

University of Maryland, College Park
Department of Education Policy and Leadership

EDPL 740: Managing Educational Organizations in a Diverse Society

Fall 2000

Professor:

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Note: If you have a documented disability and wish to discuss academic accommodations please contact me as soon as possible

Office Hours: Tuesdays & Wednesday 1:30-4:00
or by appointment

Course Description

Contemporary societal and cultural influences that impact on the management of educational organizations in a diverse society. The effects on schools of changes in the economy, family structure, demographics and technology. The purpose of the course is to provide students with:

- 1) knowledge of the nature emerging cultural, economic and social diversity in the U.S. as it affects educational organizations
- 2) an understanding of the nature of knowledge construction related to diversity
- 3) an understanding of the conceptual and philosophical issues surrounding educational reforms that attempt to respond to challenges of diversity
- 4) an understanding of theories and practices of multicultural education as they apply to challenges of managing educational organizations
- 5) an understanding of their own stances towards issues of human diversity, including the nature of culture, race, ethnicity, class, gender, language, the social construction of at-risk populations; ableness, aging and changing configurations of family

At the end of this course students will be able to:

- 1) describe a framework for action in on one aspect of managing an educational organization in a diverse society.
- 2) Apply current multicultural frameworks to their critical analysis of scholarly debate on the challenges of diversity for managing educational organizations.
- 3) identify key concepts for knowledge needed to name alternatives for action and predict outcomes of alternatives that can be used to close the achievement gap for

Schools.

We will begin each session with a discussion of a question concerning a chapter by one of the authors of *Changing Populations/Changing Schools*. Various discussion formats will be used. You must prepare a short 1 page (maximum) response to each question. You will choose 1 of these responses to further develop into a critical commentary essay to be submitted by December 5, 2000

Requirements for Critical Commentary Essay on Chapter in *Changing Populations/Changing Schools*:

- 1) Choose one response essay to further develop into a critical commentary essay.
 - 2) Identify key points raised in the chapter that you will comment upon.
 - 3) A critical essay can be supportive of the points made by the author, or can challenge them.
 - 4) Use your reading in the course, and others to prepare your response.
 - 5) Essay should be no longer than 5 pages.
 - 6) Due December 5, 2000.
 - 7) Evaluation: 20 points based on evaluation framework to be provided by professor.
2. 7:45 - 8:45: **Discussion of Readings from Cultural Diversity and Education.**
Each class will focus on issues raised in readings from Cultural Diversity and Education, and other policy documents focused on closing the minority achievement gap. We will use the readings to identify the dimensions of the problem and to generate a framework outlining key concepts for the individual inquiries that each of you will undertake on strategies for action to respond to the challenges of closing the minority achievement gap in one cluster of schools in Prince George's County public schools.

Individual Inquiry:

Preparation of a Report on an Aspect of Closing the Minority Achievement Gap

- 1) Description of the problem: As the course proceeds each person will select one problem identified in the class sessions as a focus for individual inquiry.
- 2) Identification of key concepts for knowledge needed to name alternatives for action and predict outcomes of alternatives. As we proceed with readings, each person will identify key concepts that they will use to name alternative for action.
- 3) Review of research on strategies for action. Each individual will review research on strategies for action they select for inquiry. Format for this component will be developed in class.
- 4) Values inquiry: report on value inquiry into strategies for action. A final component of the individual report will include a values inquiry section modeled on the decision-making model for citizen action developed by Banks.
- 5) Individual reports due November 28. You will prepare a short 10-minute presentation and an executive summary to be presented to the class on the 28th.
- 6) Format: Note maximum pages:

Problem definition:	1 page
Key Concepts outlined:	3 pages
Review of Research for Strategies for Action	10 pages

- | | | |
|----|--|---------|
| | Values Inquiry of Research | 5 pages |
| | Executive Summary of Strategies | 3 pages |
| 7) | Due: November 28. | |
| 8) | Evaluation: 35 points based on evaluation framework to be provided by professor. | |

Summary Report

- 1) During the classes on December 5, and December 12 workgroups will compile individual sections compiling individual reports into a summary report outlining a plan of action for closing the achievement gap in cluster of schools in Prince George's County.
- 2) Workgroup sections: Due December 12.
- 3) Evaluation of Summary Report: 10 points, based on evaluation framework to be provided by professor.
- 4) Summary report will be presented to the College of Education/Prince George's County Public School Partnership committee.

