnocentrism are endemic factors in American society that influence teaching and learning. He also claimed that most teachers have been raised in middle- or lower middle-class homes and communities, ensconced safely away from the concentrations of minority and lower socio-economic group. Thus, many teachers possess a “conventional wisdom” bias toward minorities. They have learned that minority students were culturally deprived and thereby disadvantaged. These attitudes have in effect produced teaching behaviors that have hindered student academics and have, in addition, a profound impact on students’ perceptions, self-concepts, and beliefs.

Banks (1979) stated that teachers are human beings who bring their cultural perspectives, values, hopes and dreams to the classroom. They also bring their prejudices, stereotypes and misconceptions. Teachers’ values and perspectives mediate and interact with what they teach, and influence the way that messages are communicated and perceived by their students. Furthermore, research has shown that

many teachers ignore their students' cultural strengths and view cultural differences as deficits to be ignored or disadvantages to be overcome.

Teachers typically have negative attitudes and low expectations for minority students. Seldom are teachers encouraged or trained to recognize and accept that ethnicity is a vital factor in many students' lives. In essence, cultural conflict in the classroom is subtle and unconscious and many times unrecognized by teachers.

Gay (1983) noted that teachers cannot be expected to be effective in teaching multicultural content and working with ethnically diverse students without having had professional preparation for these tasks. Yet few teachers in this educational system have had the kind of education, experiences or training in multiculturalism that create feelings of confidence in their ability to work well with culturally diverse students.

Effective programs are needed to help teachers develop a greater awareness of the pluralistic nature of American society. These programs should be designed to help teachers explore their understandings, their assumptions and to question their attitudes and expectations towards different races and cultures. Teachers need support, information and cooperative activities to learn ways to relate effectively to students with diverse cultures and learning styles.

Staff development workshops can organize information and activities that help teachers to examine their personal intolerances, biases or lack of information, to enhance the personal and professional growth, to encourage sharing of ideas and knowledge among colleagues

in a non-threatening environment and to provide guidance in designing and adapting of classroom materials. The goal is not to exclude anyone because of ignorance or prejudice.

Statement of the Purpose

A key purpose of this study is to report on the development, the implementation and the evaluation of school-based staff development workshops designed to provide instructional staff in a particular school setting with training which will enable them to teach effectively in a culturally pluralistic environment.

Of primary importance in the initiation of a multicultural perspective, then is a staff development program providing opportunities to teachers:

1. to develop an understanding of the concept of multicultural education;
2. to gain some fundamental knowledge about ethnic and cultural diversity;
3. to critically examine their own and their students' ethnic and cultural attitudes and values; and
4. to acquire various techniques for adapting multicultural education into their regular classroom routines.

Research Questions

The primary goal of this study consisted of an assessment of the design and implementation of staff development workshops focusing on providing teachers with useful resources for building multicultural

curricula into their regular school programs. Based on many case studies and longitudinal studies, we can assume that teachers who are interested, engaged and attentive listeners are more likely to change behaviors by contributing to our understanding. As a result, the researcher focused on a number of observable items in order to directly assess the effectiveness of staff development activities in a timely fashion. Hence, the key questions set forth were:

1. Will staff voluntarily agree to participate in multicultural education sessions?
2. Will the participants who have agreed to participate in the sessions actually attend the scheduled sessions?
3. Will participants believe that the information and activities that were included during workshop sessions will be of use to them in their classrooms?
4. Will participants feel better prepared to work with children of diverse backgrounds and learning styles?
5. Will participants become more sensitive to the needs of minority students?
6. Will participants develop a greater tolerance toward culturally and ethnically different students?
7. Will participants acquire some basic cultural knowledge about ethnic diversity?
8. Will participants develop different methodological skills for implementing multicultural education in their classroom activities?

9. Will participants be able to develop and select multicultural materials for their classrooms?

These specific research questions provided a guideline which helped to develop, design and implement staff development workshops that addressed teachers' particular needs, perceptions, levels of knowledge, interests and experiences. The project afforded participants opportunities to examine, share and evaluate their own biases, beliefs and attitudes. The workshop sessions planned struggled continually to foster a nonthreatening and supportive environment.

Setting

Community

Ulysses Byas Elementary School in which this study was implemented is part of the independent Roosevelt School District on Long Island, New York. The community of Roosevelt is a one square mile community located in one of the wealthiest counties in the United States. Roosevelt lies between Freeport and Hempstead in the southwestern section of Nassau County. The village is an unincorporated community with over 14,000 residents. Part of the town of Hempstead, Roosevelt does not have its own local government, health agencies, social agencies, sanitation department or police department. The community lacks access to major services and facilities that help to bind a community together.

Roosevelt is a bedroom community with almost all single family homes. There are no high rise buildings of any kind in the village. The

past three years witnessed a small growth of new houses, a new shopping, and new facades on many commercial buildings. Nassau Road, the main north/south street, was recently widened from two to four lanes.

Roosevelt has one of the highest tax rates in Nassau County and one of the lowest market values of property wealth per pupil in the county. Unemployment office records estimate that the Roosevelt community has one of the highest unemployment rates in the county.

The school system is the only centralized public institution in the community. At the time of this study, the total school population from kindergarden through 12th grade was 4,653. This figure included 977 students enrolled in non-public schools. The 3,026 public school pupils are served by six schools. There are four elementary schools, one pre-kindergarden center, and one Junior-Senior high school. The residents of Roosevelt viewed the schools as their only hope for breaking a cycle of poverty and hardship.

In 1956, the community desegregated the school district. Since that time the school district has become re-segregated and is the most severe racially and economically isolated district in Nassau county. At the present time, the district has to overcome many of the problems created by the adverse effects of "minority" group isolation.

The ethnic composition of the community has changed from predominantly White in 1960 to predominantly Black in 1980. The 1980 Commission Planning Census of Roosevelt indicated the ethnic population of the community as follows:

Total population—14,109

Whites—1,254 (includes people of European descent)

Blacks—12,516 (includes African Americans, people from the Caribbean and Hispanics)

East Indians—44

Asians—35

Others—255 (includes people who did not consider themselves to belong in other categories).

The Roosevelt public school students are 98% Black and are mostly from the low socio-economic background. Recently, Roosevelt has had an increase in the number of other ethnic students, mainly Hispanics, Haitians and Asians. Officials in the town of Hempstead, Nassau County and New York State have indicated that the Roosevelt community is a microcosm of problems evident in large urban cities.

Ulysses Byas Elementary School

In 1989, Ulysses Byas Elementary School housed 498 students from kindergarden through sixth grade including special education. The population at Ulysses Byas is the composite of two broad groups of children. They are the transient, often described as socially or economically disadvantaged. They often lead interrupted, unpatterned, and rootless lives, seldom gaining full acceptance within the society. While these children may come with rich and diverse experiences, these experiences do not guarantee success in the classroom.

The second group is comprised of children who are ethnically or culturally different. They may bring with them values, attitudes, and behaviors which tend to emphasize differences and restrict smooth

acceptance by the educational domain. While there are some similarities in the problems faced by both groups, each is characterized by distinct strengths and needs (Decosta, 1984).

Of the students 89% are African Americans and 11% others, whereas of the staff members 40% are African Americans, 53% are European Americans, and 7% others. ("Others" include Haitians, Trinidadians, Jamaicans, Nicaraguans, Puerto Ricans and San Salvadorians.)

The need to develop a curriculum that will draw its strengths from the most positive elements of each group then becomes increasingly necessary in this particular setting. A curriculum of this type should be available to show the richness of what each group has to offer to American society even though the groups come from different cultures and ethnic groups.

Significance of Study

Historically, the United States has been an ethnically and culturally diverse society. According to Banks (1986), this diversity has resulted from several historical developments.

Prior to the arrival of the Europeans and the Africans to the New World, the native inhabitants were culturally diverse. They had several hundred tribal societies and more than 200 languages. By 1709, although the English and the Welsh were numerically the dominant groups, there were, however, a significant number of Scots, Germans, Dutch, Irish and other European groups. Blacks were the largest non-European groups and made up about 20% of the total population. The

non-English population including the Blacks was about 40% of the population.

The ethnic mixture of the United States continued to deepen as a large influx of immigrants and refugees from countries throughout the world flocked to this nation to realize their religious, political and economic dreams. Although immigration was restricted by nationality or ethnicity in the 1920s, changes in the 1960s opened the door to a new mix of immigrants. At present, a large influx of immigrants from nations in Asia and Latin America are adding to the nation's cultural, ethnic and racial non-European diversity.

Since 1960, 34% of the new immigrants have come from Asia, 34% from Latin America, 16% from Europe, and 16% from other continents, Canada or unspecified nations (Muller and Espenshade, 1985). In 1979 alone, 42% of the immigrants came from Latin America, 41% came from Asia, and 14% came from Europe. In 1985, 80% of the total immigration was evenly split between Mexico and Asia. The majority of the immigrants migrating to the United States today are both racially and culturally different from "mainstream" Americans or their European ancestors.

Newcomers from Latin America originated chiefly from Mexico, El Salvador, Guatemala, Nicaragua and Honduras. The Asian immigrants arrived mostly from Vietnam, the Phillipines, Korea, China, India, Laos, Cambodia and Japan. A smaller group from the Caribbean have come mostly from Haiti, the Dominican Republic, Jamaica and Cuba.

This trend is also evident at the Roosevelt school. In 1960, the population of Roosevelt was approximately 80% White and 17% Black.

By 1980, the ethnic composition of the community had changed drastically from predominantly White to predominantly Black. In recent years, the Roosevelt community has had an increase in the number of other ethnic groups, mainly Hispanics, Haitians, and Asians. Significantly, Roosevelt as a Black community also mirrors the metamorphic change in the country as a whole.

While the percentage of minority students in the nation's public and private schools is growing rapidly, the number of minority teachers to serve as role models and bring their culture perspectives to teaching is decreasing. According to Banks (1988), these current changes suggest a need to create incentives to attract more minorities into teaching. Moreover, "mainstream" American teachers should develop knowledge, attitudes, and skills needed to work with ethnic minority students more effectively and to help all students develop more positive attitudes and values.

The significance of this study is pivotal for educators to learn how to prepare teachers to successfully teach the larger increasing numbers of "minority" students. Schools will have to change teacher preparation and teacher attitudes. In order to assist new and experienced teachers, staff development programs will have to improve teacher preparation. Effective change can be incorporated through teacher development in workable and useable workshops for teachers.

Staff development projects can provide a means by which elementary school teachers can be assisted in learning ways to interact more effectively and comfortably with culturally diverse students. Staff development projects can impart subject-matter knowledge to teachers

for the purpose of teaching and helping students of diverse backgrounds and cultures become successful in school. Projects can improve the educational curriculum and also provide for overall school improvement in ways that enhance teacher professionalism.

The development of such cultural understandings will predictably become important for higher education and the work place as the current generation matures. Thus, the design, implementation and assessment of workshops for elementary teachers may suggest issues, tensions, and strategies for other areas of adult education to help the United States draw on the talents and values of all its residents. If the children in Roosevelt grow up with pride in their African heritage and their African American values, then other parts of the society will need to adjust to their knowledge and potential contributions.

Methodology

This study applies action research methodology and its different features to focus on the processes of introducing a multicultural perspective into the elementary curriculum for a school serving a predominantly African American population. Action research is defined by Halsey (1959) as a small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention.

Action research can be identified by the following features:

It is situational—it is concerned with diagnosing a problem in a specific context and attempting to solve it in that context; it is usually (though not inevitably) collaborative—teams of researchers and practitioners work together on a project; it is participatory—team members themselves take part directly or indirectly in

implementing the research; and it is self-evaluative—modifications are continuously evaluated within the ongoing situation, the ultimate objective being to improve practice in some way or other. (Cohen & Manion, 1985, p. 208)

The activities conducted in this study were shaped by the action research features described by Cohen and Manion.

The project was implemented in a specific setting, different from most other multicultural education programs. The Ulysses Byas Elementary School in Roosevelt serves a predominantly African American population and half the staff plus the long-term principal were Black. The primary goal was to provide teachers with useful resources for building multicultural programs into their regular school curriculum that emphasized cultural variations among people of African descent including most Latin Americans or Latinos.

The project aimed to be participatory in several different ways. One, it was part of a larger staff development collaboration between the University of Massachusetts and the Roosevelt School District. Second, it involved staff members who directly or indirectly implemented the program. Third, it is part of a longer term project. The successes and the outcomes of this study will be determined by the willingness of staff members to become involved, to adapt the activities in their classroom setting and to share their experiences with other staff members.

Modules were designed based on the needs of participants as determined by the results of a needs assessment survey dealing with multicultural education perspective. Participating staff members were involved in several staff development workshops. These workshops

centered around involving participating staff members in different activities that provided them with opportunities to:

1. gain knowledge and understanding of different groups;
2. explore attitudes and feelings about their own ethnicity and that of others;
3. examine both verbal and nonverbal patterns of interaction among different ethnic and minority groups;
4. learn how to develop and select multicultural materials and to incorporate it into their regular classroom curriculum; and
5. learn about available resources pertaining to multicultural education.

The project was self-evaluative. Participants were provided ongoing feedback following a formative and summative evaluation format. Methods of journal keeping, cooperative discussion, tape recording of discussions, observation, interviews and close collaboration with participating members were used to monitor the process. The aim was to make modifications, adjustments, directional changes, and redefinitions as necessary so as to improve ongoing processes.

The study also followed the two stages of action research as suggested by Cohen and Manion (1985, p. 208). The two stages include “the diagnostic stage in which the problems are analyzed and the hypotheses developed; the therapeutic stage in which the hypotheses were tested by a consciously directed change experiment, preferably in a social life situation.”

The diagnostic stage of this project developed over the several years as the researcher settled on a multicultural focus as a primary concern. The researcher drew on those early experiences and the expertise of others to bring the problem more into focus, possibly determining causal factors or recommending alternative lines of approach.

During the therapeutic stage of this project, participating staff members were involved in several staff development workshops. Action research procedures were utilized in the planning, implementation and assessment of modules constructed for group and individual activities geared toward developing staff participants' cultural awareness and sensitivity. The modules were constructed with enough flexibility to permit current and relevant changes to be adopted over the duration of this project.

Limitations

There are inherent limitations to any project. This particular study was limited by the following factors:

1. individual teachers' needs;
2. teachers' willingness to participate;
3. teachers' willingness to change from one approach to another;
4. limited resources and the researcher's bias;
5. self-election by teachers who deem the project worthwhile;
6. number and schedule of sessions depended on providing coverage for participants;

7. teachers' and researcher's schedule limited opportunities for coaching and observation of other classrooms;
8. this project provided only a point of departure toward helping teachers in becoming more consciously aware of the problems faced by "minority" children in American society. More programs of this type should be made available to teachers to assist them in learning to work effectively with children of diverse ethnic and cultural backgrounds and learning styles;
9. follow-up studies would have to be conducted over a sufficient period of time to determine the extent to which the project had an impact on teachers' attitudes and beliefs toward "minority" children; and
10. as a foreigner in this country and having traveled and lived in different countries and experienced different cultures, the researcher greatly values and strongly believes in a multicultural approach to education. Thus, she viewed this project more positively than others. The researcher, therefore, had the responsibility to reflect on prejudices and biases that would influence her viewpoints and intentions.

Evaluation

This project made use of both the formative and summative evaluation procedures. The formative evaluation was based on regular meetings with participating staff members, observation and ongoing assessments of the outcomes and present needs of the participants. Participants completed a questionnaire at the end of each session. The

summative evaluation included interviews which were conducted as part of group and individual meetings, in addition to diaries and tape recordings of discussions. The tapes were carefully examined to determine the strengths and weaknesses of the programs. The workshop facilitator reviewed data collected and made the necessary modifications and recommendations as the findings dictate.

Outlines of Chapters

Chapter 1 includes the purpose of the study, a statement of the problem, a description of the community and the school in which the study took place. This chapter also denotes the limitations and significance of the project and explains the methodology, evaluation procedures, research questions and an outline of the five chapters included in the study.

Chapter 2 reviews relevant literature relating to multicultural education perspectives in the school curriculum. This chapter also briefly reviews the definition of multicultural education, the rationale for multicultural education, multicultural education in the elementary school, practices and problems of multicultural education, levels of complexity of multicultural education, teachers' attitudes, and staff development principles and plans.

Chapter 3 outlines the procedures used in developing the workshops for this study. The surveys used to evaluate the project, the planning aspect, the needs assessment procedures and the workshop design are also reported.

Chapter 4 reports and analyzes data resulting from the ongoing assessments from the study. The objectives, procedures, activities conducted as well as the evaluations of each activity are also documented.

Chapter 5 details the results of the workshops based on data gathered from the ongoing assessments by the participants. Conclusions and suggestions for areas for further research are presented.

