I believe that we have only just begun the process of discovering and inventing the new organizational forms that will inhabit the twenty-first century. To be responsible inventors and discoverers, though, we need the courage to let go of the old world, to relinquish most of what we cherished, to abandon our interpretations about what does and doesn’t work.

Margaret J. Wheatley (2006)

Learning Objectives

As explained in earlier chapters, becoming a multicultural educator requires an investment of time and energy devoted to (1) expanding awareness, (2) building a knowledge base, (3) developing and enhancing skills, and (4) action planning. We will address the fourth stage—action planning—in this section. Since action planning takes place on individual and schoolwide levels, we will focus specifically on individual multicultural educator action planning in Chapter 11 and schoolwide planning in Chapter 12 (see Figure 11.1). In this chapter, we will explore the answers to these important questions.

Figure 11.1

<table>
<thead>
<tr>
<th>ACTION PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual</strong></td>
</tr>
<tr>
<td>How can I prepare to become a multicultural educator?</td>
</tr>
<tr>
<td><strong>Institutional</strong></td>
</tr>
<tr>
<td>How can my school prepare to support a multicultural curriculum?</td>
</tr>
</tbody>
</table>
Assume that an educator understands the importance of self-awareness as a cultural being, is working to enhance his or her knowledge base about multicultural education, and is developing skills to teach all children well. Is that enough to ensure becoming an effective multicultural educator?

While these areas are certainly important, we believe they are not enough to ensure the implementation of new ways of teaching. In addition to work in knowledge, awareness, and skills, an educator will want to bridge these components by establishing and following an action plan. Action planning is an important component of the literature on effective teaching (Arends, 2012; Oakes & Lipton, 2007; Robins, Lindsey, Lindsey, & Terrell, 2011). Action planning on an individual level is particularly critical given the variety of challenges, strategies, traditions, and other demands that compete for one’s time.

A strong Individual Multicultural Educator Action Plan is a collection of documents, sometimes in the form of a portfolio, that can be amended, adapted over time, and referred to regularly. It provides the teacher with a sense of direction as well as a summary of progress in the process of becoming a multicultural educator. Figure 11.2 offers a suggested list of components in an Individual Multicultural Educator Action Plan. Teachers may wish to augment this set with other items.

### LEARNING OBJECTIVE 11.1 Getting Started: Beliefs, Visioning, and Goal Setting

Someone once said, “If you don’t know where you are going, it’s going to be difficult to get there.” Traditionally, educational leaders were expected to have and convey a sense of vision, whereas teachers were just supposed to fall into line behind the omnipotent leader. More
CASE STUDY  Teachers Learning Together

A group of experienced teachers studying to be leaders gathered on a snowy winter evening as part of an inquiry group on teaching and learning. For this evening, they had been reading Gloria Ladson-Billings’s book, *The Dreamkeepers* (2009). In preparation for that evening, they had divided into groups, each group being assigned a particular chapter on which they needed to become experts. One after the other, the groups shared what they believed to be the essence of each chapter and its implications for leadership, teaching, and learning. Each group did an outstanding job of capturing the essence of the chapters and the book as a whole. They seemed to understand the importance of culturally relevant teaching. After chapter summaries were presented, the professor asked for comments in response to two essential questions: (1) In their heart of hearts, did they believe culturally relevant teaching was critical? (2) Where were the students themselves on a continuum of becoming culturally responsible?

Matthew said, “This is nice, but isn’t this going to be expensive to implement?”

Said another, “I just thought all teachers are doing this. If they’re not doing this in my school, we just get rid of them.”

Said a third, “This book makes me understand that we are engaged in a battle for kids.”

Your Perspectives on the Case

1. In your heart of hearts, do you believe culturally relevant teaching is critical?

2. In every school, there are teachers who are not knowledgeable and skilled in culturally responsive education. How would you work to support your colleagues in moving in that direction?

3. What is your response to the question of funding this type of professional development work? In your mind, is developing as a multicultural educator just a nice thing to do when time and resources permit?

recently, however, the literature on organizational change indicates that a vision will have a greater chance of being achieved if it is developed collaboratively (Blankstein, 2009; Fullan & Hargreaves, 1996; Sergiovanni & Starratt, 2007). This means that teachers need to be engaged in developing a vision of what the school and their classrooms could and should be. Also,
teachers are now expected to become teacher-leaders—in other words, to be engaged in decision making and significant school improvement efforts.

**A Starting Point: Developing a Multicultural Education Platform of Beliefs**

Early in your journey toward becoming an effective multicultural educator, you’ll want to examine and clarify your own perceptions, assumptions, and beliefs about the teaching and learning process. These beliefs could be encapsulated in a platform of beliefs about teaching and learning. You can be assured that the statements in your platform will change with your own professional development. The important action to take now is to put your beliefs in writing. Figure 11.3 provides a sample set of beliefs developed by one school district in its efforts to support multicultural education.

There may be other areas you wish to consider in developing your platform. Use the questions in Exercise 11.1 to write a Multicultural Education Platform of Beliefs. In writing your platform, be honest about yourself and the kind of teacher that you are and your attitude toward and perception of students. Be clear about your commitment to the principles of educational equity and social justice. Be prepared to defend your beliefs but also to find kindred spirits. Keep returning to your Platform and share it with your supervisor and other colleagues.

**Visioning**

A vision for a classroom or school is a picture—sometimes graphically portrayed, sometimes explored linguistically—of what a teacher or the members of that school community
Inventory your beliefs by asking yourself the following questions:

1. How do I define effective teaching?
2. What are my five most important goals as a teacher?
3. What is the purpose of teaching?
4. What do I expect of students? Do I expect different levels of achievement of different types of students? Why?
5. In what ways do I believe cultural differences impact the teaching and learning process?
6. How do I select instructional strategies to ensure all students are learning to be culturally proficient?
7. What important knowledge, skills, and dispositions do effective teachers of culturally diverse students possess?

I believe that . . .

1. Learning must take place within a social context in which students are learning from and with each other, making connections, and constructing meaning.
2. When students make connections during learning, they are more likely to understand larger concepts and to apply learning.
3. Inquiry-based teaching and learning can lead students to organize information, solve problems, and formulate problems.
4. To be “educated” means developing competency in a variety of content areas and being able to use those competencies to address critical and essential questions.
5. Students learn more deeply when they are engaged in a variety of instructional and assessment experiences.
6. An “educated” citizen today and in the future will value and work effectively with diverse people.