BREAK: 8:45 - 9:00

3. 9:00 - 9:45: **Listening, dialogue and action: Responses to the Webs of Diversity in American Voices.**

- 1) Listening: in preparation for each class you will respond in your journal to questions concerning literature focusing on three themes reflecting the webs of diversity: the fabric community, schools, mirrors of hope, home: resilience in varied forms.
- 2) Dialogue: Each class will end with a 45 minute dialogue on readings on webs of diversity.
- 3) Action: conclude each of the three sections of themes by selecting one of the possible suggestions for action identified by professor to develop into a plan for action.
- 4) Final assignment: Review your journal entries and prepare a summary reflection on each of the three themes. Use each of these theme reflections in rationalizing the action plan you prepare for each.
- 5) Format of final assignment:

Summary reflective essays	
Fabric of Community	1 page
Schools, Mirror of Hope	1 page
Home: Resilience in Varied forms	1 page
Journal entries: include these as appendices to this section	20 pages maximum
Action Plan:	
Rationale for choice of focus on action plan	1 page
Action plan	5 pages maximum
Due: November 28	
Evaluation: 35 points based on evaluation framework to be provided by professor.	

Class Readings and Assignments for Session 2, September 12, 2000

1. **Analysis of Issues raised in Chapter 4 of Changing Populations/Changing Schools**
 - 1) Read the old problem of “new students”: Purpose, content and pedagogy by W. Norton Grubb, p.4.
 - 2) Prepare a written response to the following question: Is Grubb really right when he suggests that the problem is with the “responses” the schools have made - the curricula, teaching strategies, grouping processes, instructional resources - rather than with the “new students?” How should a school deal with his recommendation for differentiated curriculum and pedagogy in order to enable students to meet undifferentiated standards.

2. **Discussion or Readings from Cultural Diversity and Education.**
 - 1) **Read Chapter 4, Culture, Ethnicity and Education, p. 69.** Write and be prepared to identify and discuss the variables that Banks relates to each of following concepts associated with diversity: 1) culture, 2) multicultural education, 3) ethnic studies.
 - 2) **Read Chapter 9, The lives and values of transformative scholars and citizenship education, p. 166.** Write a short description and be prepared to discuss what, if any, relevance the implications for citizenship education in a multicultural society has for how you would prepare an action plan for closing the minority achievement gap in Prince George’s County public schools.

3. **Listening, dialogue and action: Responses to the Webs of Diversity in American Voices.**
 - 1) Read the Introduction to American Voices: Webs of Diversity, p.3.
 - 2) Be prepared to debate the relevance of using a problem-posing format as a basis for graduate study of how to manage an educational organization in a diversity society.
 - 3) Read, Theme Web One: The Fabric of Community introduction, p.9.
 - 4) Read Losing Absalom by Alexs D. Pate.
 - 5) Before Class Listening. In you journal as you read, write questions that come to you mind. Also write down any personal connections to the story that emerge in your mind. e.g., How would Sy know so little about Absalom and his family after living in the same community for so long?
 - 6) In Class Dialogue: during the class you will join one dialogue partner and discuss the following:
 - Discuss the strengths of the characters Absalom and Sy
 - Discuss the barriers each faced
 - Do you both feel Sy ever understood Absalom’s world? Do you feel it possible to really “walk in someone else’s shoes” when the experiences are different?
 - What are some things that could lessen Absalom’s isolation?
 - 1) **Possible Foci for Action Plan:** Search newspaper articles, articles and scholarly work and develop an action plan for managing a school to take into account the challenges of neighborhood identified in you inquiry into the following:

- (1) Identify the challenges of “neighborhood” for schools whose students are bussed to schools such as those in Prince George’s County.
- (2) Identify the challenges of “neighborhood” for schools whose students are bused from rental apartment complexes.
- (1) Reflect on the meaning of neighborhood for Absalom as it might have implications for students in a school serving a diverse population. What can schools do to ensure that all students feel included?

Class Readings and Assignments for Session 3, September 19

1. Analysis of Issues Raised in Chapter II, p. 30: *Changing Populations, Changing Schools*

- a) Read “Changing students / changing needs by Pallas, Natriello, and McDill
- b) Prepare a written response to the following question: Pallas, Natriello, & McDill argue that the changing social and political contexts for schooling – “accountability, changing patterns of centralization and decentralization, and a changing institutional context for schooling are significant. How important is the cultural context in the schools functioning? What aspects of the cultural context must be dealt with?
- c) Prepare a written response to the following question: Pallas et al. and Passow appear to view ability grouping and issues concerning instructional differentiation quite differently. Are these differences real? How do you and your colleagues view these issues? What provisions are made for developing talent potential in the diverse population in a school you are familiar with?

2. Discussion of Readings from *Cultural Diversity and Education*

- a) Read Chapter 10, p. 197: A curriculum for empowerment, action and change. Bank claims that this chapter describes a curriculum designed to help you to understand knowledge as a social construction and to acquire the data, skills and values needed to participate in civic action. Describe how this curriculum be applied to your inquiry into a strategy for closing the minority achievement gap.
- b) Read Chapter 11, p. Teaching Decision-Making and Social Action Skills. Banks outlines a method for developing decision-making and social action skills by studying the possible consequences of public policies related to racial, ethnic, and cultural diversity. Identify a possible sub decision- problem related to our main problem: how can we close the minority achievement gap in Prince George’s county” and using the Decision- Making Process model in Figure 11.2 prepare an initial draft of the process of inquiry that you will follow. Map this out and be prepared to discuss your plan.