CHAPTER II
REVIEW OF LITERATURE

Overview

Assimilation is a process through which one social and cultural group becomes part of another social and cultural group. Banks (1979, p. 65) stated:

Cultural assimilation is when a member of an ethnic minority group acquires the behavior patterns, lifestyles, values, and language of the dominant ethnic group. Since the dominant group controls most of the social, economic, and political institutions in a society, members of ethnic minority groups must acquire its cultural traits to move up the social and economic ladder.

According to Higham (1975), the process of assimilation was a natural process for the European immigrants and was almost an inevitable outcome of life in America. However, for other races, assimilation was believed to be largely unattainable. The assimilationist ideas has worked reasonably well for White ethnic groups and not nearly as well for ethnic peoples of color.

Of all immigrant groups in the United States, African Americans historically have been set apart and held back from full participation in U. S. society. Thus, African Americans, although very numerous in the United States during the turn of the century, were not included in the theories of "Americanization," "Melting Pot" and "Cultural Pluralism." According to Baptiste (1986), it was not the intent of these conceptual

theories to provide any equitable relationship between people of color and people of European descent.

Banks (1979) concluded that the color of America's non-European ethnic minorities is a salient characteristic and a major factor decisively shaping their experiences in the United States. Historically, Blacks have been denied many opportunities because of their skin color. They were and still are the victims of racism and stereotypes. Consequently, their skin color remains a social stigma of tremendous importance to most members of European ethnic groups.

Fuchs (1990, p. 179) pointed out that

Whites had been nurtured on stereotypes of Blacks in all aspects of popular culture—minstrel shows, comic strips, vaudeville, and movies. The stereotype of Sambo—the servile Negro as an object of laughter—persisted from the colonial era through the minstrel shows of the nineteenth century until the 1960s. If not shown as Sambo, Blacks were depicted as loyal Toms, faithful mammies, grinning coons, wide-eyed pickaninnies, or savage brutes.

Thus, Black children experience prejudice and racism both in personal contacts and in the media. These children are at risk because of structural factors in the society that place limits on their opportunity for optimal development. As Black children move into the larger society, they face additional risks if they have not been properly prepared by parents and other socializing agents to understand and take pride in their own culture.

Historical Perspective

A metaphor of a “melting pot,” popular early in the 20th century, presumed a process of assimilation of immigrants into the American

mainstream. Perlmutter (1986, p. 2) noted that “schools would dissolve the immigrant’s cultural baggage and yield a new type of American, uninfluenced by the past, pragmatic about the future, and indistinguishable from each other in the present.” Paradoxically, while the metaphor held sway, many groups were not allowed to assimilate. Elite groups condemned immigrants from Southern and Eastern Europe as dregs who could not adapt to freedom. Cole (1986, p. 152) concluded that “the supposedly cohesive Americanized nation with its customs and traditions reflecting a blend of European and African inputs is a great national myth.” This myth denies the diverse richness of the American experience and its cultural heritage. As Pratte (1983, p. 90) noted, “when a metaphor is no longer believed to be an ‘as if’ vehicle for organizing our thinking and is taken to be a literal statement, a myth has been born.” In addition, Fuchs (1991, p. 276) pointed out that, “the ‘Melting Pot’ was not and never had been the best metaphor to describe the dynamics of ethnic diversity and acculturation.” Certainly not for Indians or Blacks, not even for immigrants and their children. Contrary to the “Melting Pot metaphor,” Fuchs preferred the metaphor of “Kaleidoscope” to describe the ethnic diversity of America. According to Fuchs (1991, pp. 276–77),

American ethnicity is kaleidoscopic, i.e., complex and varied, changing form, pattern, color. . .continually shifting from one set of relations to another; rapidly changing. . . . When a kaleidoscope is in motion, the parts give the appearance of rapid change and extensive variety in color and shape and in their interrelationships. The viewer sees an endless variety of variegated patterns, just as take place on the American ethnic landscape. The passing of Jews, Irish, Catholics and even light-skinned African-Americans

into working and middle-class white Protestant society was fairly common in the eighteenth and nineteenth century. Some groups such as the Huguenots, virtually disappeared. Others, most notably the Mormons, came upon the scene in a flash of history and gained additional adherents over time. Most immigrants and their offspring, identifying with both their countries of ancestry and with the U.S., created ethnic schools. . .and businesses. By 1990, the patterns of ethnicity were more kaleidoscopic than ever, both in variety and interaction and in the spread of diversity to every section of the nation.

Many Americans discovered Americanization could be a “denigrating ethnocentric process,” which forced many individuals to ignore or reject their heritage. These observations encouraged images of cultural pluralism. To growing numbers of Americans, cultural diversity defines the very essence of America as a nation and as a nation of diverse peoples. To them, America’s past and present consists of natives as well as immigrants from Asia, Africa, Europe and Latin America who made the United States.

Many Americans have learned to revel in pluralism, diversity, difference, contrast and creativity. According to Baptiste (1986) Americans are composite products of many cultures. In addition, Bishop (1986) mentioned that while we all share some experiences, many ethnic and racial groups maintain distinctive cultural traditions and experiences. Further, advocates of cultural pluralism cite the need for educational institutions to prepare students for life in a nation and world characterized by widespread cultural diversity.

A generation of national struggle over changing norms and a heightened awareness of ethnic and racial minorities has produced a major policy question regarding public education. Ethnic minorities such as African Americans, Latin Americans, and Native Americans

realized by the late 1960s that, no matter how culturally assimilated they became, they were often denied structural assimilation and full participation in the American society.

Banks (1987) found that in the late 1960s many people of color had become disillusioned with assimilation as a societal goal and with the assimilationist ideology. They questioned its desirability, but also its latent function. In other words, cultural diversity is an integral part of American society, and this condition is to be valued as a key ingredient in their cultural beliefs.

The following topics will be emphasized in the selected review of the literature: a) definition of multicultural education; b) rationale for multicultural education; c) multicultural education in the elementary school; d) practices and problems of multicultural education; e) levels of complexity of multicultural education; e) teachers' attitudes; and f) staff development principles and plans.

Definition of Multicultural Education

The usage of multicultural education continues to be debated widely in the educational literature. Rodriguez (1984, p. 47) pointed out:

Multicultural education has evolved from a number of educational concepts that have fluctuated in popularity over the past 30 years, including cross-cultural education, human relation ethnic studies and multiethnic studies. With such a wide range of perception occurring, it is no wonder that the term "multicultural" connotes different meaning to different people and to different teacher education programs.

Rodriguez added that multicultural education should be seen as the process by which each individual learns to live in a progressively

effective and enriching way by acquiring cognitive understanding and significant experience of a wide range of cultural patterns.

Cole (1984) defined the crux of multicultural education as understanding the value of cultural pluralism by promoting human rights for our nation. Multicultural education should demonstrate how members of minority groups have contributed to American explorations, territorial expansion, cultural and technical innovation, industrialization, arts, literature, and all aspects of life.

Banks (1987) concluded that multicultural education seeks to change the overall educational environment so that it promotes a respect for a wide range of cultural groups and enables all individuals to experience equal educational opportunity. In essence, the major objective of multicultural education is to change the social, economic and political systems so that structurally excluded and powerless ethnic groups would attain educational equality that would promote social and economic mobility.

Suzuki (1979, pp. 47-48) described multiculturalism as a process

which should help students develop a better understanding of their own backgrounds and of other groups that compose our society. Through this process the program should help students to respect and appreciate cultural diversity, overcome ethnocentric and prejudicial attitudes and understand the socio-historical, economic and psychological factors that have produced the contemporary conditions of ethnic polarization, inequality and alienation. It should also foster their ability to critically analyze and make intelligent decisions about real life problems and issues through a process of democratic dialogical inquiry. Finally, it should help them conceptualize and aspire toward a vision of a better society, acquire the necessary knowledge, understanding, and skills to enable them to move society toward greater equality and freedom, the eradication of degrading poverty and

dehumanizing dependency, and the development of meaningful identity for all people.

Traditionally, multicultural education has emphasized multicultural heritage and acceptance of other cultures. Increasingly, multicultural education is now conceptualized in a broader context as defined by Nieto (1992). Nieto (1992, p. 208) described multicultural education in a sociopolitical context:

Multicultural education is a process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers represent. Multicultural education permeates the curriculum and instructional strategies used in schools, as well as the interactions among teachers, students and parents, and the very way that schools conceptualize the nature of teaching and learning . Because it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action (praxis) as the basis for social change, multicultural education furthers the democratic principles of social justice.

While a multicultural view of society and education has not fully taken hold, the concept has provided educators with a framework in which to advocate program development and change that is not based on a deficit model of students and ethnic heritage. Thus, a cornerstone of multiculturalism in education is cultural pluralism, an ideology of cultural diversity, which celebrates the differences among groups of people (McCormick, 1984).

Common to definitions and statements, multicultural education is what should or ought to be and the implicitness of its relationship to the development of an ideal society. Thus, the purpose of

multiculturalism becomes that of asserting the ideal of a culturally pluratistic society.

The definitions of multicultural education are the departure points to a process. However, providing teachers with merely definitions, theories or requiring them to read the impressive body on multicultural education will not suffice. Teachers need training in working effectively with “minority” children. They need opportunities to examine their cultural biases and prejudices of their classroom routine behaviors.

For the purpose of this study, multicultural education was used as a catalyst to understand different forms of discriminations in an elementary school serving a predominantly African American population. Staff Development workshops were planned, organized and dealt with main issues which addressed institutional racism in American society and how it affects students’ learning and teachers’ attitudes.

Rationale for Multicultural Education

The successful minority awareness movements of the 1960s and the pressures they and other interest groups now exert on public education has produced a major policy question regarding public education over the inclusion of America’s cultural minorities. Consequently, this requirement has stimulated many actions to implement programs such as a multicultural curriculum. The American educational system has historically and traditionally denied the cultural nature of the American society. Stedman (1987) pointed

out that the typical school remains a White, middle-class institution whose language and world-view are alien to members of different cultures and classes. Also, Banks (1987, p. 21) stated:

The current school curriculum is not preparing most youths to function successfully within a world community of the future. Historically, the school curriculum has focused primarily on the culture of the Anglo-American child's home and community culture and did not present him or her with cultural and ethnic alternatives.

In addition, Price (1992) noted that schools have traditionally served to mainstream students, divesting them of the language and culture of their countries of origin. But the reality also is that schools, with their testing systems, have long performed a sorting rather than a developmental function, that they have selected out some students for advanced opportunities and shunted most others aside to the armed forces, the factories, or the farm.

Further, Baptiste (1986, p. 298) maintained:

The hindsight of contemporary history allows us to realize that the Americanization process by Cubberly and others became the *modus operandi* for the socialization of inhabitants of the United States. Our institutions, public schools, government entities, and so on—exuded copiously the values and attitudes of Anglo-Americans to the detriment of any other group's values and attitudes. The anglicization of non-Anglo's names, life styles, family practices, speech patterns and so on surreptitiously became the order of the times.

Consequently, the educational system in American society is firmly entrenched in the Anglo-American tradition where minority children struggle against racial and cultural barriers in schools to achieve an education.

Gollnick and Chinn (1983) contended that the values and traits of the middle class in U.S. society are often defined as the national culture or macroculture. Additionally, Banks (1987) believed that Anglo-American culture remained dominant. Other ethnic groups had to give up their ethnic traits. Rather than a “melting pot,” the United States had Anglo-conformity. Schools aimed to rid ethnic groups of their ethnic traits and to force them to acquire Anglo-American values and behavior. “Schools were to transmit much of the dominant culture and imbue commitment to that culture” (Goodlad, 1984, p. 11).

American society has not embraced a dynamic context for multicultural education wherein students’ beliefs as representing ethnic groups, are exchanged. Pratte (1983) mentioned that this society obviously has opted for a “cultural elitism,” meaning that minority groups are treated like second-class citizens, either in terms of a refusal to take their traditions and beliefs seriously or with a patronizing acceptance aimed at seducing or manipulating them. As Edmonds (1979, p. 22) stated, “schools teach those they think they must and when they think they needn’t, they don’t.” Also, Kozol (1992) stated that public schools teach and prepare children for failure and he referred to this failure as a “failure by design.” In sum, American schools have and continue to perpetuate negative images and stereotypes of many cultural groups. Various contributions by minority groups have been systematically distorted, marginalized or omitted. African Americans, Asian Americans, Puerto Ricans/Latinos and Native Americans have all been the victims of an intellectual and educational oppression that has characterized the culture and

institutions of the United States and the European American world for centuries (Commissioner's Task Force, 1989, p. iii). Thus, through the omission of information, America's schools have become monocultural environments. The formal curriculum is Eurocentric, patriarchal and middle class. Pine and Hilliard (1990) mentioned that, schools dispense a curriculum that centers on Western civilization which encapsulates only narrowly truth, reality, and breath of human experience.

It seems that the nature of some schools in the United States almost predestines certain children to experience repeated failure, beginning with their earliest classroom experiences. Since the socialization experience of culturally diverse children may not be highly congruent with the curricular and behavioral expectations of the middle class oriented school, a disproportionate number of them are at risk of falling into this group (Henderson, 1980). Thus, a need to eradicate conditions and social processes in this society such as poverty, oppression and racism which impair the growth and development of minority children will entail radical revision and reconstruction.

Students should have thorough exposure to the core of basic skills as well as a curriculum that develops creative and interpretive skills within their own social environments. The curriculum must help each child learn knowledge, skills, and attitudes which enable development of self-esteem. Critically, both formal and informal curricula should recognize cultural diversity as a resource rather than a deficit in learning.

According to Banks (1979), most ethnic groups have a tenacious faith in the school to help them attain social mobility and structural inclusion. Ethnic groups demanded changes in the educational system because they believed that the school could be an important instrument in their empowerment and liberation. Thus, it becomes vital to have a curriculum that both includes the experiences of different ethnic groups and presents these experiences from diverse perspectives. Furthermore, this curriculum also needs to provide students with an understanding of the ways that the nation's various groups have strongly influenced each other culturally and have interacted within the social structure.

Subsequently, the purpose of multicultural education is to eliminate imputation of inferiority. No race or group is superior to another in some normative way although those groups with income and power have gathered many signs of success in ways that might verify their virtue. Jones (1983, p. 17) noted that "the disparity in conditions between Black and White Americans places a heavy responsibility on all public institutions, especially on schools, to develop a broad sharing of experiences and dreams among all citizens." One goal of multicultural education then is to emphasize human needs and experiences in order to reveal the historical patterns of subordination.

Education is a cultural process, for its ends and means are inextricably related to the culture of the society. By divorcing learning from culture, according to Stedman (1987, p. 15),

current reform efforts limit their chance of success.
School improvement projects in urban areas need to

make ethnic and racial pluralism a cornerstone of their effort. Teachers and principals should view differences in culture, class, and class language as valuable resources that can enrich their programs rather than obstacles that must be overcome.

In a culturally diverse society, effective programs will use knowledge of the ways in which cultural variables influence the behavior of individuals and groups as well as learning styles to formulate effective instructional strategies and curriculum design.

In essence, cultural diversity should be respected and valued. Cultural diversity is enriching, in that human life becomes much more interesting, stimulating and even exciting when there are varied ways of thinking, feeling, expressing, acting and viewing the world. Pai (1984) mentioned that different styles of thinking, learning, communicating and acting of various cultural groups in America ought not to be considered as deficits to be eliminated, for they are the elements which enrich the life patterns of our society. Banks (1987, p. 32) noted:

Many students grow up in middle-class Anglo-American communities. Their world is very different from the world society in which they will be required to function in the future. The White race is a world minority. Five out of six persons in the world are non-White. The birth rate of non-Whites greatly exceeds that of Whites. White Christians will be an even smaller world minority by the year 2000.

Also, Kazemek (1986) pointed out that by the year 2000 one of every three Americans will be non-White, and by 2020 there will be approximately 44 million Blacks and 47 million Latinos in the United States. Hodgkinson (1988) pointed out that students who will be taught in schools of the future will be drastically different from

students today, with a greater variety of backgrounds, languages, values, and abilities than ever before. The "West" which was 30% of the world's population in 1900 is 14% today, moving down to 9% by 2010. The current world population of 5 billion is only 18% White, and declining, as 9 of every 10 children born in the world are born in a developing nation.

Additionally, the 1980 Census indicated the geographic distribution of documented immigrants to be highly concentrated in the following areas: 28% in California, 16% in New York, 9% in Texas, 8% in Florida, 6% in Illinois, 4% in New Jersey, 3% in Massachusetts, 5% in Michigan, 1% in Ohio, and 21% in the remaining 40 states. (Kellogg, 1988).

Additionally, the Latino population in New York City suburbs has grown by at least 30% in the last decade. In Suffolk County, the state's largest Latino community outside of New York City increased from 59,000 in 1980 to 100,000 in 1989. Similarly, in Nassau County, the Latino population has grown from 43,286 to 57,272.