Remember that visions can change. As you develop your vision, consider what supports are in place to help you achieve your vision and what barriers might hinder its achievement. Figure 11.4 offers some examples of barriers and supports you may encounter.
Goal Setting as a Multicultural Educator

An Individual Multicultural Educator Action Plan is your own layout of what you plan to do and when you plan to do it. It is also your “track record” of what have done as you enhance your knowledge and skills as a multicultural educator and your assessment of how well you are doing in meeting your own goals. The Individual Multicultural Educator Action Plan is particularly useful as a reference about your own growth. Once you have explored your beliefs and started to develop a vision of yourself and your classroom, you will want to establish goals or targets for your work as a multicultural educator.

Goal setting can be a challenging process. People sometimes become frustrated because they don’t believe their goals can really be achieved. A widely popularized acronym of guidelines for goal setting indicates that they should be SMART! In other words, they should be specific, measurable, attainable, realistic, and timely. The more specific your goals are, the more likely you will achieve them. Set goals so that you can measure your progress through data collection. Set goals that you believe you can attain in a specified period of time. Realistic goals are set with an awareness of available resources and supports. And finally, timely goals are those for which you have set a manageable time frame for achievement.

How might you select your goals? Think back to your vision. What do you want to do? Now what will you need to learn more deeply to achieve this? You might select and organize your goals according to areas covered in previous chapters that you believe are particularly critical. For example, you may specify the goal of exploring yourself as a cultural being in more depth. You may want to spend time learning more about specific cultural groups so that you can be more responsive to their needs and styles as learners. Or you may want to explore and experiment with specific promising practices in curriculum designs, instructional strategies, or assessment approaches.
Another way to select and organize goals is according to teaching standards. Teacher preparation programs are designed to prepare future teachers according to sets of standards or expectations, which describe what teachers should know and be able to do. One approach to organizing standards is according to three broad areas: knowledge, skills, and dispositions. If you are using this umbrella approach to goal setting, you might organize your individual goals (targets) according to the following three areas:

1. Goals for expanding knowledge and understanding (about self, content, cultures)
2. Goals for enhancing skills (with teaching, learning, curriculum development, assessment, and so forth)
3. Goals for addressing beliefs and attitudes (capacity for reflection, disposition, understanding of values and beliefs)

To select your goals, you might also turn to a source list, such as the “13 Knowledge Bases” developed by G. Pritchy Smith (1998). The knowledge bases explicate specifically what teachers who are culturally responsible and responsive need to know, and they are an excellent treatment of the knowledge needed.

Finally, you might describe your goals more specifically by clarifying whether or not they are short-term or long-term goals. Short-term goals are relatively easy to achieve and can be addressed within a few days or weeks. Long-term goals are more challenging to accomplish, are larger in scope, and can be addressed in a few months to a few years. Examples of short-term, or proximal, goals related to becoming a multicultural educator include subscribing to a journal that might help inform your thinking (e.g., Rethinking Schools). You might also consider designing some introductory experiences for students to get to know each other through their cultural identities at the beginning of the school year.

Examples of long-term, or distal, goals related to becoming a multicultural educator are learning to speak a language other than your native language, learning more about a particular cultural group that is represented in your student population, conducting a cultural bias investigation of the curriculum materials you use or will be using, or designing unit and lesson plans according to the theory of multiple intelligences.

REFLECTING BACK

Take time to practice setting specific goals for your development as a multicultural educator. The more specific your goals are, the greater the chance you have of achieving them.

Questions

1. List three to five specific goals in response to “What do you want to do to enhance your knowledge, skills, and dispositions as a multicultural educator?”
2. Rank in order the importance of those goals in your professional life (with 1 being most important).
3. Rank the goals in order a second time by how difficult it will be to achieve them.
4. Rank the goals in order a third time by the amount of time you may need to realize them.
Learn About Your Students

A traditional way to approach the teaching and learning process is for teachers to start with the content, then organize activities. This is no longer believed to be beneficial for students. The starting point, in fact, should be the students and the outcomes we expect from them. If teachers are to design learning experiences that are appropriate for individual learners, scaffold learning effectively, and build on what students know and are able to do, the starting point must be a clear understanding and knowledge of the students. The process of learning about your students is particularly important at the start of the school year, but it must also continue throughout the year.

Before the start of the school year, learn about your students, their families, and the communities in which they live. How might you do this? At the least, you will want to access and review student records that are maintained by the school administration. However, these sources present limited insights into student ability, beliefs, values, and understandings. You can extend your learning about students by examining student portfolios of work passed on from previous grades. To get a sense of the cultural backgrounds and experiences of the students you will teach, you will also invest time in exploring the local community.

At the school level, schools and districts in some states are required to develop a strategic school profile (SSP). The SSP is useful for schools as they collect data and work to use that data about students and about the school to make decisions about teaching and learning. For example, categories of information that are included in the Connecticut SSPs, which are required by the Connecticut State Department of Education, include gender, race, age, number of students who go on to college, numbers of dropouts, and number of students in special education.

Individual teachers will be aided in making decisions about teaching and learning on a classroom level by developing a classroom demographic profile (Davidman & Davidman, 2001). The classroom demographic profile is a fairly straightforward tool for identifying the
diversity that exists in any classroom setting. Once a profile is established, it can be used to inform instruction for individual students. Teachers may list students under the following categories: those who are linguistically different, those who have an Individual Education Plan (IEP), those who have a suspected learning disability, immigrant students, those receiving medication, those who are gifted and talented, and those who are from an ethnic minority background. Davidman and Davidman stressed that teachers include in this last category students who are Hispanic, African American, Native American, Asian American, and so forth only if that cultural background may have instructional implications. You may wish to add other categories, such as gender. As you progress through the year and learn more about your students, you can add to the list such areas as preferred learning styles, preferred intelligence, and so forth. Figure 11.5 provides a sample classroom demographic profile.

**Figure 11.5  Sample Classroom Demographic Profile**

<table>
<thead>
<tr>
<th>Teacher’s name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>School:</td>
</tr>
<tr>
<td></td>
<td>District:</td>
</tr>
</tbody>
</table>

*Types of students; instructionally relevant information about specific students*

Linguistically Different
1. 
2. 

Individual Education Plan (IEP)
1. 
2. 

Suspected Learning Disability
1. 
2. 

Of Ethnic Minority Background
1. 
2. 

Immigrant Students
1. 
2. 

Receiving Special Medication
1. 
2.
Maintain High Expectations for Student Outcomes

Some educators decry the development of a classroom demographic profile, stating that they treat all students equally. Other educators indicate that developing a classroom demographic profile itself could lead to stereotyping and labeling, as well as lowering expectations for certain groups of students. Interestingly, it is the very rare educator who manages to treat all students equally. The range of influences—including personal experiences, deep-seated and subconscious stereotypes, traditions, cultural learning, and the process of socialization, to name a few—on how we interact with people is just too extensive.