2. Listening, dialogue and action: Responses to the *Webs of Diversity in American Voices*

- a) Read Theme Web I: The Fabric of Community; Growing Through the Ugly, by Diego Vazquez, Jr, p. 36.
- b) Before Class Listening. In journal write about a place or a context or situation in which you didn’t fit in or feel at home. In what ways do you think you felt like any of the characters in the story by Vazquez?
- c) Come prepared to discuss the experience of not fitting in with a group of peers in the class. What aspects of the situations everyone describes in the same? Different? What would have helped you in your experiences of isolation? What are some things that could lessen the narrator’s isolation?

- d) **Possible foci for Action Plan:** Read: *Friends from the Other Side/ Amigos Del Otro Lado* (1993) by Gloria Anzaldua, San Francisco: Children's Book Press. And undertake the following activities: Then review the research of Lily Wong Fillmore regarding immigrant children and families in our country who experience "English only" schooling and no support for home language. How does her research in the following books relate to the story? Describe a plan of action that you would propose to address the issues raised in all three books.

Wong, Fillmore, L. (1990). *Latino families and the schools. California perspectives: An anthology*. Los Angeles: Immigrant Writers Project.

Wong, Fillmore, L. (1991). When learning a second language means losing the first. *Early Childhood Research Quarterly*, 6(3), 323-347.

Class Readings and Assignments for Session 4, September 26

3. Analysis of Issues Raised in Chapter III, p. 59: *Changing Populations, Changing Schools*

- a) Read "Nurturing potential talent in diverse populations" by H. Passow.
- b) Prepare a written response to the following question: Pallas et al. and Passow appear to view ability grouping and issues concerning instructional differentiation quite differently. Are these differences real? How do you and your colleagues view these issues? What provisions are made for developing talent potential in the diverse population in a school you are familiar with?

2. Discussion of Readings from *Cultural Diversity and Education*

- c) Read Chapter 1, p. 3: The dimensions of multicultural education. Banks identifies five dimensions of multicultural education. For each dimension identify 1 possible strategy that could be used to reduce the minority achievement gap. 1. content integration, 2. knowledge construction process, 3. prejudice reduction, 4. and equity pedagogy, 5. an empowering school culture and social structure. Choose one dimension that you may wish to develop into your strategy and list possible references to explore further.
- d) Read Chapter 2, p. 19. Multicultural Education: History, and revitalization movement. Banks outlines a model of phases in the development of ethnic revitalization movements. Read the recent Times report on Diversity handout and write a half page critical commentary on the relevance of Banks' model to the changes reported. Be prepared to debate the following: "Banks' model fails to capture the implications for managing schools in the new diversity in the U.S."

4. Listening, dialogue and action: Responses to the *Webs of Diversity in American Voices*

- a) Read Theme Web I: The Fabric of Community; Taking Miss Kezee to the Polls, by David Haynes, p. 55.
- b) Before Class Listening. In journal write a personal response to the following in your journal. How do the political, social, and cultural issues of the civil rights movement relate to your own life? In what ways have voting rights and educational and social service programs changed as a result of this movement?
- c) Come prepared to discuss the following: In this relationship, how did the age differences complicate the interactions. How did they enrich the interactions? Which issues are related to cultural roles regarding age, gender and position? What did Mr. Johnson learn?

Possible foci for Action Plan: Analyzing Community Connections to Schools.

You will examine the changing roles among age groups, gender and ethnic groups in the community served by one high school in a community which we will focus inquiry upon, by interviewing parents, community representatives.

You will interview the high school civics teacher in the selected Prince George’s County school regarding issues addressed in this section. What does this teacher teach? How are the priorities of the larger community reflected in the teacher’s priorities for lessons?

Identify dimensions of Banks’ conception of multicultural education that can be used to address any issues you identify from the interviews.

Class Readings and Assignments for Session 5, October 3, 200

5. Discussion of questions addressed in Chapters I,II,III: *Changing Populations, Changing Schools. Implications for developing a critical commentary essay.*

For one of your one page responses to each of the three questions posed in chapters I, II, III in the Section: Changing Demographics

- a) Identify key points that could be further developed
- b) Identify other readings from Banks that could be used in your essay, or other readings to be used to develop your 5 page essay
- c) We will discuss these issues in groups

Questions:

Chapter I: Is Grubb really right when he suggests that the problem is with the “responses” that schools have made – the curricula, teaching strategies, grouping processes, instructional resources – rather than with the “new students?” How should a school deal with his recommendations for differentiated curriculum and pedagogy in order to enable students to meet undifferentiated standards?