While the number of minority children is rapidly increasing, the number of minority teachers is declining. In fact, the number of minority teachers has declined from 12% in 1970 to 8% in 1986 and as low as 5% in 1990. According to Thomas (1989) a severe teacher shortage is projected within the next decade and within that shortage an even smaller supply of minority teachers is anticipated. As Banks (1988, p. 20) indicated,

By the turn of the century one of every three students in the nation's public schools will be a member of an ethnic minority. . . . If current trends continue, the percentage of minority teachers in the nation's school

districts will have decreased from 12.5% in 1980 to less than 5% by the year 2000.

In addition, Lincoln and Higgins (1991) concluded that increasing the number of minorities who teach our children could help to overcome some of the barriers. However, there seems to be little chance of achieving this by the year 2000.

Having positive adult minority role models is important. However, we are faced with an abnormality: Increasing numbers of minority students in the nation's schools and relatively fewer minority teachers to serve as role models and to bring their cultural perspectives to teaching. These developments as observed by Banks (1988) suggest that we not only need to think of creating incentives to attract more minorities into teaching, we also need to help "mainstream" American teachers develop the knowledge, attitudes, and skills needed to work with ethnic minority children. Since teachers play a major role in the types of educational opportunities offered to "minority" students in schools, their reeducation and training become essential to providing educational equality to all students.

Multicultural Education in Elementary Schools

Although a multicultural curriculum has been widely recommended and to varying degrees practiced, multicultural teaching has concentrated on History, Social Studies and World Civilizations in the intermediate grades and high schools.

According to Banks (1977), over the years, research on racial attitudes of children has consistently indicated that very young children, before they enter kindergarten, are aware of racial differences

and have internalized the evaluations of different races that are widespread within their culture. Research by Clark (1963) revealed that children as young as three years of age begin to express racial and religious attitudes similar to those held by adults in their society. Racial attitudes appear early in the life of children and affect the ideas and behavior of children in the first grades of school. Such attitudes which appear to be almost inevitable in children in our society develop gradually. Furthermore, studies by Ramsey (1987) have shown that very young children are aware of racial differences. Thus, multicultural education is assured fuller meaning when it begins in the earlier years when children first enter school.

Children notice human differences at a very early age and these distinctions become part of the earliest constructions of their social world. Not only do they see differences, but their ideas about them begin to reflect the prevailing adult attitudes as well. Children's first experiences about race derive from their parents, television, cartoons and movies. All of these experiences, which Carlos E. Cortes (1976) called "the societal curriculum," teach children ideas and attitudes toward ethnic and racial groups. According to Allport (1954), a child who adopts prejudice is taking over attitudes and stereotypes from his family or cultural environment. Additionally, Goodman (1952) stated that learning about races and racial differences, learning one's own racial identity, learning which race is to be preferred and which to be rejected are assimilated by children as part of the total pattern of ideas they acquire about themselves and the society in which they live.

Many of the ideas and attitudes that children learn from the wider society are negative, stereotypic, and damaging not only to children themselves, but to the victimized groups as well. Young children learn racist attitudes from our language and our behavior and from the environment we create. They learn from the movies and TV programs they watch and from the books we read to them. Toy and game boxes and supermarket packages show that White children are considered the “norm” and that other children are unimportant “outsiders.” Based on Ramsey’s (1987, p. 38) observations:

Children are constantly constructing their understanding of the social environment, and much learning occurs unconsciously. In this society, as in most others, stereotypes and pejorative attitudes covertly and overtly permeate all of their experiences, even in the most tolerant environment.

In effect, this suggests for multicultural education to be effective and that in order for it to have any significant impact on the racial and ethnic attitudes of children, it should begin in the early grades or preschool years. Since prejudice is learned early in life, efforts to reduce it must be made in the earliest grades (Glock et al., 1975). According to Clark (1963) the racial ideas of children are less rigid, and more easily changed than the racial ideas of adults. Therefore, as children develop their learning and social patterns and a greater awareness of the larger social environment, teachers can be instrumental in facilitating their adjustments to and appreciation of the diversity of values, expectations and styles of our pluralistic society. However, overcoming racism in American society is a life time commitment. Although the learning process must start very early in life, it should be seen as ongoing. Consequently, this learning process

will allow adults at different stages of their lives to learn something which can help them to reduce their sense of discrimination and in turn increase their self awareness.

Levels of Complexity of Multicultural Education

Several identifiable ways of incorporating the multicultural perspectives into the curriculum have evolved since 1960. According to Banks (1987), in many schools most of what is taught about ethnic groups is in the form of specialized days and celebrations. Some schools have "Black Week", "Indian Day" and "Chicano Afternoon." On these days, students prepare ethnic foods, build tepees, sing ethnic songs, and perform ethnic dances. Banks (1988) referred to this approach as the Contributions Approach, which focuses on heroes, holidays, and discrete cultural elements. Another approach mentioned by Banks is the Additive Approach practiced by many schools. In this approach, content, concepts, themes and perspectives are added to the curriculum without changing its structure. Banks believed that the focus on the strange and exotic traits and characteristics of ethnic groups is likely to reinforce stereotypes and misconceptions.

However, he also believed that to expect teachers to move directly from a highly mainstream-centric curriculum to one that focuses on decision making and social action is truly unrealistic. Rather, he suggested that an approach such as the Contributions Approach can be used as a vehicle to move to other and more intellectually challenging approaches such as the Transformation Approach. Here, structure of the curriculum is changed to enable students to view

concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups. Similarly, the Social Action Approach, in which students make decisions on important social issues and take actions to help solve them, supplements the process.

The content must meet the diverse requirements of the student body. Every aspect of the curriculum should include the multicultural process through experiences, activities and materials that reflect all cultural groups. Activities should be appropriate, concrete and linked to experiences in which the students can become involved.

According to Banks (1988), children do not learn to read, write and compute if instruction is presented in non-meaningful ways. Teaching children to read requires a knowledge of their culture. It requires understanding how children learn best. In essence, instructional staff who share the experiences of their students and know their backgrounds will be able to design instruction that meets students' needs.

Practices and Problems of Multicultural Education

A multicultural perspective has emerged from the conflicts and struggles of the 1960s and 1970s. Subsequently, this emergence has stimulated many actions to implement programs in multicultural education. Multicultural education has been a reform movement aimed at changing the content and processes within schools. Sleeter and Grant (1987) suggested that a major goal of this movement was to shape new identities of ethnic groups and to highlight the roles that various ethnic groups had played in the development of their nations.

However, since its formative stage, multicultural education has been plagued by internal problems and, in essence, has been harshly criticized by both left-wing and right-wing scholars.

The multicultural perspective experiences many difficulties. According to Banks (1987, p. 532),

Over 2 decades have passed since the ethnic protest and revival movements first emerged in the United States. This period has been characterized by intense ethnic polarization and debate, rapid and often superficial curriculum changes and innovations, the birth and death of promising ideas, progress and retrenchment, hope and disillusionment, and a flurry of activity related to ethnic and immigrant groups.

In addition, Bennett (1986, p. 10) stated that schools are still monocultural in scope. Thus, they are hampered by societal policies and practices often beyond their control, which impede reform of formal and hidden curricula.

Shortage of funds and lack of understanding, for example, make it difficult for schools to replace or supplement biased books and films, to have new professionals who can provide positive role models from a variety of ethnic groups, or to study alternatives to discriminatory school practices in areas such as co-curricular activities or student discipline.

Similarly, needed conceptual clarity to the field of multicultural education literature as well as practice in multicultural education has not been grounded in well-developed theory and lacks clearly defined terminology.

Multicultural education has a difficult road ahead. It is still in its formative stages and thus is defining its boundaries and formulating its basic principles. In essence, it is highly vulnerable and susceptible to criticism.

According to Banks (1986, p. 225) some of the arguments made by radical critics regarding multicultural education are as follows:

1. Multicultural education is a palliative to keep excluded and oppressed groups such as Blacks from rebelling against a system that promotes structural inequality and institutionalized racism.
2. Multicultural education does not promote an analysis of the institutionalized structures that keep ethnic groups powerless.
3. Multicultural education fails to promote structural reform of societal institutions.
4. Multicultural education is a frill that diverts attention from the main goal of the school. It is more concerned about raising children's self concepts and making their racial attitudes more positive than it is about helping students to master basic skills.

Multicultural theorists need to seriously review the critics of the field, evaluate their arguments for soundness and validity and incorporate those ideas which will add to the main goals of multicultural education. The rich potential of multicultural education, despite its problems and brief troubled history, affords our educational system sensible and concrete guidelines for action, which in essence will lead to increased equity for all students. One of multicultural education's biggest problems as stated by Banks (1986) is that we have not had the will and vision to give it a chance to succeed.

Teachers' Attitudes

An intensive body of research suggests that teachers next to parents are the most “significant others” in children’s lives. In essence, teachers play an important role in the formation of children’s racial attitudes and beliefs. Banks (1972) noted that the most important variable in the learning environment of children is the teacher and as such, the attitudes and expectations of the teacher have a profound effect on how children perceive, how they will learn, what they believe and how they feel about themselves. Gollnick and Chinn (1984) also believed that a teacher’s behavior in the classroom is a key factor in helping all students reach their potential, regardless of sex, ethnicity, age, religion, language, or exceptionality. Teachers do make a difference to many students. They can make students feel either very special or incompetent and worthless.

Studies by Gay (1975) showed that teachers typically have negative attitudes and low expectations for their African American, Latin American and Native American students. Also, Stein (1971) indicated that three centuries of racism have already prepared the mind and insulated the heart of the teacher candidate. When his/her classroom has only Black children in it, the teacher is ready to believe without question that these children are so deprived and their home community so depraved, they can learn little. In addition, Arora (1986) believed that racism affects teachers’ expectations of certain pupils. If they feel that African American students are innately intellectually inferior, they are unlikely to plan and structure their work with rigor and care.

Teachers' attitudes and expectations have a profound impact on students' perceptions, academic behavior, self-concepts, and beliefs (Banks, 1977). The effects of racial disadvantage are compounded when work is not carefully planned and structured. Underachievement is thus encouraged. Further, Clark (1965, p. 49) stated:

Children, by and large, do not learn because they are not being taught effectively and they are not being taught because those who are charged with the responsibility of teaching them do not believe that they can learn, do not expect that they can learn, and do not act toward them in ways which help them to learn.

Stein (1971) wrote that the "self-fulfilling prophecy" effect of the teacher's low opinion of the child has been in the literature for many years. It has, however, had little effect on the mass of standard educational theory taught in the teachers' colleges and none on education practice in the public schools. Similarly, Brookover et al. (1982) showed the beliefs that minority and poor students cannot learn well, are deeply embedded in Western education and often reinforced by teacher's training.

Banks (1979) suggested that changing the racial attitudes of adults is a cumbersome, but necessary task. Since teachers interact with children of many backgrounds, it is essential that the teacher understands and shapes his/her ideas, attitudes and understanding to extend to other individuals and groups within the classroom. If students are to have an opportunity to be successful, it is essential that adult's attitudes change. According to Purkey (1970), the teacher is the most critical element in the implementation of the multicultural perspectives into the school's curriculum. His/her attitudes, knowledge and skills will impact the effectiveness of this process. The

contributions teachers make to the development of children are very important parts of the educational process. The way they present themselves and the opportunities they provide as seen by the students, have a strong impact in themselves.

Staff Development

The training and education of teachers are important components in the implementation of multicultural education. Baker (1978) stated that teachers are products of their environments and of their education. Teachers often find themselves teaching students unlike those to whom they are accustomed and many educators face these changes very reluctantly. Additionally, Nieto (1992, p. 28) stated that

teachers are the products of the educational systems that have a history of racism, exclusion and debilitating pedagogy. As such, they put into practice what they themselves have been subjected to and thus perpetuate structures that may be harmful to many of their students.

Therefore, the majority of teachers are not prepared in either the cognitive or affective domain to function effectively in the area of multicultural education.

As Gay (1975) explained, most Americans know little about their own ethnicity, and even less about ethnic groups other than their own. This lack of knowledge often leads to interethnic group hostilities and misunderstandings. Wolfgang (1977) also noted that before teachers or educators can begin to understand the behavior of a student or person from another culture, subculture, or ethnic group it is important for them to first understand their own culture, values, and non-verbal behavior. Since teachers are primary agents for transmitting culture to

their students it makes sense that by knowing their own culture they will know what students are seeing or responding to.

Furthermore, Irving (1984) believed that a teacher must learn to be aware of his or her own cultural values before helping students become culturally aware. Part of the universal human experience is the tendency to take our own culture for granted. “We live it, we act it, we think it, we do it—but usually we are not consciously aware of the influence of our cultural values on our behavior and attitudes” (Irving, 1984, p. 139). Without training, most educators cannot see the cultural biases and prejudices of their routine school behaviors. When teachers are able to recognize the subtle and unintentional biases in their behavior, positive changes can be made in the classroom.

Classroom teachers should understand and shape their ideas, attitudes and understanding to extend to other individuals and groups within the classroom. Cummings (1986) stated a major reason previous attempts at educational reform have been unsuccessful is that the relationship between teachers and students and between schools and communities have remained essentially unchanged. The required changes involve personal redefinitions of the way classroom teachers interact with the children and communities they serve. Hence, a teacher is called upon to teach that each individual has values and each deserves respect.

In an effective school, it is important to create a method of staff development which will enable teachers, counselors, and administrators to relate effectively to students with diverse learning styles and to meet the educational needs of all children. Brookover

et al. (1982) reported that effective schools are those which produce a high level of achievement for all students, regardless of family background. Similarly, Edmonds (1982) indicated that to be effective a school need not bring all students to identical levels of mastery, but it must bring an equal percentage of its highest and lowest social classes to minimum mastery.

Arora (1986) believed that for a change within the school system to be effective and even possible, it is vital that changes are initiated within the staff themselves. According to Combs (1988) truly effective change in so complex an institution can only be accomplished by effecting changes in people—especially through teachers, those men and women in closest touch with students. No matter how promising a strategy for reform, if it is not incorporated into teacher's personal belief systems, it will be unlikely to affect behavior in the desired directions. Since the key agents are classroom teachers, it is important for them to be aware of their personal position in race and culture and to question their assumptions, attitudes and expectations.

Staff members need to engage in self-examination about personal intolerances, biases, or information gaps. Teachers need to examine their own knowledge about teaching and the reasons why they teach as they do. They should examine their own actions and their own backgrounds and interests (Grant and Sleeter, 1986). Ideally, an organized series of preservice sessions should become part of the program whereas teachers will be assisted in this process. However, as DeCosta (1984) pointed out, many teachers are expected, and in some states even mandated, to teach multiculturally without guidance in

assessing personal positions and without benefit of multicultural training. Multicultural education all too easily becomes and remains a “pizza, piñata, polka potpourri” of unrelated stereotypic and inadequate teaching efforts. Student’s learning is unlikely to improve without a change in participants’s knowledge, skills, practices, and eventually their attitudes and beliefs (Guskey, 1986).

McLaughlin and Marsh (1978) agreed that it is unrealistic to expect that classroom teachers could bring about significant change in the services provided to such special student groups as the disadvantaged and the bilingual without substantial inservice education. If teachers are to assume new roles then provision must be made for Staff Development (Widen & Andrews, 1987).

Lieberman and Miller (1981) mentioned that staff development provides the opportunity for imparting professional learning to teachers and administrators as part of the general improvement program of a school. According to Fitch and Kopp (1990) improved instruction is the goal of staff development. Effective staff development will move professional staff from what is, to what should be. The key term is change, not change for the sake of change, but rather change for improved education. Valverde (1977) noted that massive staff retraining is mandatory and of high priority, since most public school staffs are culturally limited and thus at a disadvantage when dealing with others. Before teachers can help children, they need to recognize and begin to work on their own behavior.

Educators need to recognize that everyone in this country has been socialized in a racist society and that we cannot but help

internalizing some of its negative attitudes and values. Staff development can help teachers accept and deal with change by helping them to recognize racial stereotyping and to confront their own prejudices. As Payne (1984) pointed out, unless all educators become aware and knowledgeable of how racism has influenced American education, we run the risk of perpetuating rather than eradicating the effects of racism.

Accordingly, Jones (1983, p. 17) concluded that

urban school districts could encourage teacher training programs to prepare all prospective teachers with skills in combatting racism and developing curricula supporting a multi-racial society. Through inservice programs urban schools could offer retraining to staff members who are uncomfortable or unskilled about relating with some of their students. By indicating that they valued knowledge held by "minority" Americans, urban schools might convey high expectations about learning for their students.

Teachers can work toward that goal by acquiring skills to assess classroom composition, identifying the needs and strengths of each child, and implementing activities which can be readily incorporated into daily lessons.