Certainly educators need to be cautious about succumbing to stereotypes. However, the research on educational expectations indicates that even the most well-intentioned educators have differing expectations of different students. And in every classroom, all students are different for one reason or another. Differences are expressed in attitudes, experiences, and understandings as well as cultural backgrounds.

Furthermore, teachers tend to see students in one of two primary ways. First, teachers may profess that they don’t look at differences—particularly cultural—that students bring to the classroom (the “culture-blind” phenomenon). When differences do surface, they often are viewed as problems, and the teacher doesn’t know how to respond to them. On the other hand, as a result of socialization processes, learning prejudices, and developing preconceptions, teachers may have differing expectations of different groups of students, often based on cultural characteristics or identities. Myra and David Sadker (in Sadker & Zittleman, 2010) conducted extensive research on differing expectations of boys and girls in the classroom and found that teachers overwhelmingly had lower expectations of girls than of boys. Teacher expectations are conveyed through assignments, the amount and type of feedback to student responses, wait time, seating assignments, and posting of student work on classroom walls. As a result of differing teacher expectations, some students learn not to have high expectations of their own achievements, and their confidence in their own ability to achieve is eroded.

A very clear representation of this phenomenon emerged in the blue-eye/brown-eye experiment conducted by Jane Elliot in the 1960s. Elliot, a third-grade teacher in Riceville, Iowa, wanted to find out how early in life students learn to discriminate based on a physical feature. She divided the class into two groups: the blue-eyed group and the brown-eyed group. On the first day of the experiment, she clearly told one group that they were not as smart as the other group. On the next day, she switched the students' “identities.” On both days and in both groups, the students lived up—or down—to her conveyed expectations.

Source: Excerpted from Davidman and Davidman (2000)
How might we work to “construct” the competence of low-status children? Oakes and Lipton (2007) indicated that the accomplished multicultural educator expects differences, begins with the presumption that there is “no normal” way of being or learning, understands that the classroom is a richer learning environment because of differences, and believes every student is smart. The teacher’s role then is to develop an environment that builds confidence and assigns genuine and merited competence to every student. Clearly, we need to have very specific information about our students and their backgrounds so that we can design appropriate and challenging learning experiences for each one and construct the learning environment in such a way as to make sure each individual achieves at high levels. We simply cannot do this without knowing about our students’ cultural and experiential backgrounds.

Work to Integrate Multiple Perspectives

One of the great benefits of classrooms today is that teachers can make use of the diverse perspectives students bring into the classroom. Learning to value multiple perspectives should be a daily experience. Valuing and respecting diversity must be a conscious effort, not an add-on. Just because diverse students are in the same setting does not mean they will value each other’s opinions, experiences, values, beliefs, and culture-specific knowledge.

Diverse perspectives of all students can be integrated into both the teaching and the learning process. Engaging students in opportunities to practice diverse perspectives is important for two primary reasons. First, students need opportunities to take pride in the cultures with which they identify. Teachers should look for opportunities for students to share information about their own cultures and other cultures with which they have some experience. Second, students need opportunities that allow them to step into “someone else’s shoes.”

To this end, teachers should design learning experiences that engage students in grappling with important concepts and themes about people, communication, justice, interpersonal relationships, and so forth. Students should be engaged in thinking critically about those concepts; they should have opportunities to offer their thoughts and debate the merits and value of diverse perspectives. These kinds of debates should be facilitated so that students “try on” another person’s perspective—try seeing events from another point of view. Clearly, this will demand skill in team building, facilitating debates and dialogues, resolving conflict, and communicating. For the teacher as well as the student, these are important skills. Figure 11.6 offers some guidelines for establishing multiple perspectives in the classroom.

REFLECTING BACK

Get some practice in designing learning experiences with diverse perspectives.

Questions

1. Select a concept that you want to teach to your students.
2. Design several learning experiences to make use of multiple perspectives.
3. Reflect on your strengths and challenges in designing these experiences.
4. What does this tell you that you need to do in terms of your own professional development?

THINKING AHEAD

Consider the following questions related to the work of becoming a multicultural educator.

Questions

1. What is an ally?
2. What is a critical friend?
3. Who are my most likely supports within and outside the school?
4. How can I enlist the help of parents, local cultural groups, advocacy groups, and others in the community?
5. How do I find local and national professional organizations that can help me?

The process and practice of becoming an effective multicultural educator will be challenging. It will be accomplished in a period of a few months or a few years. However, the process is enhanced immensely when educators find like-minded colleagues with whom to collaborate and when they know where to turn for support. These people will become your partners, allies, and/or critical friends.

A partner is a person who has identified the same or similar goals as you have. A partner is someone who is headed in the same direction as you are, operating within a similar belief
In the case of education, partners are often teachers. The word *partner* connotes two people working together. However, the concept of partnership can also be applied to small groups of people working as a team (for example, a grade-level team). Partners generally work collaboratively to accomplish some mutual goal(s). An example of a mutual goal accomplished collaboratively might be the development of a new curriculum unit.

An *ally* is someone who operates under the same or a similar belief system as you, but the two of you may be moving side by side, or in parallel tracks rather than in the same track, in accomplishing the work of multicultural education. Allies can provide support to each other in the achievement of different goals. For example, one ally may be working on developing a new curriculum unit, and another may be working on learning to use a multiple intelligences approach to instruction. Allies may be teachers but could also be staff members, administrators, community members, and/or parents.

A colleague may also be a *critical friend* supporting your development as a multicultural educator. The primary role of a critical friend is to offer support, encouragement, and friendly critique. A critical friend is someone whose opinion you trust and whom you know to be knowledgeable about multicultural education. He or she can be someone in your own institution (for example, someone in a different department in your school) or from a different institution altogether. For example, you might identify someone at a regional service center, university, or state department of education who is knowledgeable about multicultural education (perhaps someone who has facilitated a workshop or taught a course on multicultural education) and who can provide some feedback as you move forward.

In your work to become a multicultural educator, it is helpful to identify people in each of the three categories identified above. They each play a different role in your development.

**Functioning as a Partner**

A partnership is a special relationship that merits some advanced thought and planning. Once you have clarified your own belief system and goals, then through collegial conversations, you will be able to identify people with whom you might want to partner. Consider the scope of your partnership work. Does it make sense, in light of your goals and the educators in your setting, for you to partner with one other person or several people? If you believe several people might work well together, make sure to keep the team size manageable. A team that expands beyond three to four people might be challenged to find mutually agreed upon time to work, as well as common goals and approaches to doing the work. With your partner(s), establish parameters for your partnership work. A key parameter is when you will meet. Finding and making time to do this work is often the biggest challenge and can become a barrier to progress. Figure 11.7 offers some suggestions for finding time for collaboration.
What Can You Do as Partners?