Chapter II:

Prepare a written response to the following question: Pallas, Natriello, & McDill argue that the changing social and political contexts for schooling – “accountability, changing patterns of centralization and decentralization, and a changing institutional context for schooling are significant. How important is the cultural context in the schools functioning? What aspects of the cultural context must be dealt with?

Chapter III:

Prepare a written response to the following question: Pallas et al. and Passow appear to view ability grouping and issues concerning instructional differentiation quite differently. Are these differences real? How do you and your colleagues view these issues? What provisions are made for developing talent potential in the diverse population in a school you are familiar with?

2. Discussion of Readings from *Cultural Diversity and Education*

- e) Read Chapter 3, p. 40: Multicultural Education, Development, Goals, and Approaches:
- f) after reviewing Goals of Multicultural Education, pages 44-48, School Environment Variables, p. 51, Approaches to Multicultural Curriculum Reform. Select one goal, that aligns with your interest in developing strategies for closing the minority achievement gap that focus on the dimension of multicultural education you identified in session 4 and complete the following template. Be prepared to discuss, the template, leaving room for added comments from fellow students

Goal, pp, 44-48	Variable/Factor of school environment	Approaches to Multicultural	References cited that can be used in
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	pp. 51	Curriculum Reform Appropriate for goal	developing strategies

c) Read Chapter 6, p. 110. Pluralism, ideology, and educational reform.

After reading this chapter, focus on Table 6.1, use this table as an audit template to identify the underlying assumptions regarding the goal, variable, and approaches to curriculum reform you have chosen to focus on in the previous assignment. Keep in mind that you are now beginning to build a framework for your report on an aspect of closing the minority achievement gap.

This exercise should help you begin the value inquiry component by identifying your basic ideological assumptions, research assumptions, nature of curriculum and what teachers need to be able to do.

Your strategies will emerge from an analysis of how your Goals template and your Assumptions Template align.

Restate your goal from b above:

Now referring to Template in b) and using Table 6.1 as a guide write your interpretation of the underlying assumptions in template that relate to the following

Ideology	Research Assumptions	Curriculum	Teachers

d) Working Provisional Template for Research Report: Put the b & c above with the one dimension and the strategies that wish to develop and put together in a rough outline

of your Action Plan by following the Banks' Decision-Making Process model, pg. 218. Please prepare a working draft using the following as a general guideline, you will of course use the work you have done so far to inform all the aspects of the decision making process, the following is simply a guideline.

Decision- Problem: What is your goal (pg. 44-48)

Social Inquiry

What key concepts are you using?

a) What variable. Factor in school environment are you focusing on: pp. 55

b) What dimensions of multicultural education are you focusing on

c) What approaches to curriculum reform appropriate for goal

d) Knowledge Necessary for Naming Alternatives

Refer to assumptions and references cited, write a summary from social inquiry.

Values Inquiry

Begin to undertake value inquiry by referring to assumptions

Making a Decision

Begin to identify alternatives by referring to strategies you have identified.

3. Listening, dialogue and action: Responses to the *Webs of Diversity in American Voices*

- a. Read Theme Web I: The Fabric of Community; Culture Clash, by Jim Northrup, pg. 41.
- b. Before Class Listening. In your journal write about how you describe your racial/ethnic identity. What is important and not important to you about this aspect of yourself? If it is important, why? If unimportant, why not? Is your ethnic identity tied to a particular place? In what ways?
- c. Come prepared to list and discuss specific examples of cultural conflict that you found in this story. Discuss a positive aspect of Indian culture that may have been misunderstood in this story.

Possible foci for Action Plan: Understanding Cultural Conflict and Adaptation

Review the research by Carl Grant, Christine Sleeter, James Banks, Valerie Polakow, Cornel West, Edward Said, Henry Trueba, George & Louise Spindler or Trinh T. Minh-ha. Choose two of these researchers who all address issues of cultural conflict and adaptation. Develop an action plan based on your analysis of the suggestions these authors have to address a specific issue you wish to address that was raised in the story. Prepare a background outlining the issue, a section

comparing research approaches, and follow this with some actions that could be taken to address the issue.

Class Readings and Assignments for Session 6, October 3, 200

- 1. Discussion of questions related to Section Two: Strategies for Educating changing populations in the Schools** that are addressed in Chapters VIII of *Changing Populations, Changing Schools*. Read Curriculum controversies in multicultural education by Christine Sleeter, p. 162. Prepare a written response to the following question:

Sleeter discusses a variety of concepts that guide the design and implementation of “multicultural education” and argues that multicultural education is achievable and has meaning only when it empowers unempowered groups.