The most workable approaches do not require increased teaching time or special talents. They come instead from an examination of personal attitudes and teacher recognition that accepting and reassuring classroom environments lead to better learning for all students (DeCosta, 1984). In essence, continuing education should follow to provide guidance with materials development. Ultimately, in an ideal situation, a sufficient number of knowledgeable and committed teachers should evolve to carry on peer training through school and district workshops.

Faculty and teachers are also limited in experience, knowledge, and understanding of the culturally pluralistic nature of our society. To make multicultural education more beneficial to our students and their future in this society, educators must first re-educate themselves. Individuals should actively seek a variety of opportunities to extend themselves intellectually.

Conferences, seminars, sessions with experts, reading, and informal interaction successfully model a desired behavior which is more to be relevant in such a program. As Barth (1980) expounded, probably nothing within a school has more impact on children, in terms of skills and development, self-confidence, and classroom behavior, than the personal and professional growth of teachers. When teachers individually and collectively examine, question, reflect on their ideals, and develop new practices that lead toward those ideals, the school and its inhabitants are alive. When teachers stop growing, so do their students.

Additionally, a multicultural education program requires that teachers utilize skills and knowledge for the purpose of designing, adapting, and teaching multicultural concepts. It becomes, therefore, the responsibility of the teacher to evaluate teaching materials for appropriateness, accuracy and the fair unbiased promotion of the goals of multicultural education.

Brookover et al. (1982) believed that a school can change if the staff desires to improve or modify beliefs, structures, and instructional practices. Also, Purkey and Smith (1983) in their review of effective schools maintained the change, and presumably maintenance

thereafter, will not take place without the support and commitment of teachers who must come to “own” new educational ideology and techniques. Change that emerges from within the school especially from individual teachers, is authentic (Barth, 1980). Cole (1984, p. 158) noted:

Teaching children who are socially and economically disadvantaged and those who are culturally different can be a difficult and trying process. But the rewards of successful teaching will be evident in children who are enlightened and hopeful. Children who realize they didn't have to be born Anglo and middle class to attain positions of value and importance.

Goodman (1952) also maintained that if grown-ups are to give children tools for building racial democracy, they must cope with complex causes and complex results. They must remove or alleviate the conditions which directly or indirectly promote the growth of antagonistic cross-racial orientations in children. They must also strengthen and support the conditions which directly or indirectly promote cross-racial friendliness or, better still, which promote a race-free view of society.

While classroom teachers are necessary participants in school reform, individual classroom teachers alone tend not to be successful agents of such large-scale school reforms such as multicultural education. Other agents in the education system, such as administrators, parents and other school personnel should also be part of the training program.

The understanding of the impact of differences among ethnic groups in their socialization practices, values and norms, and attitudes toward their own and other ethnic groups is essential for all those who

work with children. This understanding can be a powerful force for positive change in the academic, social and emotional development of minority children. In addition, by asking teachers to critically analyze their repertoire of behavior in terms of their attitudes, culture, values and nonverbal behavior it is hoped that this would result in increasing their powers of observation of themselves, their students, their environments, so as to avoid being caught in a socio-cultural trap. Thus, when teachers are culturally flexible and really want to relate to their students and can accept and respect their individuality and differences then most, if not all, of the cultural and ethnic barriers that inhibit communication will disappear (Wolfgang, 1977).

Conclusion

Children at Ulysses Byas come from a wide range of cultural, religious, racial backgrounds and divergent cognitive styles, value systems, as well as other exceptionalities which influence what and how they learn. These children, because of their special situations, require sensitive and responsive teachers who are aware of their particular lifestyle and recognize that cycles of failure and poverty can be challenged. In addition, they should be encouraged to take pride in their diversity.

Teachers associated with this particular group need to identify for them gifts they do not know they possess and to create an environment where differences are accepted, understood and respected. Since being a member of a minority group and poor is akin to having a stigma in

the eyes of many in this society, the school's role then is to eliminate this feeling of inferiority and its negative effect on these children's lives.

Subsequently, educators at Ulysses Byas should afford each individual child, regardless of his/her backgrounds or exceptionalities with learning opportunities which will facilitate the development of his/her full potentiality. In essence, this will help them to become individuals who can contribute to society in their own way. As has widely been acknowledged, children who learn that people of all races and cultures can have high ambitions, feel strongly about the quality of life, and believe in the concepts of love, peace and respect are well prepared to meet life with an open and flexible approach.

Children who associate with others learn about similarities among all people. Thus, they will likely develop an appreciation and understanding of the fascinating differences that make each person and culture unique. As Corder and Quisenberry (1987) indicated, the future of our planet and our own survival may well depend on children's rights to experience diversity and then to assimilate change.

Multicultural education has a place in every fabric of our school's systems. It becomes that aspect of the curriculum designed to encourage understanding, acceptance and cooperation among individuals whose roots derive from different cultural ethnic backgrounds.

The reintegration of the values of various cultures is badly needed today not only at Ulysses Byas but in our nation's schools as well. Schools need to be engaged in the thorough ongoing study of the traditional heritages and values of cultural groups, as they relate to

our common civic life of education in general and multicultural education in particular. By so doing, American education could live up to the highest and best ideals of democracy. Hence, the multicultural education program would recapture dissident groups and in turn promote a sense of legitimacy and moral authority in our public educational system.

CHAPTER III
THE PLANNING PROCESS

Introduction

Teachers who teach minority children and who are committed to improving their instructional practices need opportunities to assess their attitudes and behaviors toward this particular group. Teachers need opportunities to become knowledgeable about the correlation between transmitting negative stereotypes toward minority children and its interferences in the learning process of these children. According to Nelson-Barber and Meier (1990, p. 1), "Seldom do educators realize the true extent to which their attitudes and behaviors, both directly and indirectly, influence their students." Teachers unknowingly communicate strong messages to students regarding appropriate behavior, levels of expected achievement and abilities. Thus these messages become part of the school climate and affect the ways teachers interact with their students.

Additionally, Barber and Meier (1990), stated that without clear definitions of the common knowledge base and sets of experiences that teachers need to draw on in adapting to diversity in the classrooms, misinterpretations of student behaviors and motives contribute to the lack of understanding between students and teachers, and lead to misjudgments of student abilities and potential. This belief seems

prevalent and more likely to happen when teachers deal with poor and minority children. The impetus is the pervasive belief that low income or minority children cannot learn well. Many myths, stereotypes, and personal experiences reinforce this belief system (Brookover et al., 1982).

The researcher/presenter had generally observed teachers' attitudes and behaviors towards their students which reflect stereotypes and negative images. In many occasions, the following were observed:

1. Teachers held low expectations of the educability of African American students which lead them to being misclassified or placed in slow learners' classes.
2. Teachers often mislabeled African American students as unmanageable, hyperactive, slow learners or mentally retarded.
3. Teachers held a pervasive belief that African American pupils cannot learn as well as European American counterparts.

Discussions with teachers at Ulysses Byas illustrated the pervasiveness of the assumption that poor and minority kids do not do well in school. Some comments made by teachers were as follows:

1. "These children do not have the skills to perform in school."
2. "We need a way to try to help these children. They can't learn."
3. "It is very difficult to work with these children. Their parents do not care about their education."
4. "These children are slow and can't do anything on their own."
5. "They are not motivated."

6. "Why do I have to try? These children will drop out of school anyway."

Misunderstandings among educators dealing effectively with minority children indicate a need for staff development workshops. Because many teachers have had little or no opportunity to experience cultural diversity, formal instruction and inservice training are important. Amos (1984) believed that armed with knowledge, skills and experiences, individuals can alter their behaviors and attitudes. Staff development is needed that directly concentrates in providing teachers with an environment where they can share their concerns, articulate what they are doing in their own classroom, encourage dialog among colleagues and address attitudes. Project meetings can provide a forum whereby teachers learn from one another's experiences. As educators, we have the responsibilities to develop formal structures and processes to help teachers to develop skills to work with minority children.

Realizing that many teachers in her school had negative attitudes toward their Black students and in turn transmitted these attitudes to their students, the researcher/presenter sought to provide the staff with staff development project whereas teachers would be able to objectively examine their attitudes, biases and stereotypes attitudes held toward their students, in addition to questioning their knowledges and skills. As Gilbert and Gay (1986) concluded, educators cannot begin to think seriously about how to teach academic skills to Black students within the context of a Black cultural environment until they eliminate their negative biases toward Black culture and the Black

community. Today's teachers need to understand more about the nature of this problem. To assist teachers in effectively working with Black students, staff development workshops were needed that directly concentrated on the concerns and needs of the teachers.

Methodology

The researcher/ presenter felt the need to select and develop a methodology to conduct this study. The methodology selected had to be appropriate for the setting of goals and objectives of the study. The action research methodology was used in this case study as a vehicle for staff development program. Consequently, action research procedures were utilized in the planning, implementation, and evaluation of workshops which incorporated group and individual activities. Action research proved to be a suitable procedure for work in classrooms and schools because of its flexibility, open communication, trust, respect and adaptability. Action research focuses on social problems and issues in specific context and attempts to solve it in that context. Action research made the case for the active involvement of practitioners in systematic and scientific problem posing and problem-solving activities.

Action research provides opportunities for teachers to think about their own teaching and organizes activities that promoted discussions among colleagues. It focuses on board participation and shared decision making. Collaboration is another characteristic of the action research program and involves cooperation among school staff.

A Black or White teacher who is going to teach Black children should first examine his or her own attitudes about race. He or she should be comfortable enough with the child's race to communicate a genuine sense of empathy and caring. As Hopson and Hopson (1990) stated, a teacher's perception of a student leads directly to an expectation of the student. In the classroom this lack of sensitivity can have a more immediate impact on children's academic success. Informal discussions between the researcher/presenter and the teachers at Ulysses Byas indicated the staff's understanding of their own need for additional information pertaining to working effectively with Black students, and the need for teachers to develop strategies and methods to improve their teaching techniques.

The literature on teachers' negative attitudes and low expectations towards minority students is extensive. However, educational issues, questions and concerns have remained unanswered for teachers. Teachers continue to exhibit attitudes and behaviors toward minority students that reflect stereotypes and negative images.

The nature of the learning climate that characterizes a school is affected by many factors. Of primary importance is the staff which is made up of people such as the principal, teachers, aides and other staff personnel. These people determine the nature of the learning environment. They are the primary agents who develop the learning climate which defines the appropriateness of behavior for both themselves and their students. Based on this assumption, the school learning climate and achievement levels can change. As noted by

Brookover et al. (1982, p. 25), "what is created by the staff can be changed by the staff." Based on these assumptions, this project was targeted toward elementary teachers. Teachers are the key elements in implementing change. They enforce new guidelines or innovations in the classroom setting. As Lieberman and Miller (1981, p. 583) pointed out, "it is teachers, in constant interaction with each other and with the organization of the school, that can make change happen and can make it endure." To aid teachers in becoming more effective in their efforts to work with minority children, staff development workshops were designed and provided a way to share these concerns, addressing attitudes and resolving conflicts in a non-threatening atmosphere. An environment of trust would help teachers air out their true feelings without fear of being criticized or judged.

This study was implemented during the 1989-1990 school year at Ulysses Byas Elementary School in Roosevelt, New-York. Participation in this project was based on a voluntary basis. The participants consisted of teachers from Ulysses Byas School and other schools in the District. The participants included classroom teachers, reading and math coordinators, and an eighth-grade social studies teacher. Other staff members were informed of the nature and goals of the study on a regular basis.

Plans for this study were conceived, as a result of a needs assessment conducted among the staff at Ulysses Byas. The result of this survey indicated the staff's understanding of their own needs for additional information pertaining to multicultural education, working with minority children and the need for teachers to develop strategies

and methods to improve their teaching techniques. This need was also manifested through informal discussions with teachers, observations and personal experiences.

Involving Others in Planning

Planning of this project was contingent upon the commitment and willingness of the participants, the support of the district office, the development of goals, the needs assessment procedures, the determination of available resources, and the actual program design.

Prior to the design and implementation of this staff development project, several issues needed to first be considered. The researcher/presenter decided to consider the three prerequisite preconditions for staff development as advocated by Urick, Pendergast and Hillman (1981). The three prerequisite conditions consist of 1) readiness, 2) awareness, and 3) staff commitment. Another consideration made by the researcher/presenter included allowing teachers to take an active role in the project. Furthermore, getting teachers involved directly in the planning and implementation process, and providing resources that were both adaptable and applicable to classroom use were essential elements of the successful implementation of this project.

Preliminary Steps

To provide the participants in the project with current and relevant information and resources pertaining to multicultural education, the researcher/presenter attended a number of workshops

sponsored by the State Education Department which addressed this area.

1. Effective Schools: Cultural Diversity and Student Achievement, Spring 1988.
2. Appreciation of Cultural Diversity, Fall 1988.
3. Appreciation of Cultural Diversity, Fall 1989.

After the compilation of extensive research, personal experiences, observations and informal discussions with teachers, the researcher/presenter felt the need to expose educators to a more holistic view of their student population.

Readiness

Readiness in a school staff can take considerable time. It is often the most forgotten aspect of a staff development program. The success or failure of this project depended on individuals or groups readiness. This included the researcher/presenter, the assistant superintendent of schools, the building principal and the teachers involved in this project. It was very important for the successful implementation of the project that the individuals mentioned above had an understanding of and committed themselves to the philosophy of the project, as well as believing in the worthiness of the project to their professional growth.

As with any organizational development plan, it is extremely important to gain support for the program. The first person from whom this researcher had to gain support from was the Assistant Superintendent of Curriculum and Instruction. The Assistant Superintendent has uniformly supported staff development projects for

school improvement. She fostered inservice trainings for teachers at each level, and provided numerous incentives for new and innovative projects by the teaching staff.

The researcher/presenter met with the Assistant Superintendent and presented her with a detailed plan for staff development workshops pertaining to multicultural education. Using current and relevant data to support this study, a mutual agreement was accomplished. The Assistant Superintendent approved the plan and further suggested that the District reading coordinators, math coordinators from the elementary schools and the high school social studies teacher would greatly benefit from this program.

The next step toward implementation of the project was to gain the principal's approval for this project. The commitment of both the district people and the school principal was essential at this point of entry in order for the program to go forward. According to Lieberman and Miller (1981, p. 583), "without an organizational commitments to and engagement in improvements, efforts by teachers in isolated classrooms do not hold much promise for sustained success."

Awareness

An initial awareness was necessary to provide an overview of the program and to gather participants involvement. The initial session was conducted at a regular staff meeting. The members present were the instructional staff, and the school principal. The meeting was conducted by the researcher. The discussion included: 1) a brief history of the program; 2) a statement of the program's purpose;

3) basic expectations and assumptions concerning the proposed project; and 4) expected outcomes and benefits to the school building. The focus of this presentation was that the staff will see the need for change and be active participants in this process.

During this session, the staff had ample opportunities to explore the potential and the requirements of the program. Concerns and questions were raised and discussed. Unlike the regular staff meeting, this meeting required that the people talked to one another, listened and shared their ideas and concerns about the program. During the presentation, the staff had many questions and concerns which needed to be addressed. The staff asked the following questions:

1. Why us?
2. When do we do all this work?
3. Will participating in this project increase my workload?
4. What do I have to do?
5. Does everyone have to be involved?
6. What will be our roles in this project?
7. Will this project take us from our classroom?
8. How will this project benefit me and my students?

The session lasted for two hours and it was an important beginning. At the end of the session a sign up sheet was passed and the staff was asked to indicate if they were interested in participating in the project. Teachers who needed more time to think about their decision were given the chance to take the form home. This was done to allow the staff members who did not feel ready to commit themselves right away to make their decisions on their own and not feel pressured

to participate in something they strongly resisted. Those staff members who felt that they needed more information and were not ready to commit themselves after the initial session were encouraged to meet with the researcher/presenter to further explore the desirability of participating. However, in this case, eight teachers from the primary grades seemed comfortable with the presentation and decided to proceed.

Assessment

The next step in this process included the needs assessment. The needs assessment is a very important segment of this process which serves as a means to assess the thinking of individual staff members. Ryan (1987) believed that effective staff development programs take into account professional and personal needs of teachers. The assessment allows staff to set priorities and justifies focusing attention on some things and not on others (Fitch & Kopp, 1990). The assessment also provides priorities, direction and sequencing. Through this process the staff: 1) identified needs they considered critical; 2) agreed on needs they considered to be the most critical; 3) established priorities; 4) gathered accurate information; and 5) assessed what are important steps or sequences of the project. Using this process to address the staff's needs provides an opportunity for staff ownership, personal involvement and commitment. According to Fitch and Kopp (1990), a staff development project geared to the genuine needs of a given group of people, and implemented by persons

who have knowledge concerning these needs, is the key to a successful program.

The next step in this process included the plan of the project and its approval from the staff. Continual interaction with the staff was necessary by which the staff members made suggestions for the proposed program. The design of the plan included: 1) a statement of the priority goal; 2) project objectives; 3) action strategies; 4) expected outcomes; 5) time line and a schedule of events; 6) evaluation procedures; and 7) human and material resources. Approval of this plan involved consensus among the participants, the principal of the school and the assistant superintendent of schools.