What might you do as partners? The primary reason to work in a partnership is to solve problems! Imagine you and your partner(s) have identified a goal or something that needs be accomplished, to be changed, or to be initiated. In addressing the problem or goal, you might start by engaging in mutual study. In fact, you may have identified your partner by having attended the same workshop, course, or other professional development activity on some aspect of multicultural education. So you may already be on the road of collaborative study, investigation, and enhancing your knowledge base in multicultural education.

Another area of work for partners is practice. Through their study, partners may identify a promising practice, instructional strategy, or skill they want to develop. Partners may practice this skill together and share their outcomes with each other, giving and receiving feedback in the process. Educators need to practice a skill many times to become comfortable in applying it. Ideally, partners will engage in practice immediately following learning a new skill so the newly acquired knowledge doesn't dissipate.

Partners may also choose to observe and coach each other's work to learn from each other. As you both practice implementing new instructional strategies or a new curriculum to meet diverse learner needs, make time to go into each other's classrooms to see what you can learn from each other and how you might encourage each other along the way. Joyce and Showers (2002) defined this type of relationship as “coaching,” with the person who is demonstrating or teaching called the “coach.” The person observing is looking for new approaches to inform his or her own practice.

Partners might also develop new curriculum materials together. You might start small by developing a new lesson or set of lessons that integrates multicultural concepts, or you might revise a curriculum unit to make sure it is integrating diverse perspectives. If you divide the work, you will each have double the return on your efforts.
As you and your partner integrate new instructional practices and new curriculum materials, you will want to investigate how this is impacting the teaching and learning process. Are your new instructional practices, in fact, helping individual students to learn more effectively and deeply? This is a critical component of improving teaching and learning. For this purpose, you and your partner can engage in collaborative analysis of planning for appropriate use of the innovation and the teaching that uses it. When you design a study of a particular innovation or intervention in your own classroom to determine its impact, you are engaging in action research (Mertler, 2012). Action research is a study that is designed and carried out by an individual or group of teachers to investigate a question of interest. Those individuals collect data in manageable ways, such as by examining student work or conducting surveys of students. Teachers then summarize the data and discuss them with their partners. This should lead teachers to making some decisions about that innovation, thus fine-tuning their teaching practice.

**EXERCISE 11.2 Partners Moving Toward Equity and Valuing Diversity**

Practice developing a portion of a curriculum that is multicultural. Identify partners, allies, and/or critical friends with whom you can work on this project. Include this work in your Individual Multicultural Educator Action Plan portfolio.

1. Identify a specific area of focus related to developing a curriculum that is multicultural.
2. What are your specific goal(s)?
3. What resources will you need to do this work?
4. What steps are needed to reach your goal(s)?
5. What support does your team have? How can you increase it?
6. What resistance may you encounter? How can you decrease it?
7. How will you know—what data will you collect—to indicate this work is making a difference?

**REFLECTING BACK**

Identify at least one person who can serve in each role of (1) partner, (2) ally, and (3) critical friend as you work in the following areas:

1. Enhancing your awareness of yourself as a cultural being
2. Building a knowledge base as a multicultural educator
3. Enhancing your skills as a multicultural educator
4. Developing and implementing an action plan
LEARNING OBJECTIVE 11.4 Using Data to Examine Your Own Practice

THINKING AHEAD

Educators are increasingly discovering the power of collecting, summarizing, and analyzing data to make decisions about teaching and learning. You may already have learned specific strategies for collecting and examining data in the classroom. With that in mind, reflect on your responses to the critical importance of using data in the classroom.

Questions
1. What comes to mind when you hear the words data-based decision making?
2. How do you determine which instructional approaches you will use in the classroom?
3. What do you think are some effective ways of collecting data to examine your own practice? Why?

As you work to integrate new instructional practices and curriculum materials designed to meet diverse learner needs, you will want to plan for regular assessment of your progress and the impact of these new practices on student learning. Collecting evidence of progress will be useful in your own reflections, in your own development as an educator, and in sharing with others (e.g., partners, colleagues, and supervisors).

How might you easily and effectively collect data? The most helpful data will be the kinds that inform you of your own progress as a teacher. Certainly, as a teacher you will be collecting much evidence about student progress in your classroom. Self-assessment can take many forms, including

- inventories;
- journals and anecdotal logs;
- assessment instruments; and
- action research projects.

Inventories

One can think of an inventory as being a catalog of items that might exist. It is often a listing of items accompanied by a space to check, usually with a simple “yes” or “no,” the presence or absence of particular items. In the case of self-assessment, an inventory might be a tool that provides “benchmark” information about skills, knowledge, approaches, and strategies that a developing multicultural educator does or does not possess.
Emerging multicultural educators might also want to check themselves periodically on their progress in enhancing curriculum, instruction, and assessment. My Multicultural Classroom (Exercise 11.3) is a checklist approach to self-assessment in these three areas. Check *yes or no* depending on your self-assessment. If you are unsure, check the ? box.

Educators moving toward becoming multicultural educators might also want to check periodically how they are doing in their action plans. The Inventory of Progress in Implementing an Individual Multicultural Educator Action Plan in Exercise 10.4 may be useful for this purpose.