- a) Compare and contrast one of the concepts for the design and implementation that Sleeter discusses with the implications for curriculum reform that Banks’ conception of stages of curriculum reform. What can Sleeter contribute to development of strategies to close the minority achievement gap that Banks does not?

2. Discussion of Readings from *Cultural Diversity and Education*

- a) Read Chapter 7, p. 127: The stages of cultural identity: Implications for curriculum reform and: McAllister, G. & Irvine, J.J. (2000). Cross cultural competency and multicultural teacher education. *Review of Educational Research* 70 (1), 3-24.
- b) The latter article compares Banks’ Typology of Ethnicity with Helm’s Racial Identity Theory, and Bennett’s Developmental Model of Intercultural Sensitivity,
- c) The article discusses the research that has supported these models- Taking this evaluation of research using Banks’ typology- write a short paragraph identifying a possible focus for research that you could undertake that would expand on research reviewed.
- d) The McAllister and Irvine article describes how these models contribute to our understanding of multicultural professional development for teachers: develop a five point action plan for professional development that could be used to help Prince George’s County public schools close the minority achievement gap. Take into account the information on the teaching force in the county, handed out to you. This information was used in the successful grant proposal developed by UMCP: Learning IN Communities: LINC which will result in a number of professional development initiatives. Your five point plan could be the focus of a p.d. initiative.

- 4. Listening, dialogue and action: Responses to the *Webs of Diversity in American Voices*.** Read Theme Web II: Schools as Mirrors of Hope. Introduction by E.P. Quintero and M.K. Rummel, p. 66.

- b. Before Class Listening: Write a reaction in your journal to one of the stories of teachers’ approaches to pedagogy with your own story of how you have approached an issue of pedagogy. How do your approaches to pedagogy relate to the common approaches identified by the authors?
 - c. Come prepared to discuss the claim that the authors make that personal uses of literacy effects our becoming effective authors of our own lives.

Possible foci for Action Plan:

Read Casey, K. (1993). *I answer with my life: Life histories of women teachers working for social change*. New York: Routledge. Using the model of teacher as artisan” this author develops, as the basis: develop an action plan for mentoring new teachers that will help them become artisans. What common approaches to pedagogy did the teachers working for social change use? How can you help

new teachers develop such approaches? Make your action plan relevant to the needs of Prince George's County Public Schools describe in the LINC proposal abstract handed out.

Class Readings and Assignments for Session 7, October 17, 2000

- 2. Discussion of questions related to Section Two: Strategies for Educating changing populations in the Schools** that are addressed in Chapters XI of *Changing Populations, Changing Schools*. Read *Creating educational opportunity for African Americans Without Upsetting the Status Quo*, by Robert Lowe & Harvey Kantor. Prepare a written response to the following question:

Lowe and Kantor analyze reasons why desegregation and racial balance have been significant issues for schools for some time without significant progress. They describe integration as an "illusory goal".

- b) Supporting or refuting Lowe & Kantor's arguments be prepared to debate the following: Truly public schools remain an elusive goal for districts like Prince George's County Public Schools, Montgomery County Public Schools, and Baltimore City Public Schools.

2. Discussion of Readings from *Cultural Diversity and Education*

- e) Read Chapter 12, *The curriculum: cross-cultural teaching and social change*, p. 231.
- f) Banks argues that teacher education programs that are designed to help teachers become effective cultural mediators and change agents must help them to acquire: a) social science knowledge, derived using a process in which the goals, assumptions and values of knowledge are learned; b) clarified cultural identifications; c) positive Intergroup and racial attitudes, and d) pedagogical skills.
- g) Choose one or more of these dimensions of the preparation of multicultural teachers (Figure 12.3 *The Effective Multicultural Teacher*) that are most significant for the focus of your action plan for Prince George's County, and that should be incorporated into the Learning in Communities funded partnership between PGCPS and UMCP that you received a copy of. As described in the Abstract, the Project LINC will
1. Create a three-year mentoring and induction program for new teachers,
 2. Redesign teacher education through professional development schools and collaboration between arts and sciences and education faculty
- Be explicit in outlining what teachers need to acquire in either of these projects that will ensure that they become effective multicultural teachers specifically in the context of the challenges facing PGCPS.
- d) You will incorporate this analysis into the five point action plan for professional development that you developed in session 6 by further defining what specific knowledge and skills are required and describing how they can best be incorporated into either 1 or 2 above.

Listening, dialogue and action: Responses to the *Webs of Diversity in American Voices*. Read Theme Web II: *Schools as Mirrors of Hope*. Read *The Whispering Cloth* by Pegi Deitz Shea, p. 91.

- a. **Options for Listening:** in your journal describe an out-of-school educational experience that you have had. Where were you? Who, besides yourself, was involved in the teaching and learning? How was this learning experience different from many of your in-school learning experiences?
- b. **Options for Dialogue:** come to class prepared to talk about the teaching and learning dynamics here in terms of the out-of-school experiences described in this story.