The researcher/presenter reviewed relevant and current literature dealing with multicultural education. Based on these studies, activities and materials to be used in the workshop sessions were prepared and four workshop sessions were planned, designed and scheduled. The workshops were planned and developed to provide participants with data from experts, to share experiences regarding working with minority children from a professional and a personal perspective, and to help teachers to learn better ways to effectively work with minority children.

Prior to the implementation of this project. The researcher/presenter had numerous concerns that were essential to the design of the program. These included: 1) coverage of teacher classrooms while they participated in the workshop; 2) days of the week on which the workshops would be conducted; 3) length of the workshop sessions; and 4) location where the workshops will be held.

Issues pertaining to time and coverage for the prospective participants were also of prime importance. The workshops had to be planned for a day in which coverage could be provided for the prospective participants. The research/presenter met with the principal of the school and reviewed possible options, time frames and dates for the workshop sessions. Following the approval of the principal of the school, the researcher/presenter met with the prospective participants and went over the plans together for their approval.

The researcher/presenter also sought the support of the auxiliary staff in covering the classes for the project participants. The workshop participants included two kindergarden teachers, a first-grade and second-grade teacher, two third-grade teachers, a primary special education teacher, three reading coordinators, a math coordinator and a social studies high school teacher.

The auxiliary staff provided coverage for the classroom teachers which enabled them to participate in the scheduled sessions. The auxiliary staff was comprised of the librarian, the gym teacher, computer teacher, three teacher assistants and the school's resource room teacher. Below is a list of classroom coverage assignments.

- Gym teacher — covered two kindergarten classes
- Teacher assistant — covered first-grade class
- Teacher assistant — covered primary special education class
- Teacher assistant — covered second-grade class
- Resource room teacher — covered third-grade class
- Computer teacher — covered third-grade class

The project evolved through a series of work sessions based on programmatic needs. Based on data collected from the needs assessment survey, informal interviews with teachers, other colleagues, and personal experiences, the researcher/presenter designed the workshop sessions. The design procedures were formatted to include: 1) creating the workshop formats; 2) developing objectives, procedures and evaluation questions; 3) procuring an adequate workshop setting; and 4) organizing scheduling that met the needs of volunteer participants and coverage of classrooms.

Four staff development workshops were conducted by the researcher/presenter. The workshop sessions were held during the school days in the classroom of the researcher/presenter. Each session lasted for ninety minutes. Three sessions were scheduled on Mondays from 8:30-10:00 AM and the last session was scheduled on a Thursday afternoon from 3:00-4:30 PM. Each session was audiotaped. The contents of the tapes were carefully examined to find out about the strengths and weaknesses in terms of design and implementation criteria of the workshops. The data were reviewed and the necessary modifications and recommendations were made as the findings dictate.

The workshop sessions were designed to assist teachers in acquiring a better understanding of working with minority children and to help teachers in designing lessons and activities that are best suited to the needs of their students. The workshops consisted of discussions, demonstrations, brainstorming activities and hands-on experiences.

The results of the needs assessment survey indicated to the researcher that the workshops should focus on the following topics:

1. Teachers' stereotype attitudes and classroom interaction.
2. The demography of the Roosevelt community.
3. A positive approach to multicultural education.
4. Using parents to promote cultural diversity.
5. Enhancing children's cultural beliefs to promote social skills.

Included into the workshops were topics pertaining to the definition of multicultural education, the evolution of multicultural education and the rationale for multicultural education.

In reviewing a suitable area for the presentation of the workshops, the researcher/presenter decided that sessions would be conducted in the researcher/presenter's classroom. This decision was based on certain basic factors which entailed adequate space to set up audio-visual equipment, mobility of furniture, sufficient lighting, attractiveness of the room and the overall tone of informality of the room.

To assure a relaxed environment and to encourage an informal and friendly climate for the participants, the researcher/presenter decided to serve refreshments. This was due to the belief that teachers' anxiety about the workshops could be decreased with a friendly and supportive environment.

In considering the cost factor of conducting the workshops, the researcher/presenter realized that the assistance of the auxiliary and teaching staff and accessible school materials were the prominent

needs. The support of the school principal allowed for the workshop sessions to be conducted during the regular school hours.

The workshops were scheduled as follows:

Dates	Titles
April 24, 1989	Teachers' stereotypes and classroom interaction.
June 12, 1989	Demographics of Roosevelt community and Ulysses Byas School.
June 19, 1989	A positive approach to multicultural education.
March 27, 1990	"Making a difference"

The study used formative and summative evaluation procedures. The procedures used were described, modified, and reassessed based on the ongoing evaluation. The outcomes and needs of the participants in the workshops were used to elicit attitudes toward multicultural education among teachers in the workshops. An evaluation form was completed at the conclusion of each workshop. Participants were asked to evaluate the workshops and the process. The researcher/presenter then reported and interpreted the results of the evaluations, reassessed participants needs, planned and developed future workshops based on the data collected.

Conclusion

This chapter brings out the many overall aspects in planning and implementing a staff development project and the requirements that are necessary in doing a study of this kind. The information of relative data served to establish future guidelines in developing many and varied phases of this study. Teachers were allowed to take active and

participatory roles during the planning stages and therefore had a vested interest in the outcome of the workshops. This aided in the establishing of a unique working relationship. Discussing project plans and working with colleagues and administrators established a bonding relationship which would be needed in future projects.

CHAPTER IV
THE IMPLEMENTATION PROCESS

Introduction

Workshops were conducted as part of this project with classroom teachers and administrators at the Ulysses Byas Elementary School in Roosevelt, New York. Three workshop sessions were held on Monday mornings at the beginning of the school day and one workshop session was held on a Thursday afternoon after school. Workshops were carefully planned and introduced so that participants would not feel threatened or criticized.

Participants were asked to evaluate after each workshop session. An evaluation form was given out for participants to provide reflections and feedback for additional topics. Based on the data gathered from the evaluation, subsequent workshop topics were adjusted to reflect developing needs among participants.

Workshop I

Topic: Teachers' stereotype and classroom interaction
Date: April 24, 1989
Location: Ulysses Byas School, Room 14
Time: 8:30-10:00 AM

Agenda

To be nobody but yourself in a world which is doing its best, night and day, to make you everybody else—means to fight the hardest battle which any human being can fight and never stop fighting.

e.e. cummings

- I. Opening remarks
- II. Stereotypes and students
- III. Stereotypes and teachers
- IV. Classroom interaction
- V. Group activity
- VI. Evaluation

Planning

Planning for this workshop session included the following:

1) arranging for a location; 2) getting coverage for the participants; 3) sending reminder notes to workshop participants and the coverage team; 4) preparing refreshments; 5) setting up videotape equipment and tape recorder for the session; 6) compiling a list of activities and materials to be used at the session; 7) reviewing plans for the workshop with the school principal.

This workshop focused on developing an awareness, sensitivity and positive attitude towards cultural differences found in the classroom. Activities were planned to enable participants to become aware of how cultural misunderstanding is transmitted to the classroom through verbal and non-verbal communication.

Activity I - Opening Remarks

This workshop began with the researcher/presenter thanking the participants for agreeing to participate in staff development workshops dealing with the topic of multicultural education. The researcher/presenter shared with participants how she became involved in this project, reviewed the prepared agenda and discussed the format of the workshop.

Activity II - Stereotypes and Students (Haitian Classroom)

The researcher/presenter began this workshop by reconstructing a Haitian classroom which allowed participants a firsthand experience of a foreign student in a traditional American classroom. Lessons and activities were conducted in Haitian Creole. During this presentation, participants were involved in numerous activities similar to activities usually found in Haitian classrooms. Participants were assigned a division problem, a reading and a writing assignment in Creole. The researcher/presenter gave all the instructions and directions in Creole.

After the presentation participants were asked to share their experiences with each other. During the sharing session, the participants revealed the following:

1. "I was very frustrated. I did not understand the directions or the instructions given out."
2. "I felt dumb and stupid during the whole time of the presentation."
3. "I felt that I was being picked on."

4. "The lesson did not make any sense to me, since I couldn't relate to what was being said."
5. "I did not want you to call on me, because I didn't want to look stupid."
6. "You were very insensitive to our needs as a teacher. You failed to take into consideration that we do not speak Creole and it was hard for us to relate to the activities assigned."

During that initial presentation, the researcher also noticed that many of the participants through the use of body language exhibited some form of discomfort. Participants conveyed their discomfort by becoming restless and fidgety, constantly checking their watches, chewing on their pencils and avoiding eye contact with the researcher/presenter.

The purpose of this activity was to help participants to understand and to become aware of their approaches in dealing with certain students in their classrooms and to observe the consequences of their approaches.

Activity III - Researcher/Presenter's Experiences

The researcher/presenter used this part of the session to share her personal experiences as a non-English speaking Haitian student in the United States school systems. The researcher/presenter shared how she was made to feel by her teachers and her peers in school. She also emphasized the names she was called in school both by students and teachers. The names that she mentioned included "voodoo girl, dumb Haitian, you speak funny, you are slow, you have a funny name,

you have a language deficiency.” The researcher/presenter also emphasized both verbal and non-verbal communication observed by her as a student.

Participants drew on their earlier experiences as students in an Haitian classroom and tried to compare their own experiences with that of the researcher /presenter. Participants made the following comments:

1. “Your first experiences in school in America were dreadful.”
2. “I’m sorry you had to go through with this kind of abuses.”
3. “I can relate to your experiences after the activity we just went through a while ago.”
4. “It is a shame that we as teachers can behave in such a manner. There is no excuse for this type of behavior.”
5. “We need to be more sensitive in dealing with children from different ethnic backgrounds.”

The purpose of this activity was to heighten participants awareness about the effects of teacher attitudes and its impact on students’ learning and self-esteem. Participants then agreed that teachers’ attitudes and behaviors in class can have either a positive or negative impact on students. They admitted that their attitudes can determine students’ failures and successes in school.

Activity IV - Group Activity

Participants were divided into group of threes and were asked to complete the following activity. They were asked to work together as a group to come up with one solution to this problem.

The responses to this problem were used by the researcher for further discussions.

Problem: You have a new student in your class who has recently moved to the United States from Cambodia. The student does not speak any English. Think of an activity which will help the student make the transition.

The goal of this activity was to show participants how they can adapt usual classroom procedures to meet the needs and facilitate the academic success of students who do not benefit from the standard approach of learning.

Activity VI - Responses to Problem

Group I. This group suggested to invite someone from the community who is Cambodian to come to the class and share his/her experiences with the students.

Group II. This group suggested that they would find some basic information about the child and his/her country and make some welcome signs in the child's language prior to the day that the child was due to arrive in the classroom.

Group III. Group III suggested that they would learn some basic Cambodian words and would teach these words to their students prior to the day the Cambodian child was due to arrive in the classroom.

At the end of this activity, participants all agreed that it is important to provide a safe, friendly and non-threatening environment for their students in order to assure their successes in school.

Activity VIII - Evaluation

This first workshop session focused on participants becoming more aware of their attitudes and behaviors and its impact on students' learning. Additionally, participants recognized that teachers held some preconceived ideas about some students and that teachers unfairly treat students based on their beliefs, ideas and positive and negative experiences.

At the end of the session, participants were asked to complete an evaluation form regarding the presentation. The data gathered from the evaluation revealed the following: 98% of the participants strongly agreed that the presentation was extremely useful and the other 2% agreed that it was useful. Participants also offered the following comments: 1) "the presentation was well organized and was presented in an interesting manner"; 2) "the actual experience of a non-English speaking child who does not understand the curriculum and the environment was extremely helpful"; 3) "the manner in which differences in a cultural background was presented was highly noted;" 4) "I enjoyed hearing about the researcher's own personal experiences"; 5) "the workshop opened up a lot of knowledge and new ideas"; and 6) "I really felt a part of this whole session. It brought back many memories I had when I was in high school."

Future topics suggested by most of the participants on the evaluation form included: information on the demographic breakdown of students in Roosevelt and the characteristics of the students attending the Roosevelt School District.

Workshop II

Topic: Demographic of Roosevelt Community and Ulysses Byas School
Date: June 12, 1989
Location: Ulysses Byas School, Room 14
Time: 8:30- 10:00 AM

Planning

Plans for this workshop included the following:

1. Reviewing the previous workshop session.
2. Getting coverage for the participants.
3. Sending reminder notes to workshop participants and the coverage team.
4. Getting materials for the workshop.
5. Preparing refreshments.
6. Setting up videotape equipment and tape recorder for the session.
7. Reviewing plans with the school principal.

Agenda

Children have the right to know that they are worthy beings. They have the right to value themselves for whatever they are and whatever they do.

Iris M. Tiedt

1. Opening remarks
2. Viewing of last session's videotape
3. Let's stereotype
4. World Geography

5. Demography of Roosevelt and Ulysses Byas School
6. Building self-esteem
7. Evaluation

This workshop was designed to familiarize participants with the population of the Roosevelt community and the students attending Ulysses Byas School. Informal interviews, observations, personal experiences and data gathered from the needs assessment indicated that teachers know little about the cultural traits, behaviors, values and attitudes that different ethnic minority groups bring to the classroom and how these differences affect the ways these students act and react to instructional situations. The focus of this session was to help teachers to reflect on their cultural biases and prejudices of their classroom behaviors. Additionally, teachers were made aware of the subtleties of their negative attitudes and low expectations towards ethnic minority students and how these are habitually exhibited in their school functions.

Activity I - Opening Remarks

The researcher/presenter began this workshop by welcoming the participants and thanking them for attending. Researcher/presenter also read the quote on the agenda and reviewed the format of the session.

Activity II - Viewing of Videotape of Last Session

Participants were able to look at part of last session's tape dealing with teachers' stereotype and classroom interaction. This activity

lasted for 10 minutes and helped to refresh participants memories on the last topic discussed. In addition, it brought into focus the objective and purpose of the workshop.

Activity III - Let's Stereotype

Teachers were given a piece of paper with photographs of people and names, and a list of personality characteristics and work roles. Participants were asked to select words or phrases from the list of words that described each person. Participants responses were used for discussions. Participants responses revealed that success words and phrases such as strong, aggressive, smart, rich, principal, doctor, owns a restaurant and president were mostly associated with the pictures of Miller, Ishida, and Kessler. Failure or anonymity words and phrases such as: stupid, unable to speak well, sad, needs help, thief, and stays home were mostly associated with pictures of Lopez, Cloud, Jones, Smith, and Jackson. In addition, the women in the survey were associated with words like clean house, nurse, secretary, stays home. Some particular race stereotypes were also evident. Blacks were associated with words like good in music, plays basketball and loud. Asians were associated with words such as quiet, good in math and owns a restaurant. (See Appendix A.)

This activity was designed to help participants to identify existing stereotypes and the effect they have on people. Participants were also made aware to the extent to which they often stereotyped people on the basis of race, gender and disability. Additionally, through discussions

participants realized the inaccuracies of stereotypes and how these can affect the learning environment of their students.

Activity IV - Demography of Roosevelt Community

Informal interviews, observations and personal experiences with teachers revealed that many teachers have little or no knowledge of world geography. This part of the workshop focused on a geography lesson. With the help of a world map and a globe the researcher/presenter pointed out the different parts of the world and emphasized the different places that children of color in Roosevelt originated. A time line was also used to show participants how the demography of the Roosevelt community had drastically changed from 1960 to 1989. The time line indicated a high increase of minorities from 1969-1989. Another time line was also used to show the demographic change in the United States as a whole. (See Appendices F and G.) Minority students attending Ulysses Byas included African American students, Haitians, Jamaicans, Puerto Ricans, Nicaraguans and students from San Salvador. Stereotypes attached to each of the groups living in the Roosevelt community were also discussed.

Participants viewed these groups as follows:

1. Haitians were associated with being poor, illiterate, voodoo worshipers, boat people and carriers of AIDS.
2. Jamaicans were associated with Rastafarians, drug dealers, marijuana, reggae and violence.

3. African Americans were viewed as being lazy, welfare recipients, criminals, drop-outs, loud, have rhythms, drug addicts and musically inclined.
4. Puerto Ricans were associated with welfare recipients, large families and carry knives.

These stereotyped beliefs were carefully examined by participants during this activity. Participants agreed that their negative beliefs, attitudes, behaviors and stereotypes greatly limited their effect on their students.