<table>
<thead>
<tr>
<th>EXERCISE 11.3</th>
<th>My Multicultural Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
<td></td>
</tr>
<tr>
<td>□ YES □ NO □ ?</td>
<td>I am consciously aware of incorporating models of multicultural education into the curriculum.</td>
</tr>
<tr>
<td>□ YES □ NO □ ?</td>
<td>My curriculum is connected to local, state, and national standards.</td>
</tr>
<tr>
<td>□ YES □ NO □ ?</td>
<td>My classroom visually recognizes and supports diversity focusing on how we are both similar and different.</td>
</tr>
<tr>
<td>□ YES □ NO □ ?</td>
<td>The curriculum that I use represents diverse perspectives.</td>
</tr>
<tr>
<td>□ YES □ NO □ ?</td>
<td>A range of cultural groups, girls and boys, and GLBTQ students are represented equitably in the curriculum.</td>
</tr>
<tr>
<td>□ YES □ NO □ ?</td>
<td>Texts and other teaching materials are multicultural.</td>
</tr>
<tr>
<td>□ YES □ NO □ ?</td>
<td>Students can quickly and easily identify with positive role models from the curriculum that reflect their culture from a historic and modern perspective.</td>
</tr>
<tr>
<td>□ YES □ NO □ ?</td>
<td>In addition to texts, I use literature, historical records, archival material, and other authentic resources.</td>
</tr>
<tr>
<td>□ YES □ NO □ ?</td>
<td>The services and support of the library or media center are a strong component of my curriculum.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ YES □ NO □ ?</td>
<td>I have high expectations for all students.</td>
</tr>
<tr>
<td>□ YES □ NO □ ?</td>
<td>I use multiple teaching strategies.</td>
</tr>
<tr>
<td>□ YES □ NO □ ?</td>
<td>I am aware of the various learning styles among my students.</td>
</tr>
<tr>
<td>□ YES □ NO □ ?</td>
<td>I use culturally appropriate teaching strategies.</td>
</tr>
<tr>
<td>□ YES □ NO □ ?</td>
<td>I incorporate students’ experiences in my lessons.</td>
</tr>
<tr>
<td>□ YES □ NO □ ?</td>
<td>I incorporate examples, experiences, and perspectives from a variety of cultures.</td>
</tr>
<tr>
<td>□ YES □ NO □ ?</td>
<td>I use cooperative learning.</td>
</tr>
<tr>
<td>□ YES □ NO □ ?</td>
<td>I encourage critical thinking.</td>
</tr>
<tr>
<td>□ YES □ NO □ ?</td>
<td>I have incorporated technology into the classroom.</td>
</tr>
<tr>
<td>□ YES □ NO □ ?</td>
<td>Teacher’s aides are treated respectfully as teaching partners.</td>
</tr>
<tr>
<td>□ YES □ NO □ ?</td>
<td>I use the help of parents and community members in my class.</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
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<tr>
<td>YES</td>
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<td>YES</td>
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<td>YES</td>
<td>NO</td>
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<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

### Assessment

| YES | NO | I use multiple forms of unbiased assessment. |
| YES | NO | In testing, I take into consideration the learning styles of my students. |
| YES | NO | I make sure my students understand what is expected of them in assessment. |
| YES | NO | Students are involved in their own self-assessment. |
| YES | NO | I have reviewed tests that I use to ensure that they are free of bias. |
| YES | NO | The tests that I use take into consideration multiple perspectives. |
| YES | NO | For new English learners, whenever possible, I test in their native language. |

### EXERCISE 11.4

**Inventory of Progress in Implementing an Individual Multicultural Educator Action Plan**

| YES | NO | 1. I have a plan for how I am going to learn more about cultures other than my own. |
| YES | NO | 2. I have a good idea of what the common barriers are to multicultural education and how to resolve them. |
| YES | NO | 3. I have a good idea of some areas where I might find resistance but also where I can find support for multicultural education. |
| YES | NO | 4. I have a plan for how my multicultural classroom will look. |
| YES | NO | 5. I know the areas or knowledge bases of diversity in which I need more education. |
| YES | NO | 6. I have developed a plan for engaging in regular reflection about my practice as a multicultural educator. |
| YES | NO | 7. I have set goals for myself for the coming year for my journey toward becoming a multicultural educator. |
| YES | NO | 8. I have identified professional development needs and strategies. |
| YES | NO | 9. I have a plan for obtaining and using student data. |
| YES | NO | 10. I know with whom I will collaborate around this work. |
Journaling and Anecdotal Logs

While educators do, in fact, reflect many times throughout the day as they go about their work and think about their activities, this type of reflection can be fragmented. If you truly want to improve your teaching and become an effective multicultural educator, you should commit to putting your reflections into writing. Primary reasons for committing your reflections to writing are that (1) you can go back through your writing and look for patterns or themes in your comments, (2) the discipline of writing will push you to consider your strengths and areas of weakness, and (3) writing will help you consider more deeply the areas you want to address. Killion (1999) believed that journals are a powerful professional development design and can “become a place for learners to record observations, toy with various perspectives, analyze their own practice, interpret their understandings of topics, keep records, make comments, or reconstruct experiences” (p. 36).

The most common form of reflective writing is in a journal or logbook. More and more, teachers are writing their reflections on their computers, having set up a simple framework or matrix with a variety of columns (e.g., date, activity, children the activity was intended to benefit, outcomes, and reflections on teaching and learning). Teachers who find this technique most useful are those who write fairly frequently, at least a few times per week. It is usually easier to record shorter reflections more often than to write longer reflections infrequently. If you don’t develop the habit of writing reflections frequently, important details about the teaching and learning experience seem to disappear.

Assessment Instruments

An assessment instrument is similar to an inventory in purpose but is a way of fine-tuning self-evaluation. With an assessment instrument, an educator can assess him- or herself on the quality or the degree of the presence or use of a skill, action, approach, or strategy. Often this means assigning a rating on a scale. You may also want to assess yourself on your acquisition of specific areas of knowledge in education that is multicultural.

Action Research

Action research is carried out by practitioners with a view to improving their professional practice and understanding it better. Action research is a systematic way of evaluating the consequences of educational decisions and adjusting practice. It can be used to select and evaluate educational alternatives (Mertler, 2012). The purpose of action research is to maximize learning for children. Action research can be a particularly useful way for educators to discern which strategies are more effective for different learners. Data collection and analysis as a part of the action research process lead educators to make data-based decisions about teaching and learning.

Action research is usually comprised of five phases.

Phase 1: Focus. A teacher determines an area of teaching and learning on which to focus. In the case of becoming a more effective multicultural educator, the study could focus on a curricular approach or an instructional strategy that the teacher has been using. The teacher
may be wondering about the impact of that approach or strategy on diverse learners. Examples of focus areas might be the use of multiple intelligences or the use of performance-based assessments with diverse learners. During the focus phase, the teacher poses a specific question related to the focus area. This will ground the study.

**Phase 2: Plan.** The teacher plans to collect data in a variety of ways (methods) and from a variety of sources (e.g., students, other teachers, staff, parents, and community members). The teacher will want to collect data about the impact of the instructional approach or curricular strategy over a period of time. The teacher will also want to collect information or data about the implementation of the approach or strategy (commonly called the intervention). Data collection methods could include examining examples of student work over time, interviews, surveys or questionnaires, focus group sessions, test scores, school records (e.g., behavioral referrals, suspensions, attendance), and other sources of information. During this planning phase, the teacher will collect data from a variety of subjects. If the teacher is wondering, for example, how well a particular intervention works with diverse student groups, he or she will want to “sample” students from a variety of groups.

**Phase 3: Implement.** In phase 3, the teacher implements the action research plan.

**Phase 4: Organize and analyze the data.** At this point, the teacher researcher makes sense of the data. This phase involves developing frequencies of responses and perhaps performing some simple statistical procedures such as determining the mean, median, and mode of response sets.