Possible foci for Action Plan:

Review research by Henry Trueba, Lila Jacobs, and Elizabeth Kirton in the Book Cultural Conflict and Adaptation: The case of Hmong Children in American society. Relate their research to “The Whispering Cloth” then relate it to your current work or to community contexts.

Class Readings and Assignments for Session 8, October 24, 2000

- 3. Discussion of questions related to Section Two: Strategies for Educating changing populations in the Schools** that are addressed in Chapters X of *Changing Populations, Changing Schools*. Read Minority Schools on Purpose By Charles L. Glenn. Prepare a written response to the following question:

In many schools, so-called “minorities” constitute the majority of the school population. De facto segregation, combined with white and middle class exodus and with religious or ethnically based schools has resulted in a plethora of “minority schools.” Glenn discusses the deliberate and legal establishment of separate schools for minorities based on their “best interests”.

- c) What is your position on this issue and on what do you base your position?

2. Discussion of Readings from *Cultural Diversity and Education*

- h) Read Chapter 8: Race, Disability, giftedness and school reform, pg. 147
- i) Be prepared to present your response to one of the following questions after you have read this chapter (to be determined in class):
- i) Who has the power to define groups and to institutionalize their conceptions within the schools, colleges, and universities? _____
 - ii) What is the relationship between knowledge and power? _____
 - iii) Who benefits from the ways in which race, mental retardation, and giftedness are defined and conceptualized in the larger society and within educational institutions? Who loses? _____
 - iv) How can race, mental retardation, and giftedness be reconstructed in ways that will empower marginalized groups and create greater educational equity?
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Listening, dialogue and action: Responses to the *Webs of Diversity in American Voices*. Read Theme Web II: Schools as Mirrors of Hope. Read Southeast Asia by Roseann Loyd, p. 102, A first day, by Kevin Fitzpatrick, p. 103, My slanted view, by Sara Ryung Clement, p. 106, Spring concert by Stephen Peters, p. 111.

- a. **Options for Listening:** Read the poems with the following question in mind: what are the speaker’s metaphors of schooling? What are the differences in the metaphors of schooling held by the teachers who have written these poems and the students? React in your journal.
- b. **Options for Dialogue:** come to class prepared to compare your interpretation of the poems with that of others. Make a list of metaphors of the members of the group.

Possible foci for Action Plan:

Read two of the novels listed on page 110 in *American Voices and Diversity*. Compare and contrast the metaphors of schooling implicit in the book, then prepare a proposal for a research study using a framework you develop from these readings and the poems in this section, which will analyze the metaphors of schooling expressed by teachers, students and parents in one school. Anticipate what differences might exist based on your readings, then, suggest what these might mean for the possibilities of collaboration among parents, students and the teacher within the classroom.

Class Readings and Assignments for Session 9, October 31, 2000

Food Responsibilities: Simple: Kris Angelis, Patricia Cosby

This week we will not be reading from American Voices, instead see assignment 3 which should be emailed to me on the morning of October 31.

- i. **Discussion of questions related to Section Two: Strategies for Educating changing populations in the Schools** that are addressed in Chapter V of *Changing Populations, Changing Schools*. Read The unfulfilled mission of federal compensatory education programs by W. Flaxman, G. Burnett, C. Ascher, pg. 102.. Prepare a written response to the following question:

Does Title I of the Elementary and Secondary Education Act hold any promise for addressing the minority achievement gap in Maryland?

Talk to principals, or other personnel and prepare fill in the following

Ways Title 1 addresses gaps	Problems with Act or its implementation

2. Discussion of Readings from *Cultural Diversity and Education*

- j) Read Chapter 13, Gender and Educational Equity, pg. 251.
- k) Banks reports on Gender Gaps between males and females. Prepare a written response to the following question?

Discuss how gender plays a factor in the minority achievement gap? What strategies can be used to address the gender factor

1. Pre-report for Action Plan for Prince George’s County

Please forward to me by email (hmawhinn@wam.umd.edu) the following:

- i. Specific problem related to minority achievement gap you will address
 - a) Be specific: level: high school
 - b) Subject (if possible) math
 - c) Focus: e.g. teacher p.d. (as noted in previous sessions)
- ii. I ask you to prepare an annotated list of at least 3 pieces of research (go through Banks references) that outlines possible strategies you will use.
 - a) Name, date, title, publisher.
 - b) 50 word summary of research/ theory,
 - c) list of strategies

Class Readings and Assignments for Session 10, November 7, 2000

4. **Discussion of questions related to Section Two: Strategies for Educating changing populations in the Schools** that are addressed in Chapters IV of *Changing Populations, Changing Schools*. Read Normalizing Preschool Education: The illusive imperative, by Sharon L. Kagan, p. 81. Prepare a written response to the following question:
 - d) How do you think the policy tensions regarding child care and education play out in the Bladensburg community of P.G. County?