Activity V - Demography of Ulysses Byas

This activity focused on the ethnic breakdown of the students and the staff at Ulysses Byas. The researcher/presenter used a pie graph to depict the different groups that compose the staff. One graph depicted the make-up of the student body and the other showed the members of the staff. The school's ethnic breakdown consists of 85% African American students and 11% students from Haiti, Trinidad, Jamaica, Nicaragua, Puerto Rico and San-Salvador. The staff at UB consists of 40% African American, 53% European Americans which included German Americans, Polish Americans, Italian Americans and Jewish Americans. Through discussions, participants agreed that these children have been victimized by society and the school system. Participants also realized how their attitudes have been conditioned by their trainings and experiences. Data by Gordon W. Allport was used to support the fact that prejudice is not inherited but learned. Participants were amazed at their attitudes and behaviors towards

certain ethnic groups. Participants acted in disbelief as to how their actions determined their interactions and expectations of students. They were also amazed at the intensity of discrimination in U.S. society. One participant commented. "I was not aware that we had children from so many places." Another commented, "It is true that minority children have been unjustly treated by this society." Participants also shared some of their experiences in school, how they were viewed and treated by their teachers and how this treatment determined their successes and failures in school.

Activity VI - Sharing of Experiences

This activity provided participants with an opportunity to reflect back on a time in their lives where they have been mistreated based on their race, gender, religion and to analyze the effect the experience has made on their lives. Participants were asked to verbalize their experiences with the rest of the group. Comments offered by participants included:

- "I remember when my friends used to call me names like 'fatso' and how hurt I was."
- "I remember that I hated school because my teacher always screamed at me and told me that I was stupid and slow."
- "I remember when my teacher used to say that Black people were bad and lazy."
- "I remember the name calling like 'nigger.'"
- I remember feeling alienated, isolated, inferior, stupid and dumb in school because I was Black."

At the end of this activity, the researcher/presenter noticed that most of the participants became very silent and were shaking their heads in disbelief. There was a sense of frustration and anger in the room. One participant commented, "I can't believe we continue to allow these types of behaviors to persist in the schools today." Another participant stated, "what do we have to do to solve this problem?" Others stated, "that they felt helpless, since the problem seems so vast and they do not know how to really solve it."

Researcher/presenter quickly responded and tried to help participants understand and to recall that the workshops scheduled were designed to help answer some of their questions and concerns and were also developed to provide them with a safe, friendly and non-threatening environment to vent out their feelings and their frustrations. The participants were also reminded that the workshops were designed to assist them in developing strategies and teaching techniques that work best with different kinds of students.

Activity VII - Evaluation

This workshop focused on the principle that "information and exposure to others leads to a reduction in prejudice and greater acceptance of differences." In this session, participants learned ethnic literacy as they found out about different groups. They also explored the topics of identity and stereotypes and realized how that impacts their attitudes and behaviors when they interact with their students. Through the discussions and activities planned, participants recognized for themselves examples of stereotypes and how they can

color their thinking. Participants were also able to identify more with their students' feelings and points of view.

This session also helped participants to learn and think about the diverse ethnic groups they are currently working with, and forced them to analyze their own biases and prejudices toward these students. Additionally, this session helped to dispel stereotypes and stimulated teachers to develop techniques and methods to become more effective in working with racially and culturally different students, and to also meet the needs of these children.

Participants were asked to fill out a prepared evaluation form before leaving the workshop. Participants offered the following comments:

1. "The presentation was very thorough and informative."
2. "This session was a consciousness rising. I like the geography lesson especially. I would use it with my own students."
3. "I like the different ideas that we shared in this session."
4. "I enjoy the activities we did and the information shared."
5. "This was an excellent and interesting presentation. It should be given to the whole school."
6. "I became more aware of how a teacher's cultural beliefs can affect and have an impact on how a child looks at him/herself."
7. "Now, I understand more about the importance of a positive self-image."
8. "This presentation has increased my awareness of the importance of multicultural education in school."

Data gathered from the evaluation indicated that 82% of the participants strongly agreed that the workshop was extremely beneficial and the rest agreed that it was beneficial. Participants found these topics to be extremely useful: 1) ethnic breakdown of Roosevelt and U.B.; 2) the geography lesson; 3) sharing of ideas; 4) background information on the different ethnic groups. Topics for future workshop were also suggested by participants. The topics included: 1) games and activities in specific subject areas regarding multicultural education and 2) how teachers can help children accept other cultures.

Workshop III

Topic: A positive approach to multicultural education

Date: June 19, 1989

Location: Ulysses Byas School, Room 14

Time: 8:30-10:00 AM

Planning

Prior to this session, the researcher/presenter met with the principal and reviewed the previous two workshop sessions with him. The researcher/presenter also reported that the results of the sessions revealed that the participants enjoyed the workshop sessions and felt that information, ideas and activities covered in the sessions were useful to them in their individual classroom settings. Furthermore, planning procedures for the following sessions were also discussed and reviewed with the principal. The researcher/presenter used the

preparation steps for workshops one and two to plan and organize workshop three.

Agenda

Cultural pluralism: The whole is greater than the sum of its parts.

William A. Hunter

- I. Opening Remarks
- II. Bragging Is In
- III. Culture
- IV. Multicultural Education
- V. Intergrating Multicultural Education into the School Curriculum
- VI. Evaluation

The topics covered in this workshop session focused on helping participants to understand the meaning of multicultural education, and to inform participants of the relationship between multicultural education and classroom instructions. The session also focused on various methods and techniques to promote self-esteem, cultural awareness and thinking skills in the classroom.

Activity I - Opening Remarks

The researcher/presenter began this session by greeting participants in Chinese, French, Swahili, Dutch, German and Swedish. She also thanked the participants for attending the workshop, read the quote on the agenda, reviewed the agenda and the procedures for the workshop.

Activity II - Bragging Is In

Participants were handed out a blank sheet of paper and were asked to write as many wonderful, extravagant statements about themselves. Participants were also encouraged to try to outdo each other and to stress only their positive attributes.

During this activity, the researcher/presenter noticed that many of the participants were exhibiting signs of discomfort. Some were biting their nails, others kept writing and erasing what they wrote and others were chewing on their pencils. One participant finally commented that “she could not complete the activity because she could not think about what to write.” Another participant stated that, “she is having a difficult time with the activity because she has never been asked to brag about herself before.” A third participant noted that, “it wasn’t polite to brag about oneself.”

Prior to this session the researcher/presenter had completed this activity and decided to share her paragraph with the group. The researcher/presenter explained to the group that she experienced the same feelings and thoughts when she had to complete this activity herself. She also reassured the participants that this activity was just for fun and no one was going to be criticized by it. Participants also agreed that children who have always been exposed to negative criticism will also experience some difficulties in completing this type of an activity.

After this initial discussion, participants seemed a little more at ease and proceeded to complete the activity. Many participants willingly decided to share their paragraphs. There was a lot of laughter

and a sense of support and camaraderie as the paragraphs were being shared. At the end of this activity, the participants made the following comments:

1. "This would be a good activity to do with my students."
2. "I like this activity. It has really helped me to recognize some of my own strengths."
3. "Some of my students can really learn a lot of positive things about themselves through this activity."
4. "It is not only fun, but it is a good way to motivate my students to write."
5. "For some of my students who have very low self-images, this activity can force them to look at themselves in a new light."

Participants then all agreed that students with negative self-images need to engage more often in such exercises to help them recognize their good attributes. Participants then brainstormed a list of practical and simple activities teachers can do in their own classrooms to promote positive self-images. The researcher/presenter also shared some activities she had recently used in her classroom with her students which have proven to be successful. Samples of students work were also shared and displayed around the room where this workshop was being held and helped to illustrate this point.

This activity focused on teachers helping children to develop positive self concepts and to view themselves as worthwhile individuals, and to act accordingly. It also forced teachers to recognize that each child is an individual and they must be accepted and respected. Participants also realized from their own experiences in

writing a paragraph about themselves that being different is a positive quality rather than a deficit.

Activity III -- Culture

Participants were asked to define culture in their own terms. The majority of the participants agreed that culture is the “customs and traditions of a group of people. It is the food they eat, clothes they wear and their belief systems.” The researcher/presenter then used studies by Banks (1979), Lipton (1959), Gollnick and Chinn (1986) to define the term culture for participants. The researcher/presenter also used the study by Nine-Curt (1988) to help participants to understand and recognize how cultures can be misinterpreted in different cultural context. The researcher/presenter used non-verbal communications such as gestures used by people from Haiti, Puerto Rico and China to illustrate this point. Participants also shared some gestures familiar to them in their own culture which tended to be misinterpreted by someone else from a different culture.

This activity forced teachers to examine their prejudices, biases and stereotype feelings towards certain cultures. It also allowed the participants to recognize their own cultural ignorance. Additionally, this activity helped participants to gain some basic knowledge about some cultures and the importance of learning to respect and accept other cultures. Furthermore, this activity helped participants to understand culture in a broader perspective and to see its relationship to classroom interactions.

Activity IV - Multicultural Education

Participants were asked to define the word multicultural education and to note what it means to them as a classroom teacher.

Some of the participants offered the following definitions:

1. "Multicultural education is becoming aware of the many different cultures in our society. Once we as teachers are aware of those differences we begin to learn about affective ways to teach it in our classroom."
2. "Teaching the curriculum using multicultural activities, literature, games, etc., which reflect and teach positive attitudes."
3. "It is the education of children from different cultural backgrounds and having the children realize that all cultures have positive sides and are a part of what make up the American culture."
4. "Multicultural education refers to the awareness of the diversity of our population. Once aware of this diversity, there is a responsibility educators have to respect and gain knowledge of the different cultures and to make our population aware of the positive contributions of the various groups."
5. "Multicultural education is teaching children to respect and to accept other cultures."
6. "Multicultural education is teaching children about the similarities and differences of people."

The researcher/presenter defined multicultural education for participants based on studies by Banks (1979) and others who have

conducted extensive research on multicultural education. This activity also included discussions on the evolution of multicultural education, the role of multicultural education in the elementary schools, and its legitimacy. Participants were also made aware of the direct relationship between multicultural education and culture.

Activity V - Integrating Multicultural Education in the Traditional School Curriculum

This activity focused on helping teachers to recognize that multicultural education should permeate the entire school curriculum. The researcher/presenter suggested that the participants formulate a list of ideas that could be used in their own classrooms. Participants referred to some of the activities used in the previous workshops and earlier during this session. The activities mentioned were: 1) Bragging Is In; 2) Study of the Demography of Roosevelt; and 3) Let's Stereotype. Other activities as suggested by participants included the use of literature written by different ethnic groups or about different ethnic groups, the use of people from the community, parents, students in the classroom, people in the staff who are from different countries, field trips to different places in and out of the community and guest speakers from different parts of the country. Participants agreed that some of these activities can be easily used in the classroom with students.

A diagram was used to depict multicultural education and its relationship with other interdisciplinary subjects. Participants agreed

that multicultural education should be included in all the areas of the curriculum and should become part of the classroom routines.

This activity helped participants to understand the historical development of multicultural education, its evolution and its legitimacy. The session described challenging methods of involving students in multicultural education activities. It also showed teachers activities that they could immediately use in their own classroom that would facilitate the implementation of multicultural concepts into all areas of study.

Activity VI - Evaluation

Participants were asked to evaluate this session. The evaluation data gathered indicated that 91% of the participants strongly agreed that the workshop was extremely beneficial and 9% agreed that it was beneficial.

Participants offered the following comments:

1. "This was an excellent workshop, I have learned a lot."
2. "It was inspiring."
3. "I enjoyed the activities."
4. "I enjoyed the knowledge and exposure to multicultural education and the chance to hear other people's ideas and suggestions."
5. "I enjoyed the opportunity we had to share ideas and learn new ones."
6. "Exploring the meaning of multicultural education was truly meaningful."

The following activities were found to be particularly beneficial by the the participants: 1) the review of previous workshops; 2) the activities and 3) the historical perspectives of multicultural education. Some topics suggested by the participants for future sessions were: 1) further activities dealing with multicultural education; and 2) more sharing of activities by participants.

Workshop IV

Topic: "Making a Difference"
Date: March 27, 1990
Location: Ulysses Byas School, Room 14
Time: 3:00- 4:30 PM

Planning

In preparation for this workshop the researcher/presenter met with the school principal to review previous workshop sessions and to discuss plans for the next workshop.

This workshop was held on a Thursday afternoon after school with the consent of the school principal and the participants; therefore, it was unnecessary to organize for classroom coverage. Reminder notes were sent to workshop participants listing the scheduled time and location of the workshop session. The researcher/presenter also made proper arrangements for refreshments.

Agenda

Children are very important. To them belong tomorrow—a tomorrow which will be determined by what we do today.

Iris M. Tiedt

- I. Warm-up exercise: Who are We ?
- II. Opening remarks
- III. Updated information on multicultural education
- VI. Sharing of ideas and activities by participants
- V. Evaluation

This session provided participants with an opportunity to share and discuss the various aspects of multicultural activities covered in the three previous sessions which they have found to be valuable and useful in their own particular classroom situations. Prior to the workshop, participants were asked to bring any projects, objects, books or written materials that they have used or plan to use in their classroom.

Activity I - Who Are We? Warm-Up Exercise

(from "Who Are We," *Education and Society*, 1988)

Participants were asked to work in groups of threes to complete this activity. Materials such as scissors, glues, and colored papers were provided.

Activity: Your class is made up of many different children. Look around you. Whom do you see? Some are boys, some are girls, some are tall, some are short, and they come from a variety of ethnic backgrounds.

Directions: 1. Count the children in your class who belong to the following groups:

- a. boys or girls
- b. ages of students in years
- c. specific ethnic backgrounds
- d. place in family-oldest, youngest, middle, or only child

2. Make a bar graph to show your results.

This activity provided participants with an activity they can do in their own classroom to help their students to become aware of the diverse groups that make up their class. Some of the following comments were elicited from participants.

1. "It is a good activity to share with my class."
2. "It is an interesting way to teach about graphs."
3. "There are so many skills you can teach from this activity."
4. "This is a good math lesson."
5. "It is a good way to introduce a geography lesson and to teach children about differences."
6. "A positive way to teach about differences."

Activity II - Opening Remarks

Researcher/presenter welcomed participants, thanked them for coming, explained to them that this was the last workshop session, read the quote on the agenda, reviewed the agenda and discussed the format of the workshop.

Activity III - Updated Information on Multicultural Education

Researcher/presenter reviewed last workshop sessions and asked participants to share something about the last three workshops that they remembered. One participant commented that, “she remembered the different activities that were shared during the sessions.” Another participant stated that, “she remembered the discussions on culture and its impact on students’ learning.” A third participant noted that “she remembered the discussions on multicultural education and how it should permeate into the classroom curriculum.” Participants also agreed that they have become more aware of what they do in their own classrooms and the positive effects that they have noticed on their students.

Researcher/presenter, using relevant and current data, shared with participants what other teachers around the nation are doing in their own classrooms pertaining to multicultural education. Multicultural education materials such as books, magazines, newspaper articles, games, songs, and other activities were shared during this time.

Activity IV - Sharing of Ideas and Activities by Participants

This activity primarily focused on participants sharing activities with an emphasis on multicultural education that they have used or plan to use in their own classroom which they have found to be successful. The participants brought in literature containing stories about different ethnic groups, games, songs, and art work of their students. Activities shared by participants covered a wide range of

areas. They included mostly the basic subjects—social studies, science, art, reading, writing, math and music. One participant commented that she was unaware of how much multicultural materials were available to teachers until she started to look for materials. A second participant stated that a parent from her class provided her with posters and story books on African Americans when at a parent conference she told the parents how difficult it was to get books for children in her class. A third participant commented that she was now more careful in selecting materials for her classroom. She added that she tries to use materials that are more culturally appropriate and where different ethnic groups are portrayed positively. The researcher/presenter also shared some additional activities with participants on promoting self-esteem and social skills in the classroom using children's cultural backgrounds. Participants agreed that it is truly possible to be a multicultural education teacher and that it takes dedication and a strong commitment from teachers to accomplish this goal.

Activity V - Evaluation

This workshop session was designed to allow participants to use the awareness, knowledge and skills they have learned in the three previous workshops and to demonstrate how they have applied them in their own particular classroom situations.

Participants collaborated with each other. They were cooperative and enthusiastic and supportive of each other. Activities shared allowed for peer group interaction, sharing of ideas, development of

new methods and techniques and an increased awareness of numerous learning strategies.

An evaluation form was distributed to the participants at the end of the session. Data gathered from the evaluation indicated that all of the participants (100%) strongly agreed that the workshop was extremely useful. All the participants agreed that the sharing of ideas and activities forced them to become more aware and comfortable in implementing multicultural education in their own classrooms.

Participants made the following comments:

1. "I am looking forward to try these new ideas and activities."
2. "This workshop was an excellent experience."
3. "I came in with one activity, but now I will be leaving with many more."
4. "I wish other teachers in the district had the same opportunity to attend these types of workshops."
5. "I now feel that I can make a difference in my students' lives."