**Phase 5: Report, decide, and take action.** The teacher might share the results of the study with colleagues or supervisors. One of the most important activities in this phase, however, is to make some decisions about the instructional strategy or curricular approach. Based on the data, is the strategy or approach having the desired effect on diverse student learners? If not, what might the teacher want to do to adjust his or her practice? And then, with that decision made, the teacher will want to take action in some direction. From there, the action research cycle begins again.

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**REFLECTING BACK**

Think of a particular curriculum or instructional strategy you have been working with for a while and whose results in terms of student learning you are curious about.

**Questions**

1. Consider a specific question you would like to research in that curriculum or instructional practice.

2. Identify school-based data sources that would inform you about the problem or goal related to multicultural education.

3. Identify three data collection methods and specify when and how you will use those methods (interviews, surveys, focus groups, documents, observations, anecdotal comments, journaling, etc.) to collect data about your research question.
LEARNING OBJECTIVE 11.5 Attending to Your Own Professional Development

THINKING AHEAD

“How do I continue to enhance my capacity as a multicultural educator?” A good way to address this question is to invest time in thinking about your preferred ways of learning.

Questions

1. When you have learned something deeply, what have been your primary learning strategies?
2. How might you apply those strategies to a plan for expanding your understanding and skill as a multicultural educator?
3. Describe your process for solving problems.
4. How is reflection part of your problem-solving process?

Professional Development Options

Teachers continue their learning for two primary reasons: (1) to have a variety of skills and strategies for working effectively with diverse learners and (2) to be able to modify their approaches to address the changing needs of learners (Robins et al., 2011). In the past, with a more homogeneous student population, it may have been acceptable to have a limited number of curriculum development and instructional strategies. However, learner needs in our current and future environment differ widely. Educators must be skilled and knowledgeable in a variety of strategies. Clearly, to address these changing needs and to support high levels of achievement of all learners, instructors will need to engage continuously in their own professional development.

Fortunately, a tremendous amount of information is available about what constitutes useful professional development (DuFour, 2004; Fullan & Hargreaves, 1996; Hord, 2004; Joyce & Showers, 2002; Killion, 1999; Kruse, 1999; Reagan, Case, & Brubacher, 2000; Schon, 1983). The good news is that effective professional development can take a variety of forms that move well beyond the traditional workshop and training formats. What forms can professional development assume that will be particularly beneficial to multicultural educators? The most powerful professional development happens when learning opportunities are job embedded and ongoing.

A particularly powerful form of professional learning is teacher engagement in professional learning communities (PLCs). PLCs are opportunities for teachers to come together in a formalized way to learn from and with each other. Building on the work of numerous respected researchers and writers (DuFour, 2004; Kruse, Seashore Louis, & Bryk, 1994; Senge, 1990), Shirley Hord established the term professional learning community in 1997 and delineated five primary characteristics of a PLC. Specifically, members of a PLC (1) engage in supportive and shared leadership, (2) share values and a vision,
(3) engage in collective learning and application, (4) share personal practice, and (5) are provided with supportive conditions (Hord, 2004).

Workshops are perhaps the most commonly recognized form of professional development. They can be useful as a professional development tool if there is support for follow-up and practice to put into action what was learned. Stronger workshop designs certainly provide knowledge, demonstrations, and opportunities for practice. However, transfer of that knowledge into practice will be more likely if teachers are engaged in peer consultation with each other (Joyce & Showers, 2002).

Peer consultation happens when two or more colleagues come together regularly to give and receive feedback on an area of mutual interest. Peer consultation might lead to teachers developing curriculum together. Or they might observe each other and give feedback on those observations. For example, two colleagues might work together over a year to develop multicultural lesson plans around a big idea or concept like assimilation. Peers might also come together to learn how to examine student work.

Collaboration is a means for overcoming the isolation that so often pervades many schools. Collaboration provides teachers with a sense of connectedness and community. Teachers need to feel they are part of a community for their own intellectual and professional development (Kruse, 1999). Collaboration calls for the development of strong relationships that transcend the traditional boundaries of departments and grade levels. According to Kruse, teachers in collaborative school environments “engage in mutual decision making to resolve their problems of practice” (p. 15).

Participation in inquiry or study groups is a type of job-embedded learning, or learning that occurs while teachers engage in their daily work (Wood & McQuarrie, 1999). Study or inquiry group members can engage in exploring and discussing together the literature on a particular topic (e.g., multiple intelligences, culturally responsive teaching, and constructivism). For example, a group of teachers might visit a model program and then discuss how that particular approach might be applied in their own setting.

Finally, teachers who are interested in furthering their own professional development might consider other avenues, including participation in professional organizations that have a multicultural education agenda or strand. Similarly, they might consider joining a network of educators who are committed to the same topic (e.g., multicultural education, gender and education, multiple intelligences in teaching and learning) and have a shared sense of purpose. In any of these cases, you will want to look for opportunities for meaningful activity that will translate directly into your own practice.

Enhancing Your Skills as a Reflective Practitioner

Once you have made the decision and commitment to become a multicultural educator, there is work to be done. Whether you are a new or experienced teacher, the process requires reflection on your values and beliefs, your knowledge and understandings, and your skills and behaviors. Developing habits as a reflective multicultural educator means setting aside time regularly to consider strengths and weaknesses and to set short- and long-term goals for yourself. Becoming a multicultural educator means learning and engaging in the process of reflection.

What is reflective practice? John Dewey (in Simpson, Jackson, & Aycock, 2005) described the importance of reflective thinking many decades ago. He believed that it involves (1) a state of perplexity or mental difficulty in which thinking originates and (2) the act of seeking material to address and dispose of the perplexity. Reflective practice is a systematic approach to solving problems and to self-assessment. It entails taking time to think deeply about what
one does as an educator; why one does those things; and what are one's professional strengths, areas of weaknesses, and goals for self-improvement.

Taggart and Wilson (1998) indicated that reflective thinking occurs on three levels. The first and most basic level—the technical level—occurs as educators simply describe events and activities without much thought as to reasons or rationale. The second level—the contextual level—is a deeper type of reflection during which the educator tries to explain the use of particular approaches, why certain decisions were made, or how contextual aspects (e.g., student needs or available resources) influenced outcomes. The third and deepest level of reflective practice—the dialectical level—is where an educator reflects on moral and ethical issues that are involved in his or her own teaching and considers the implications of decisions made.