2. Discussion of Readings from *Cultural Diversity and Education*

- l) Read Chapter 15, p. 293. Reducing prejudice in students: Theory, research, and strategies.
- m) Respond to the following: You are a new principal who must devise a set of strategies for helping the school community develop more democratic racial attitudes and values. Refer to Banks discussion of the changes in the social environment that must be made.

Choose one the following foci: and be prepared to describe a specific set of strategies that you would use (consider these as possible strategies to incorporate into your action plan):

- a. Micro Approaches to Prejudice Reduction: (p. 298)
- b. Macro Approaches to Prejudice Reduction: (p. 301):
- c. Interdisciplinary Conceptual Curriculum: (p. 304):
- d. The Role of the Teacher in Prejudice Reduction: - changing attitudes and behaviors:

Listening, dialogue and action: Responses to the *Webs of Diversity in American Voices*. Read Theme Web II: Schools as Mirrors of Hope. Read Boy Without a Flag, by A. Rodriguez Jr. p. 143.

- a) **Options for Listening:** Reflect on a historical or political event that you remember reading or learning about as a teenager. Did you see the event relating to your own history: Reflect in your journal.
- b) **Options for Dialogue:** come to class prepared to discuss the following:
 - i. Discuss all the things you think were going on in the narrators mind from the time he first refused to salute the flag until the end of the story.
 - ii. What were some of the things the narrator's father had said and done to give him the idea that he would support this act of rebellion?
 - iii. Why do you suppose the father reacted the way he did regarding the incident?
 - iv. If you had been the father, what would you have done?
 - v. Discuss the teachers and the ways they did or did not support the narrator.

Possible foci for Action Plan:

Review "Understanding Bilingual/Bicultural Young Children, by Lourdes Soto (1991). In *Young Children*, 46 (2), 30-36. Relate the points made in this article to the story. Prepare an action plan for helping teachers understand the issues outlined in your discussion of the article and the reading.

Class Readings and Assignments for Session 11, November 14, 2000

- 5. Discussion of questions related to Section Two: Strategies for Educating changing populations in the Schools** that are addressed in Chapters VI of *Changing Populations, Changing Schools*. Read *Second-Chance Programs for Youth* by F. Doolittle, p. 124. Prepare a written response to the following question:
- e) Given this reading, present an argument for or against the use of second chance programs in addressing the minority achievement gap. Give specific examples to support your argument.

2. Discussion of Readings from *Cultural Diversity and Education*

Read Chapter 14, p. 268. Language, culture and education by Richardo Garcia.

Respond to the following: What strategies would school have to put in place to close the minority achievement gap if we accept Garcia's arguments that:

"Language, identity, culture and education are inextricably intertwined. The issue of what language or dialect should be taught in school should be put to rest" (p. 291).

Identify several strategies that you would put in place if you were a school leader:

3. Listening, dialogue and action: Responses to the *Webs of Diversity in American Voices*. Read Theme Web III: Home Resilience in Varied Forms. Read: Introduction, pg. 156. and But you don't look Chinese, by Demian Hess, pg. 181.

c) **Options for Listening:** Read the selection by Hess on pg. 181, write down any questions that come to you, and note any personal connections.

d) **Options for Dialogue:** come to class prepared to discuss the following:

- i. What layers of complexity in terms of his identity affected this character? What do you learn about the complexity of identity from this discussion?
- ii. Is it possible to welcome diversity and frown on minorities at the same time? Discuss.
- iii. Why do you suppose the father reacted th

Possible foci for Action Plan:

Read *Life on the Color Line* by Gregory Williams, the autobiography of a mixed race man who is now Dean of the College of Law at Ohio State University. Prepare a short summary of the book, then write a section listing lessons for schooling based on his experiences.

Session 12 Class Readings and Discussions on November 21, 2000

1. Discussion of questions related to Section Two: Strategies for Educating changing populations in the Schools that are addressed in Chapters VII of *Changing Populations, Changing Schools*. Read *Preparation for work: The "forgotten" student*, by E. Flaxman, C. Ascher, S.E. Berryman, M. Inger, p. 143

- a. the authors observe that most students, including those considered nontraditional, are overlooked by educational policy because of the attention given by the school to its most severely disadvantaged and its most gifted and talented students. Review the website of Study of School-to Work Initiatives and discuss how one of these kinds of initiatives

might address the minority achievement gap in Prince George's County:
<http://www.ed.gov/gov/pubs/SER/SchoolWork/study.7a.html>

Class will divide responsibilities for responding to question for this chapter and the one below

1	2	3
4	5	6

2. This week we will read a second chapter from Changing Populations Changing Schools. Instead of a reading in American Voices. This chapter may be helpful to some of you in preparing your action plan for PGCounty. Read, Section 3: Strategies for educating changing populations in the community. Introduction, pg. 230. Also read Chapter XI, pg. 233. Families and neighborhoods as contexts for education by J. Brooks-Gunn, J. Denner & P. L. Klebanov.