Participants were also asked to fill out a second questionnaire to evaluate the quality of all four workshop sessions. Data collected from this evaluation reflected that the majority of the participants strongly agreed that: 1) the workshop sessions were extremely useful; 2) they had many opportunities to ask questions and to express their ideas; 3) questions and concerns included on the feedback form were incorporated into the following sessions. The data gathered also indicated that participants agreed to do the following as a result of the four workshop sessions:

1. Review methods they have previously been using in their own classrooms.
2. Share ideas and activities with their peers.
3. Utilize the methods that were discussed in the sessions.

Conclusion

The session on “Making a Difference” was the last session of this project. These sessions provided participants with information and support in developing knowledge and skills to enable them to work effectively with students from diverse ethnic and racial backgrounds and learning styles.

The group attending the sessions consisted of three black and eight white participants. Many of the participants lived in predominantly white communities and had attended private schools whose student populations were homogeneous. The participants came from primarily middle-class socio-economic backgrounds. Thus, their interactions and experiences with “minority” groups were limited.

As a black person who has experienced racism and stereotyping firsthand in the educational system and in this society, the researcher took this project seriously. Based on the researcher’s earlier experiences as an immigrant student from Haiti, as a classroom teacher, in addition to conducting this project, she realized that teachers’ values, behaviors, attitudes and prejudices affect their interactions with their minority students.

To allow participants to explore and understand the problems that minority children experience in this society, it was necessary for

the researcher to use a variety of activities during the workshop sessions that helped participants understand and shape their ideas, attitudes and behaviors.

In the workshops' early stages, white participants exhibited a sense of discomfort in discussing their experiences, attitudes, feelings and beliefs about racial differences. They were afraid they might say something that would offend the black participants and the researcher. Black participants, on the other hand, used the sessions as an opportunity to vent some of their anger and frustration with the school's system.

The researcher had to struggle to maintain an environment built on trust, respect and open communication among participants. As a result, participants were able to become aware of their personal position in race and culture and to question their own assumptions, attitudes and expectations.

As the sessions went on, it became clear that they were the beginning of an ongoing process. It became impossible to believe that teachers would completely change their beliefs, values and attitudes by merely attending four workshop sessions. Teachers need ongoing professional development that is systematic and focused on problems of racism. They require further means that will allow them opportunities to examine their values, beliefs and biases.

The sessions did, however, help teachers utilize skills and knowledge for the purpose of designing, adapting, and teaching multicultural educational concepts. Outcomes of the workshop sessions clearly indicated that teachers willingly accepted the ideas

and activities presented in the sessions. Teachers admitted that the workshops were helpful in determining their roles in their students' lives. Additionally, participants agreed that teachers working together can truly "Make a Difference" in their students' lives.

CHAPTER V

MAJOR FINDINGS, ASSESSMENTS OF WORKSHOPS AND STAFF DEVELOPMENT PROCESSES, RECOMMENDATIONS FOR STAFF DEVELOPMENT, AFTEREFFECTS, FUTURE IMPLICATIONS, AND CONCLUSIONS

Overview

The major purpose of this study was to document the development, implementation and evaluation of a school-based collaborative staff development workshop focusing on engaging the instructional staff of an elementary school serving a predominantly African American population in multicultural education. To assess the effectiveness of the study, research questions were posed as follows:

1. Will staff voluntarily agree to participate in multicultural education sessions?
2. Will the participants who have agreed to participate in the sessions actually attend the scheduled sessions?
3. Will participants believe that the information and activities that were included during workshop sessions will be of use to them in their classrooms?
4. Will participants feel better prepared to work with children of diverse backgrounds and learning styles after attending the sessions?

5. Will participants become more sensitive to the needs of minority students?
6. Will participants develop a greater tolerance toward culturally and ethnically different students?
7. Will participants acquire some basic cultural knowledge about ethnic diversity?
8. Will participants develop different methodological skills for implementing multicultural education in their classroom activities?
9. Will participants be able to develop and select multicultural materials for their classrooms?

The answers to the research questions were predicated on the outcomes and conclusions generated from responses of the participants on surveys conducted during, and immediately following workshop sessions, and one year after the conclusion of the multicultural education staff development workshops.

All participants were given a survey to complete. They were encouraged to provide input, and feedback, written and oral, during and following each presentation. The general data and feedback of the participants will be documented in this chapter.

Attendance

Attendance that is based on voluntary participation is indicative of the interest participants have in the particular topic in which staff development sessions are offered. This is true of both initial agreement to participate and continuing to participate throughout the series of

sessions given on specific topics. Attendance of participants depended on the following factors:

1. time frame for conducting the workshop sessions;
2. choice of days to conduct the workshop sessions;
3. ample coverage for participants classrooms while participants attended the workshop sessions;
4. length of time that each workshop session would be held; and
5. participants' interests in the workshop topics and the sense that they learned worthwhile information.

Initial Agreement to Attend

The number and percentage of staff members who voluntarily agreed to attend the series of sessions on multicultural education is reported on Table 1. The purpose of session one was to bring an awareness and to promote a positive attitude toward cultural differences found in the classroom and to provide participants with an overall overview of the upcoming workshops.

Table 1. Attendance of Ulysses Byas School classroom teachers at multicultural education workshops

Session	Total number of classroom teachers—7	
	Number of teachers in attendance	Percent of teachers in attendance
1	7	100%
2	7	100%
3	7	100%
4	6	86%

The results of Table 1 regarding attendance of classroom teachers at the multicultural education workshop sessions indicated that the attendance of classroom teachers remained constant.

Other Participants

The category “Other Participants” includes two reading coordinators, one math coordinator, a social studies high school teacher and a school principal. Beside the school principal and one reading coordinator, the “other” participants were from most of the other elementary schools in the district.

The purpose of including the school principal in the workshops sessions was to give support to the project. The other participants, on the other hand, were included on the assumptions that by attending the sessions they would acquire information, techniques, and exposure to research that could assist them in planning, implementing and conducting multicultural education sessions in their own schools. The attendance of participants other than Ulysses Byas staff is listed in Table 2.

Table 2. Attendance of “other” participants at multicultural education sessions

Session	Total number invited to participate—5	
	Number in attendance	Percent in attendance
1	5	100%
2	4	80%
3	4	80%
4	*	*

*Session 4 was only open to Ulysses Byas classroom teachers.

Based on the results regarding attendance of “other” participants at the multicultural education workshops it was concluded that: 1) the attendance of participants in this category remained constant throughout the workshops; and 2) there was a representative from most of the other schools in the District.

The first research question asked was “will staff voluntarily agree to participate in multicultural education sessions?” and the second research question posed was “will the participants who have agreed to participate in the sessions actually attend the scheduled sessions?” Based on the information reported on Tables 1 and 2, the response was “yes.”

Response to Research Question 3

The third research question posed was, “will participants believe that the information and activities that were included during workshop sessions will be of use to them in their classrooms?” Based on the results reported in Table 3, the answer was “yes.”

At the conclusion of each workshop sessions, participants were asked to indicate how useful they felt the information and activities that were included during the workshops sessions would be to them. The responses to the usefulness of the information and activities ranged from disagree to strongly agree. Table 3 is a summary of those results.

Table 3. Participants' ranking of the utility of information and activities included in the individual sessions

Session	Number of participants	Total number of participants—12					
		Strongly Agree		Agree		Disagree	
		#	%	#	%	#	%
1	12	9	75	3	25	0	0
2	11	11	100	0	0	0	0
3	11	9	82	2	18	0	0
4	6	6	100	0	0	0	0

Based on the feedback regarding the usefulness of the information and activities included in the workshop sessions, a significant number of the participants strongly agree that: 1) the information gathered from the sessions would be useful to them and 2) all four workshop sessions would be useful to them in their own classrooms.

The results included on Table 3, the response to the query, "will participants believe that the information and activities that were included during the workshop sessions will be of use to them in their classrooms?" was "yes."

Classroom Behavior

Tables 4 to 9 demonstrated a general consensus among the participants concerning the remaining six research questions and classroom teaching behavior of the participants. Feedback was gathered through a formal survey, observations, and personal interactions over the following year. (See Appendix E.)

The fourth research question posed “will participants feel better prepared to work with children of diverse backgrounds and learning styles?” Table 4 summarizes those results.

Table 4. Preparation to work with children of diverse backgrounds and learning styles

Total number of respondents—11

Rating Categories	Number	Percentage
Number of yes responses	8	73%
Number of no responses	0	0%
Remained the same	3	27%

Based on the results reported on Table 4, the response to the question “will participants be better prepared to work with children of diverse backgrounds and learning styles?” was “yes.”

The fifth research question was, “will participants become more sensitive to the needs of minority students?” Table 5 summarizes those results.

Table 5. Sensitivity to the needs of minority students

Total number of respondents—11

Rating Categories	Number	Percentage
Number of yes responses	9	82%
Number of no responses	0	0%
Remained the same	2	18%

Based on the results reported in Table 5, a majority of the participants stated that they have become more sensitive to the needs

of their diverse population of students. Supporting evidence derived from participants' comments:

1. "I am more aware now of the needs of my students."
2. "I share some of my students' feeling being a minority in this school system."
3. "I have learned to be more sensitive to each child's own culture."
4. "I try to find ways to change my behavior and attitude as a teacher in order to better help my students."

The sixth research question posed was "will participants develop a greater tolerance toward culturally and ethnically different students?" Table 6 reports the results.

Table 6. Development of a greater tolerance toward minority students

Total number of respondents—11

Rating Categories	Number	Percentage
Number of yes responses	9	82%
Number of no responses	0	0%
Remained the same	2	18%

Based on the respondents' reports, a large segment of the participants stated that they had developed a greater tolerance toward their minority students. Participants' comments consisted of the following: "Because of the knowledge I have gained, I have learned to accept and to respect my students regardless of their ethnic and cultural backgrounds"; "I feel less threatened dealing or working with children of different cultural backgrounds"; and "I try not to judge my students based on my own cultural values. I really try to make a

concerted effort to accept and respect my students' different values and beliefs.”

The seventh research question posed was “will participants acquire some basic cultural knowledge about ethnic diversity?” Table 7 is a summary of those results.

Table 7. Acquiring of basic cultural knowledge about ethnic diversity

Total number of respondents—11

Rating Categories	Number	Percentage
Number of yes responses	11	100%
Number of no responses	0	0%

The data reported on Table 7 reveals that all the participants have acquired some basic cultural knowledge about the different ethnic population found in their classroom. Supporting evidence was given by participants' comments:

1. “I have gained a greater understanding of the different ethnic groups in my class.”
2. “I have learned how a person's culture can affect how a child looks at him/herself.”
3. “It is important for teachers to learn about their students' cultural background since culture can have a great impact on how a child's learn in school.”

The eighth research question posed was “will participants develop different methodological skills for implementing multicultural education in their classroom activities?” Table 8 summarizes those results.

Table 8. Developing of different methodological skills for implementing multicultural education in classroom activities

Total number of respondents—11

Rating Categories	Number	Percentage
Number of yes responses	11	100%
Number of no responses	0	0%

According to the data reported on Table 8 all of the participants stated that they have implemented multicultural education materials in their classroom activities. Teacher comments included the following:

1. "I am more aware of multicultural materials available to classroom teachers."
2. "I try to implement a multicultural perspective in my daily classroom routines."
3. "Greater expectations created a more positive relationship between myself and my students."
4. "Since I started using a multicultural approach in my classroom, learning has become fun and creative for my students."
5. "It seems more natural to teach because of the diversity and techniques available."

The ninth research question posed was "will participants be able to develop and select multicultural materials for their classrooms?"

Table 9 reports the results.

Table 9. Developing and selecting multicultural education materials for classrooms use

Total number of respondents—11

Rating Categories	Number	Percentage
Number of yes responses	11	100%
Number of no responses	0	0%

From the information reported by participants, all of the participants stated that they have developed and selected multicultural materials for their classrooms. This was also evident at the fourth workshop session entitled “Making a Difference.” In session four, which was one year following the previous workshops, participants shared activities and materials they have used or plan to use in their classrooms as a result of the previous multicultural education workshops. Participants brought with them many materials, shared many ideas and activities during that ninety-minute session.

Additionally, throughout the course of the year following the multicultural education workshop sessions, the researcher had ample opportunities to observe the participants’ attitudes toward their students and the teaching techniques/styles and methods the teachers employed in their classroom instructions. The attitudes of some of the participants toward working with minority children had generally improved as observed by researcher in the following ways:

1. Numerous approaches were used to convey understanding to students.
2. The amount of time teachers spent interacting with their students.

3. The amount of time teachers spent encouraging students to do their best.
4. The classroom environment was friendly, safe and nonthreatening.
5. The classroom environment promotes collaboration among students.
6. The amount of time teachers spent on providing positive feedback to students.
7. Letting students know that they expected them to work to the best of their abilities.
8. Classroom materials that visibly reflect the population of the students' body.

Staff Development Processes

Based on the results of this project, certain conclusions were confirmed and some theories of effective staff development documented in the literature were in accordance with this study. As it is well reported, meeting the needs of individuals and the school as an organization is the focal point of staff development procedures and processes. Focusing on meeting individual needs, this study was conceived on the belief that teachers are ill-prepared to work with minority children. Multicultural education courses or counseling had been excluded in their preservice or inservice training. The rapid changes in U.S. demographics and the school-based need to improve student achievement and performance level were essential to teachers professionally and personally.

Teachers' uncertainty about working effectively with minority children is prevalent among most elementary teachers. However, providing teachers the opportunity to explore their personal intolerances, biases, assumptions, understanding and encouraging sharing of ideas and information among colleagues through staff development activities enhanced the personal and professional growth of workshop participants and expanded teachers' knowledge and sensitivity.

Recommendations for Staff Development

Individuals who are interested in designing, implementing, and evaluating a low-cost effective staff development program for teachers pertaining to multicultural education should consider the following:

1. Hold an introductory workshop session with the staff so that all school personnel have an overview of the topic.
2. Design and administer a needs assessment to determine the perceived needs of prespective participants.
3. Share the information with the building principal and encourage him/her to express support for staff development.
4. Share the needs with central administration and acquire support for the project.
5. Share the results of the assessment feedback with prospective participants to reassure participants that their input was valuable and important in the planning of the workshop sessions.

6. Determine the contents of the staff development activities based on participants' needs.
7. Determine format for staff development activities, workshops, guest speakers, potential resource personnel with inputs from participants.

To maintain regular attendance throughout the workshop sessions the following steps should be considered:

1. Provide adequate coverage for prospective participants who are interested in attending the sessions.
2. Prior to the workshop sessions, notify participants well in advance of scheduled sessions to enable them to make the necessary preparation for their classrooms and for the person covering the classroom.
3. Make topics interesting and appropriate for participants' needs.
4. Use a variety of techniques, methods and activities at the workshop sessions.
5. Maintain a friendly, informal and nonthreatening environment.
6. Allow participants to express their ideas and to voice their opinions.
7. Utilize current and relevant research on multicultural education to support staff development activities.
8. Use participants feedback in the planning and the developing of future sessions.
9. Determine time for staff development activities with the approval of participants.

10. Determine the number of staff development workshops with participants' input.
11. Determine the duration of staff development activities with input from participants.
12. Design an assessment instrument to gather feedback from participants about the staff development workshop sessions.
13. Share feedback on a regular basis with participants.
14. Incorporate participants' feedback into staff development workshops.
15. Design a pre- and a post-survey to assess changes in teachers' teaching styles and methods/techniques.
16. Determine materials and activities to be used in workshop sessions.
17. Use school personnel to cover classroom for prospective participants.

As a result of the rapid changes of the demography of Roosevelt and the United States in general, the Roosevelt School District should consider providing an ongoing staff development program on multicultural education with instructional approaches to both its incoming teachers as well as its experienced teachers. Subsequently, staff development workshops would accord more closely with students' diverse backgrounds and learning styles for improved success in school for both teachers and students.

Ideas for Conducting Workshops

During the spring of the 1989-1990 school year, the researcher conducted four staff development workshops pertaining to multicultural education for teachers, reading and math coordinators at the Ulysses Byas Elementary School in Roosevelt, NY. In April of 1990, the researcher conducted another workshop on multicultural education for other staff members in the Roosevelt School District.

Each workshop session was different as to contents, methods of presentation, levels of participation, etc. However, the workshops shared many commonalities, defined goals, objectives, and expected outcomes. Methods of presentation were based on the goals, activities, objectives of the workshops and the participants' needs and interests.

Individuals who are considering conducting staff development workshops should be aware that there are numerous ways to conduct staff development workshops. For those individuals these suggestions are offered:

1. Schedule workshops at a time that is most convenient for participants.
2. Adhere to the established time for each workshop session.
3. Utilize rooms where there will be few disturbances as possible.
4. Begin each session with a warm-up activity.
5. Review previous workshop sessions.
6. Allow enough time for each session to complete goals and objectives.
7. Allow participants opportunities to share their ideas, comments and suggestions.