Why is reflective practice particularly critical to the multicultural educator? As educators discover new information about themselves through the process of expanding self-awareness, they also discover important and sizable differences between themselves and their students. Teachers do not need to know all about all cultures deeply to be culturally proficient. However, they do need to know how to learn from the learners—to learn about the students and about their cultural backgrounds. Reagan, Case, and Brubacher (2000) stated that to justify the selection of particular instructional strategies,

the teacher cannot rely solely on instinct alone or on prepackaged sets of techniques. . . . In other words, the teacher must engage in reflection about his or her own practice. . . . Good teaching . . . requires reflective, rational, and conscious decision making. (p. 20)

It has been estimated that during a typical workday, a teacher makes hundreds of decisions related to the teaching and learning process. With that many decisions being made, teachers will often state that they don't have the time to reflect or examine in depth their own belief systems. And yet, teachers make these many decisions based on a particular set of beliefs, values, expectations, experiences, and life histories, and their decisions may ignore, contradict, or conflict with the beliefs, values, and life histories of students. In this light, reflective practice becomes essential.

What kinds of activities are involved in reflective practice? Taggart and Wilson (1998) explained that reflective thinking or practice can be accomplished through a variety of activities (action research, case studies, and observations). The most common and widely used activity is journaling. Kouzes and Posner (2007) supported the development of a dialogue journal, in which one writes about events and activities and receives regular written feedback from or participates in a discussion with a mentor or interested colleague. Kouzes and Posner explained that a dialogue journal can include such things as details about an event (date, who was involved, explanation of what happened) as well as an analysis of the event (in light of the context and with an explanation of what the writer learned).

**REFLECTING BACK**

1. Write about three specific areas that are related to multicultural education in which you wish to extend your knowledge and skill. Then reflect on how you will go about your own professional growth in those areas.

2. Describe a particular problem related to multicultural education that was very difficult for you and that required application of problem-solving skills. How did you use or not use reflection in solving the problem?
Jeannie Oakes, PhD, is Professor of Education and Assistant Dean in the Graduate School of Education and Information Studies at the University of California–Los Angeles, where she directs Center X—Where Research and Practice Intersect for Urban School Professionals. Formerly a senior social scientist at RAND, Oakes received her PhD in education from UCLA in 1980 after a seven-year career as a public school English teacher.

Professor Oakes has written four books, several research monographs, and scores of academic and professional articles. Her writing and research target inequalities in the allocation of resources and learning opportunities in US schools and the progress of equity-minded reform. A number of her studies examine how tracking and grouping students by ability in school affect the classroom experiences of low-income students and students of color, most of whom are identified as having “low” academic ability or as being “slow” learners. This work is reported in the still widely read book *Keeping Track: How Schools Structure Inequality* (Yale University, 1985). Her current studies, sponsored by the Carnegie Corporation of New York, Lilly Endowment, and Mott Foundation, follow the progress of educators across the nation who are attempting to eliminate inequalities in their schools.

In addition to teaching, conducting research, and writing, Dr. Oakes spends considerable time working with schools, school districts, government units, and professional organizations. She has served as a member of the National Academy of Sciences Panel on National Standards and Assessment and as a consultant and report author for the US Department of Education. Since 1993, Jeannie Oakes has served as an expert witness in three federal school desegregation cases in Rockford, Illinois; San Jose, California; and Wilmington, Delaware. In these cases, she testified to the contribution of tracking and ability grouping to within-school segregation and the impact of these practices on students’ opportunities to learn (e.g., curricular content, teaching resources and strategies, and classroom processes) and students’ achievement.

Jeannie Oakes and Martin Lipton are the co-authors of *Teaching to Change the World*, now in its fourth edition (Paradigm, 2013).

*Source:* Adapted from http://www.gseis.ucla.edu/facpage/oakes.html.

**Authors:** What would you say is your most important contribution to the field of multicultural education?

**Dr. Oakes:** I am honored to have my work considered a contribution to multicultural education. I have spent my career studying how seemingly “race-neutral” or “culture-neutral” education policies have actually diminished the schooling and life chances of students of color, particularly those who are also poor. I am most proud of having helped educators and policy makers understand that deeply held, but also deeply flawed, beliefs about learning ability and the way we enact those beliefs in schools are bound up tightly with race and culture. As a consequence, practices like ability grouping and tracking impact negatively the expectations, learning opportunities, and outcomes of students from disparaged groups and, ultimately, their social and economic circumstances. The fact that we consistently find African Americans, Latinos, and other groups of young people whom our cultural tools (such as tests) disparage as “less able”

*(Continued)*
condition that characterizes our nation. It cannot be reduced to a lesson, a curriculum, a teaching style, or even a philosophy. Whether diverse voices, perspectives, and languages are heard or ignored in classrooms, they are there; they will not be silenced or assimilated out of existence. Multicultural educators view the tremendous diversity of the children in their midst as an asset; others, sadly, do not. Multicultural teachers struggle to construct something whole and wonderful that connects individuals and groups across differences; others won’t. In these ways, multicultural educators are at the center of the struggle to provide a free and equal education to all and ensure the nation’s democratic future.

(Continued)

concentrated in classrooms where they are offered less and learn less cannot be understood or tolerated as reflecting either truth or fairness.

Authors: What is the most persuasive argument that you could give to preservice teachers as to why they should be multicultural educators?

Dr. Oakes: Today, an extraordinarily diverse group of young people attend US schools. This represents a dramatic change from the prior two generations. Long gone are the 1950s when American public school students were overwhelmingly white, native born, and English speaking. Multiculturalism is a fact—a fundamental condition that characterizes our nation. It cannot be reduced to a lesson, a curriculum, a teaching style, or even a philosophy. Whether diverse voices, perspectives, and languages are heard or ignored in classrooms, they are there; they will not be silenced or assimilated out of existence. Multicultural educators view the tremendous diversity of the children in their midst as an asset; others, sadly, do not. Multicultural teachers struggle to construct something whole and wonderful that connects individuals and groups across differences; others won’t. In these ways, multicultural educators are at the center of the struggle to provide a free and equal education to all and ensure the nation’s democratic future.

CASE STUDY Where on Earth to Start—Moving From a Teacher Focus to a Student Focus

Key Issues to Be Explored in the Case

1. The importance of having a clear vision and set of goals about what you want to accomplish as an effective teacher for all learners

2. How teachers might design learning experiences that put students first

3. The importance of data to helping teachers reflect on their capacity as multicultural educators

4. How teachers might develop a plan for ongoing professional development as multicultural educators

As he drove home from school on a snowy December evening, Andy found himself suddenly considering leaving his high school teaching position. This was a particularly painful moment for him because he absolutely loved his subject area—history—and had always dreamed of passing on that enjoyment of the subject to young people. And he was thrilled to have landed the teaching position he had. Brookfield High School was a midsized school in a large suburb adjacent to a major metropolitan area. In recent years, the community population had been becoming more and more diverse. While other teachers talked about the demographic changes, Andy’s philosophy was that students are students and he was there to teach history.