- a) respond to the following: no one denies the importance of the family as the child's first school. Few, if any will argue that the changes in family structure and functioning can be ignored. What are the implications of these agreements for the design of an action plan to close the minority achievement gap in P.G. county- if none explain why.

1	2	3
4	5	6

3. Discussion of Readings from Cultural Diversity and Education

Read Chapter 16, p. 314 Curriculum Guidelines for Multicultural Education

Banks identifies 23 guidelines that systems should use to incorporate multicultural education:

For our summary report to Prince George's County: each person in the class will select two guidelines to review and prepare short summary paragraph of. This summary should end with a sentence or two stating why this guideline will help PGCPS close the minority achievement gap.

Format:

e.g. 1.0 Ethnic and Cultural diversity should permeate the total school environment:

- a) What does this mean (1 -2 paragraphs)?
- b) Your rationale (1-2 sentences of why this is important to P.G)
- d) Look at the Guidelines Checklist in Appendix page 336 to ensure that you have included what is relevant.
- c). List of useful references that could be used by those in schools as readings- be selective. But give full references.

Please choose at least one guideline that you can incorporate into your action plan in some way. We will prepare summary of these guidelines for the report: You should prepare these word-processed because they will be compiled electronically by Cynthia Reid.

Sign up for two- three:

1	2	3
4	5	6

7	8	9
10	11	12
13	14	15
16	17	18
19	20	21
22	23	

This ends our work with Banks.

4. Reflection: Three reflective essays and an Action Plan based on Journal in Webs of Diversity
35 points, Due December 5, 2000

For November 21 class come prepared with 3 reflective essays: one from each section (1 page each)
Fabric of Community:

Schools, Mirror of Hope

Home: Resilience in Varied Forms:

Come prepared with an outline of your action plan. We will discuss evaluation rubric based on our discussion of plan.

Session 13 Class Readings and Discussions on November 28, 2000

1. Draft Feedback on Critical Commentary Essay on Chapter in Changing Populations Changing Schools
20 points, Due December 5, 2000

Assignment for November 28,

1. Before date due identify the response essay that you have developed into a critical commentary essay
2. identify key points in the chapter that you will comment on
3. Identify readings in the course that you have used to develop your points.
4. By November 24, email a rough draft to a partner
5. Each person will prepare a written comment on partner's draft based on criteria below
6. Bring comments to class to discuss each other's drafts during the class on November 28.
7. Final 5 page essay due on December 5

Criteria: To be determined in class

Revisiting Readings:

Listening, dialogue and action: Responses to the Webs of Diversity in American Voices. Read Theme Web II: Schools as Mirrors of Hope. Read Boy Without a Flag, by A. Rodriguez Jr. p. 143.

- e) **Options for Listening:** Reflect on a historical or political event that you remember reading or learning about as a teenager. Did you see the event relating to your own history: Reflect in your journal.
- f) **Options for Dialogue:** come to class prepared to discuss the following:
- i. Discuss all the things you think were going on in the narrators mind from the time he first refused to salute the flag until the end of the story.
 - ii. What were some of the things the narrator's father had said and done to give him the idea that he would support this act of rebellion?
 - iii. Why do you suppose the father reacted the way he did regarding the incident?
 - iv. If you had been the father, what would you have done?

Discuss the teachers and the ways they did or did not support the narrator.

2. Listening, dialogue and action: Responses to the *Webs of Diversity in American Voices*. Read Theme Web III: Home Resilience in Varied Forms. Read: Introduction, pg. 156. and But you don't look Chinese, by Demian Hess, pg. 181.

g) Options for Listening: Read the selection by Hess on pg. 181, write down any questions that come to you, and note any personal connections.

h) Options for Dialogue: come to class prepared to discuss the following:

- i. What layers of complexity in terms of his identity affected this character? What do you learn about the complexity of identity from this discussion?

1. Report on Closing the Minority Achievement Gap:

For November 28: come prepared to present a short 10-minute presentation based on the executive summary.

Report Format: (Maximum pages)

Problem Definition:	1 page
Key Concepts outlined:	3 pages
Review of Research for Strategies for Action:	10 pages
Values Inquiry of Research:	5 pages
Action Plan Summary (Executive Summary)	3 pages

Session 14: Class Readings and Discussions on December 5, 2000

For December 5:

Following presentations on November 28, the class works together to compile individual reports into a summary report outlining a plan for action for closing the minority achievement gap in PG. County.

December 12: I would like representatives of the class to present this summary report on the morning of December 12 to the P.G. Advisory Committee (no more than 30 minutes).