8. Encourage participants to share their own classroom experiences with each other.
9. Solicit a tape recorder or a video camera if possible.
10. Request immediate feedback from participants pertaining to workshop's presentations and contents.
11. Share feedback with participants.
12. Conclude each session with a brief summary and introduce key points of discussion for the following session.

Collaborative planning between the researcher and the participants plays an important role in building a foundation of unity among staff members. Also, resources and activities that provide for group and individual growth served to enhance the project. The staff development must meet the needs of the participants on an individual basis as well as in cooperative group situations. Participants must view the project as a need that they can support. They need to know that they have wisely invested their time and effort in attending staff development workshop sessions that will be profitable for themselves as well as for their students.

Aftereffects

As outgrowth of the staff development program on multicultural education several projects and activities were implemented to provide students more opportunities for their diverse ethnic backgrounds and learning styles to be addressed by their teachers. For some of the classroom teachers from grades K-2, the workshop sessions motivated them to incorporate numerous activities dealing with multicultural

education in their daily classroom routines. These teachers have also created classroom environments that visibly reflect their diverse students' population. For the other teachers, the sessions stimulated them in attending additional workshops sponsored by the State Education Department to further their knowledge.

The researcher later conducted a workshop for teachers from the other elementary schools in Roosevelt as part of the district's on-going staff development program. The researcher also conducted two workshops on multicultural education among prospective teachers, experienced teachers and administrators at C. W. Post University on Long Island. Further, the researcher conducted workshops for minority parents of students in her own classroom and Haitian parents in the Haitian community.

The aftereffects of the workshops on teacher's behavior and attitudes varied from teacher to teacher based on the individual and the teacher's ability to address students concerns' and needs. In general, the aftereffects of the workshops revealed positive responses to the implementation of new and modified instructional practices and an increase in teachers' awareness of the needs of their students.

Future Implications

Based on current research, observations, personal experiences and discussions with students, teachers, parents and administrators, there is an urgent need in the United States today to prepare teachers to effectively work with minority children. There is a need to synthesize

teachers to the cultural, social, emotional and educational needs of the children in Roosevelt.

Staff development programs are needed to provide teachers with varied instructional approaches to accord more closely with the increased diverse group of children who are enrolling in the Roosevelt Public Schools. By providing adequate documentation to support reasons for implementing a multicultural education in the schools, teachers will be better equipped to assist students in achieving school success.

Staff development programs should be designed based on teachers' needs. Sessions planned as a result of a needs assessment are more successful if they consider the following:

1. Address a particular need.
2. Needs are agreed on by prospective participants.
3. Participants are provided hands-on, practical activities which can easily be implemented in their own particular classroom situation.

Conclusion

The issue of multicultural education raises some fundamental questions for the Roosevelt School District. Having to deal with a multiform of "isms" in this society, a teacher's natural reaction is to either deny or ignore their existence, hoping that they will go away. Another approach commonly used by teachers is to try to treat all students as though they were all the same. Since students differ in

intellectual capabilities, interests and experiences, however, trying to treat them all alike does little good for the students or for our society.

This study was predicated on the strong belief that teachers working together can make a "difference" in the lives of their students and that teachers do make a difference in the social quality of their students' lives.

Because most of the students attending Ulysses Byas School as well as the principal and 47% of the staff are Black, most teachers did not feel the need to address the issue of multicultural education in this particular setting. The prevalent belief among staff was that multicultural education is a course offered mainly to White, middle-class college students interested in teaching in schools which serve diverse populations. However, discussions among session participants provided open communication pertaining to multicultural education issues. In addition, by raising the question of racism and prejudicem, for example, to a conscious level, teachers and administrators opened some discussions concerning how to effectively prepare Black children for a future in a society which nevertheless continues to discriminate against Black people.

This study was designed to introduce a multicultural education perspective through staff development workshops for teachers at Ulysses Byas Elementary School serving a predominantly African American population. Four staff development workshops were conducted by the researcher from June 1989 to March 1990 for elementary teachers, a high school teacher, and math and reading coordinators. These sessions provided participants with varied teaching

techniques to foster positive changes in their classroom environment and to empower teachers by allowing them to become actively involved in the school improvement process. Additionally, teachers have shown a willingness to enhance their professional and personal growth.

Staff development program that pertained to multicultural education for elementary teachers at Ulysses Byas School worked because of the following:

1. support from Central Office, the building principal and the participants who attended the workshop sessions;
2. attendance at the sessions was based on a voluntary basis;
3. increase the morale among teachers, administrators and students;
4. develop methodologies and techniques in presenting new concepts in multicultural education; and
5. enhance professional and personal growth of the teachers.

As a result of the staff development workshops on multicultural education, the researcher came to the conclusion that participating teachers were able to:

1. improve their attitude toward their students;
2. increase their awareness of inconsistencies of teaching diverse students;
3. become more sensitive to the needs of their diverse students;
4. plan activities that best address the needs of their students;
5. enhance their multicultural education strategies and the improvement of teaching techniques and styles; and
6. increase their cultural literacy.

Additionally, the workshop sessions helped to reaffirm the researcher's strong belief in a multicultural approach to education. The sessions also helped establish a cooperative learning environment which allowed the researcher to solicit input from parents, colleagues and administrators. Further, through knowledge gained from workshops, implementing the study, reading materials and closely working with and observing teachers in their classrooms, the researcher was able to expand her teaching methods and techniques.

Overall, this study has helped the researcher to put her beliefs, concerns and experiences in perspective. It has also helped her to realize that as educators we should afford each individual child, regardless of his or her background or exceptionality, with learning opportunities which facilitate development of the student's full potential.

As educators, we need to be committed to a pluralistic concept to enable students of diverse backgrounds and learning styles to be successful in school. Teachers should be cognizant of their overall effectiveness as they work with students. Teachers are aware that they are imparting knowledge to students and they can notice the effectiveness of their impact. They can also help facilitate learning for students. Eventually, through their interest and sensitivity, teachers would be able to help students become individuals who not only have a sense of control over their future, but who also can contribute to society.

APPENDIX A
STEREOTYPING



Bob Jackson



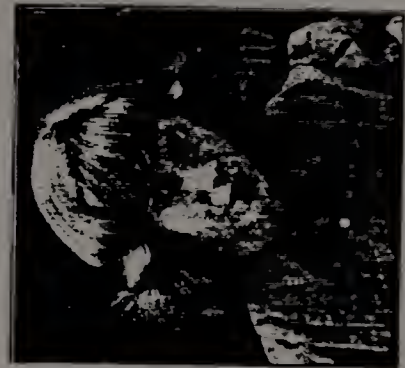
Cheryl Smith



Ola Jones



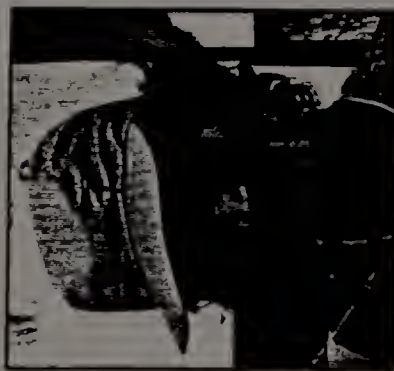
Maria Red Cloud



Sue Kessler



John Miller



Ramon Lopez



Donna Ishida

Directions: Select the words or phrases from the following list that describe each person. Write the word or phrase (or number) under the person's name.

- | | |
|-------------------------|------------------------|
| 1. strong | 18. cleans house |
| 2. mean | 19. teacher |
| 3. shy | 20. principal |
| 4. aggressive | 21. janitor |
| 5. quiet | 22. doctor |
| 6. loud | 23. nurse |
| 7. smart | 24. cares for children |
| 8. stupid | 25. car mechanic |
| 9. unable to speak well | 26. owns a restaurant |
| 10. rich | 27. president |
| 11. poor | 28. secretary |
| 12. sad | 29. police officer |
| 13. needs help | 30. thief |
| 14. good in music | 31. unemployed |
| 15. good in math | 32. stays home |
| 16. bakes cookies | 33. goes skiing |
| 17. good at yard work | 34. plays basketball |

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APPENDIX B
STAFF DEVELOPMENT CONSENT FORM

Ulysses Byas Elementary School
Roosevelt, New York
Consent Form

Dear Colleagues:

I am a doctoral student at the University of Massachusetts, in Amherst. I am currently in the process of organizing several staff development workshops. The emphasis of my research includes developing and implementing multicultural education perspectives into our regular school curriculum. Your opinion is needed in order to determine specific needs for your professional development and/or the overall curriculum at Ulysses Byas Elementary School relating to the issues of multicultural education.

Your participation in this project will include: 1) voluntary participation in three to four ninety-minute workshops, 2) completing a needs assessment, 3) sharing of ideas and activities, and 4) completing evaluation forms.

Individual needs assessment, evaluations, feedback and survey information will remain anonymous. I will keep this anonymous material confidential except for general reports in my dissertation and other scholarly presentations. I will modify identifying details so that individual comments cannot be determined. I believe that this project will help students in Roosevelt and that teachers working together can improve the quality of our professional levels.

Your participation in this project is entirely voluntary and anyone may withdraw at anytime.

Signing this form entails no financial obligation by myself or the University. You are also agreeing that no medical claims will be required by you from me or the University should any physical injury result from participating in these workshops.

Any questions you have concerning this project can be addressed to me at any time at this number (516-867-8644).

I want to thank you in advance for your cooperation and participation.

I, _____, have read the above statement and agree to participate in this project under the conditions stated above.

Signature of participant

Signature of workshop facilitator

Date

APPENDIX C
MULTICULTURAL EDUCATION SURVEY FORM

Ulysses Byas Elementary School
Roosevelt, New York

Survey Form

You are being asked to complete a needs assessment survey designed to determine your current familiarity regarding issues of multicultural education and areas you would like to learn more about. The information will help to develop a series of staff development workshops and will recommend what program would best meet your needs.

For your information, multicultural education is a process which allows children to develop an awareness of our culturally diverse society. In so doing, a child can gain an understanding and acceptance of his/her own culture (patterns of value and behavior that provide groups identification) and the culture of others.

Directions: Please check all items according to your degree of interest. *Your responses will remain anonymous.*

Currently I use a multicultural perspective in methods and materials for infusing multicultural ideas in:

	<i>PRESENTLY USE</i>		
	OFTEN	SOMETIMES	SELDOM
1. Language Arts	_____	_____	_____
2. Social Studies	_____	_____	_____
3. Math and Science	_____	_____	_____
4. Art and Music	_____	_____	_____
5. Games/Other Activities	_____	_____	_____

I would like to know more about methods and materials for infusing multicultural ideas in:

INTERESTED IN LEARNING

	MUCH	SOME	LITTLE
1. Language Arts	_____	_____	_____
2. Social Studies	_____	_____	_____
3. Math and Science	_____	_____	_____
4. Art and Music	_____	_____	_____
5. Games/Other Activities	_____	_____	_____

INFORMATION ABOUT GROUPS

Currently I have information about the following groups:

PRESENT INFORMATION

	LOT	SOME	LITTLE
1. African Americans	_____	_____	_____
2. Asian Americans	_____	_____	_____
3. Puerto Ricans/other Hispanic groups	_____	_____	_____
4. Haitians/other French-speaking groups	_____	_____	_____
5. European Americans	_____	_____	_____
6. Native Americans	_____	_____	_____

I would like information about the following groups:

	<i>INTEREST IN LEARNING</i>		
	LOT	SOME	LITTLE
1. African Americans	_____	_____	_____
2. Asian Americans	_____	_____	_____
3. Puerto Ricans/other Hispanic groups	_____	_____	_____
4. Haitians/other French-speaking groups	_____	_____	_____
5. European Americans	_____	_____	_____
6. Native Americans	_____	_____	_____
Other (please specify)	_____		

INFORMATION RELATING TO MULTICULTURAL EDUCATION

Currently I have information about the following:

	<i>PRESENT INFORMATION</i>		
	MUCH	SOME	LITTLE
1. Changing patterns of U.S. immigration	_____	_____	_____
2. Teacher's stereotype and classroom interaction	_____	_____	_____
3. Positive approach to multicultural education	_____	_____	_____
4. Using parents to promote cultural education	_____	_____	_____
5. Enhancing children's cultural beliefs to promote social skills	_____	_____	_____

I would like information about the following:

	<i>INTEREST IN LEARNING</i>		
	MUCH	SOME	LITTLE
1. Changing patterns of U.S. immigration	_____	_____	_____
2. Teacher's stereotype and classroom interaction	_____	_____	_____
3. Positive approach to multicultural education	_____	_____	_____
4. Using parents to promote cultural education	_____	_____	_____
5. Enhancing children's cultural beliefs to promote social skills	_____	_____	_____
Other (please specify)	_____		

Additional Comments: _____

Thank you for your time!

Marie-France Cambronne

APPENDIX D
PRESENTATION EVALUATION FORM

Ulysses Byas Elementary School
Roosevelt, New York

Presentation Evaluation Form

Presentation Title: _____

Date: _____

Position: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The information was well organized and presented	_____	_____	_____	_____
2. The ideas/techniques presented are useful and applicable to me in my setting	_____	_____	_____	_____
3. There were opportunities to ask questions	_____	_____	_____	_____
4. There were opportunities to become involved and apply concepts	_____	_____	_____	_____
5. Participants were encouraged to share ideas and learn from one another	_____	_____	_____	_____

1. What did you like most about the presentation? _____

2. What content should have received more stress? _____

3. How would you improve the presentation? _____

APPENDIX E
STAFF DEVELOPMENT POST EVALUATION

Ulysses Byas Elementary School
Roosevelt, New York

Evaluation Form

MULTICULTURAL EDUCATION WORKSHOPS

Final Workshop Feedback Assessment

I would appreciate your frank assessment of the workshop sessions and your input into the development of follow-up plans.

Please check your responses.

Individual answers to this questionnaire will remain confidential.

After attending the workshop sessions do you feel that the information and activities that were included were of use to you in your classroom?

_____ yes _____ no _____ remained the same

Explain your answer: _____

After attending the workshop sessions do you feel better prepared to work with children of different backgrounds and learning styles?

_____ yes _____ no _____ remained the same

Explain your answer: _____

After attending the workshop sessions do you feel you have become more aware of or sensitive to the needs of minority students?

_____ yes _____ no _____ remained the same

Explain your answer: _____

After attending the workshop sessions do you feel that you have developed a greater tolerance toward culturally and ethnically different students?

_____ yes _____ no _____ remained the same

Explain your answer:

After attending the workshop sessions do you feel you have acquired some basic cultural knowledge about ethnic diversity?

_____ yes _____ no _____ remained the same

Explain your answer:

After attending the workshop sessions have you developed different methodological skills for implementing multicultural education in your classroom activities?

_____ yes _____ no _____ remained the same

Explain your answer:

After attending the workshop sessions have you developed and selected multicultural materials for your classrooms?

_____ yes _____ no _____ remained the same

Explain your answer:

After attending the workshop sessions have your new instructional approaches affected your interaction with your students?

_____ yes _____ no _____ remained the same

APPENDIX F
TIME LINE OF ROOSEVELT COMMUNITY

Ulysses Byas Elementary School
Roosevelt, New York

Time Line of Roosevelt Community

1960	Italians Jews
1965	African-Americans Italians
1970	Jamaicans Puerto Ricans African Americans
1980	Haitians Trinidadians Guayanese
1985–1989	Costa Ricans San Salvadorians Asians Panamanians

APPENDIX G
TIME LINE OF U.S.

Immigration to the United States

Time Line

1492	Spaniards
1600	English Dutch Germans
1700	Polish
1820	Portuguese French Irish Scandinavians
1850	Czechs
1870–80	Italians Russians Greeks
1890	Chinese
1900	Mexicans Puerto Ricans South Americans Russians* Italians* Polish* Japanese*
1940	Jamaicans
1950	Puerto Ricans
1970	Haitians Southeast Asians Columbians* Ecuadorians* Central Americans* East Indians* Indo-Asians* Dominicans*

1980	Chinese
	Cambodian
	Vietnamese*
	Koreans
	Laotians*
	East Indians
	Dominicans
	Mexicans
	Haitians
	Caribbean* (includes all countries not separately listed)
	Jamaicans

* Peak Migration Period

Adapted from: *The Harvard Encyclopedia of American Ethnic Groups*,
1981. Harvard University Press; *Statistical Abstract of the
United States* 10th ed., 1987.

APPENDIX H

WHAT IS MULTICULTURAL EDUCATION?

Ulysses Byas Elementary School
Roosevelt, New York

MULTICULTURAL EDUCATION WORKSHOP III

Activity III

What is Multicultural Education? (in your opinion)

APPENDIX I
BRAGGING IS IN!

Ulysses Byas Elementary School
Roosevelt, New York

MULTICULTURAL EDUCATION WORKSHOP III

Activity I: Bragging is in!

Write as many wonderful, extravagant sentences in one or two paragraphs about yourself.

Source: Tiedt and Tiedt, 1989.

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