While his first year or so in the classroom had been difficult, Andy was now well into his second year, and he thought he was making progress in getting through to students. He worked especially hard to know the textbooks, design student exams that measured important knowledge, and prepare lectures that incorporated the important facts. Many students applied themselves and did well on the tests, and the rest... well, he just figured they weren’t working hard enough and they needed to get serious. If he were to admit it, he also believed that maybe they wouldn’t ever perform too well.

In his first year of teaching, Andy had been observed several times by the principal, Mr. Snyder. Mr. Snyder had been encouraging with Andy and not too intrusive. After all, he was about to retire and believed that Andy just needed some time to get his feet firmly planted on the ground. Now in his second year, Andy was facing a second set of performance observations conducted by the new principal, Dr. Switzer. Dr. Switzer had previously been a principal of a multicultural magnet school that was lauded for its focus on individual students and integration of cultural knowledge into subject areas.
Andy prepared extensively for the first observation, developing what he believed to be some of his strongest lectures ever. In his second observation with Dr. Switzer, he prepared strong lectures again and this time made sure to call on some of the best and brightest students in the class to illustrate particular points. At the end of that observation, Dr. Switzer set a time for the two of them to meet to discuss Andy’s performance.

Andy went into the post-observation conference with great optimism and was caught completely off guard when Dr. Switzer presented a summary of the data she had been collecting during the observations. According to the data, Andy appeared to use primarily one type of instructional strategy (lecture), called on white males most of the time, and didn’t appear to use strategies for making the material relevant to the students’ lives. Dr. Switzer summarized the observation by saying that Andy’s classroom appeared to be much more teacher centered than student centered. She was particularly concerned about the limited number of instructional strategies in use, Andy’s apparent inability to make the content meaningful and relevant for his students, and his apparent lack of high expectations of all students. Andy was devastated. Dr. Switzer finished the post-observation discussion by saying that she wanted him to develop a plan for how he was going to learn to be more student centered and how he was going to work to become a multicultural educator.

After Dr. Switzer left, Andy pulled his materials together, turned out the lights, and walked out to his car. On the drive home, he reflected on the conference and thought that, perhaps, he wasn’t really doing all he could for his students. Now, remembering some college courses on multicultural education, Andy tried to think about how he might develop and implement a plan for becoming a multicultural educator. Andy drove on, wondering what his next steps should be.

Discussion Questions

1. What are the primary issues in the case?

2. If you were providing peer consultation with Andy, what are the most important next steps you would coach Andy to take?

3. In the long term, what should Andy include in his action plan for becoming a multicultural educator in this particular setting?

4. In addition to you as a peer consultant, who else should Andy turn to for assistance in addressing his particular problems? Why?

5. How does a school leader play a critical role in the professional development of multicultural educators?

Chapter Summary

This chapter explores the process of preparing an Individual Multicultural Educator Action Plan and portfolio. The portfolio will be a record of your development and action in becoming a multicultural educator. Over time, as you grow and develop as a multicultural educator, the components in your portfolio will change. You will want to make additions and deletions. The important point is to have a record of your progress and process. Components of your portfolio might be the following:

- Platform of beliefs (beliefs inventory)
- Personal vision of multicultural education and goal statements of what you want to accomplish in the short term and long term as a multicultural educator
- Enumeration of a network of colleagues with whom you are working in your process of becoming an effective multicultural educator
• Samples of data used to gauge your progress as a multicultural educator. These might include a classroom demographic profile, assessment tools as described in this chapter, or an action research project in which you implement a promising practice that supports individual learners.

• Outline of your professional development activities that will or are supporting your growth as a multicultural educator. What specific areas in curriculum, instruction, and assessment are you working on? What types of professional development activities are supporting your growth?

• Journal pages that record periodically your reflections on your growth

**Key Terms**

- action research 318
- classroom demographic profile 311
- data-based decision making 319
- Multicultural Education Platform of Beliefs 307
- multiple perspectives 314
- peer consultation 325
- professional development 307
- reflective practice 325
- student-centered classroom 311

**Application: Activities and Exercises**

**Individual**

1. Develop an Individual Multicultural Educator Action Plan portfolio. Include sections in your portfolio that address the learning objectives covered in this chapter. Begin work in at least two areas.

   a. Which of the components have you already started to develop or collect in your professional development as an educator?
   b. Which of the components do you believe will be particularly valuable and why?
   c. What other components would you add to your action plan? What is your rationale for the additional items?

**Group**

1. Develop a proposal for an action research project that investigates an aspect of the application of multicultural education in your own practice.

2. Form an inquiry study group with at least three other interested individuals. Engage in a discussion of an aspect of multicultural education that you all find particularly intriguing. Use the inquiry group format to investigate further the selected aspect. Summarize your deliberations and present them to a group of colleagues or classmates.

3. Plan to interview a teacher in your district or region who is noted for being a multicultural educator who is culturally responsive and responsible. Prepare questions in advance. Summarize and present your findings to your colleagues.
Self-Assessment

In your journal, reflect and respond to the following:

1. How would you systematically learn important information about each of your students? What types of information would you want to include?

2. Select a content area and reflect on how you would integrate the student information into your teaching in that content area.

3. Do you agree or disagree with the need for teaching to become student focused? Why or why not? Why is the degree to which a classroom is teacher or student focused particularly important in light of the diversity of today’s students?

Student Study Site

Log on to the Web-based student study site at www.sagepub.com/howe for additional study tools including eFlashcards, web quizzes, links to SAGE journal articles, web resources and video resources.

Annotated Resources

The following websites may be particularly useful in supporting your professional development as a culturally responsive educator.

ASCD (formerly the Association for Supervision and Curriculum Development)
http://www.ascd.org/

Founded in 1943, ASCD is an educational leadership organization dedicated to advancing best practices and policies for the success of each learner.

Learning Forward (formerly the National Staff Development Council, NSDC)
http://www.learningforward.org/

Learning Forward is an international membership association of learning educators focused on increasing student achievement through more effective professional learning. Learning Forward’s purpose is to ensure that every educator engages in effective professional learning every day so that every student achieves.

AllThingsPLC
http://www.allthingsplc.info/

This site was created to serve as a collaborative, objective resource for educators and administrators who are committed to enhancing student achievement. Teaching professionals are invited to share knowledge, ask questions, and get expert insight into the issues teachers face each day in the classroom.
Annenberg Institute for School Reform
http://annenberginstitute.org/

The Annenberg Institute for School Reform at Brown University engages in intensive work with urban school systems across the country that are pursuing systemwide efforts to improve educational experiences and opportunities, particularly for English language learners and students from low-income backgrounds. The Institute supports and encourages the use of professional learning communities as a central element of effective professional development as part of a comprehensive reform initiative.

References