Multicultural Education:
A Key Component for Comprehensive Instruction

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First Reader _____

Second Reader _____

Nature is a symphony of diversity, and therein lies its magnificence. It is interesting that we have noticed this and taken advantage of it in every living system with the exception of our own. Human beings have interpreted differences as symbols of fear.
(Kappa Delta Pi Record, Summer 1995 p.159)

Introduction

The objective of this thesis is to examine how middle and high school curriculum works to develop human interaction adeptness, social skills, and academics. This study is intended as a reference for administering a multicultural education survey, analysis interpretation, program evaluation, and ethical behavior for public servants

Part I, A Student Survey for Planning a Multicultural Education Program at the Secondary Level - Questions, Issues, and Purpose, investigates questions and issues related to traditional education and the purpose of having a multicultural education program. Part II is the analysis of the survey administered at Flint Southwestern Academy in Flint, MI on June 2 through June 11, 1997.

Part III of the thesis looks at methods for program evaluation: How do schools know if the principles of Multicultural Education are at work? This section will also examine the history of the Flint School District in reference to multicultural education in its schools.

Finally Part IV, The Multicultural Education Code of Ethics for Public Servants, explores public service conduct. The thesis is also a tool for reflection and suggestions for a comprehensive approach to education.

Part I
A Student Survey for Planning a Multicultural Education Program at the Secondary Level: Issues, Questions, and Purpose

Comprehensive education, from a multicultural approach, is a curriculum that consciously and systematically works in the entire school environment. The multicultural approach to comprehensive education works within the main curriculum to develop intercultural knowledge, reduce racism and discrimination, and prepare students with academic and social skills to realize success in a diverse world. Multicultural education (ME) is not a confined class.

ME operates from a philosophy, a way of thinking, and a way of presenting (for students) the diversity of our community and world in a conscious, positive, and systematic way. Learning and understanding our diverse society by means of a systematic program is a positive step towards enabling students to grow healthy, socially, and academically in a peaceful environment. ME programs also afford teachers the opportunity to develop socially, academically, and professionally. Education is a lifelong objective for all people involved in ME programs. That is the purpose of a multicultural education program.

Secondary school children bring to school an abundance of knowledge and experience of the social world in which they live. This cultural experience unfolds at home and in the their community. Although students sort through much of their daily input, (e.g., TV, newspapers, music, magazines, movies, videos, conversations, class work, class discussion, oral history, etc.) they also witness the complexity of our world on a daily basis. Too often, the knowledge and experience students bring to school differs from the books and materials they encounter in the classroom.

The complexity of our world influences students in many ways (i.e., stereotyping, forming attitudes and views, developing identity, opinions, collecting subtle messages, organizing information, molding bias, forming prejudices, etc.). Central to academic and social development are the textbooks and supplemental materials students are expected to manipulate during the course of the school year. The school experience, coupled with their personal home

experience, is what produces social and academic child development. A meaningless experience has a negative affect on the individual and on society.

Schools that still operate under the traditional approach continue to instruct and expose students to materials that are not inclusive and comprehensive. This is especially evident in regards to history texts. Traditional history textbooks have not been comprehensive in terms of explaining US history and world history accurately or making positive reference towards diversity. Under the pretext of assimilation, some of U.S. history has been manipulated, exaggerated, and distorted. In addition, much of our history dealing with diverse groups has been evaded. The traditional approach to education, historically and currently, has excluded many groups or presented them in fragmented fashion. Diversity refers to the young, the old, women, ethnic groups, those with disabilities, low socioeconomic status, or alternative life styles. Fundamental curricular exclusion of these groups persists simply because they are different from the majority and serve no ethnocentric cause.

It is often the assumption that children are learning and preparing for the future. Furthermore, some believe that by the end of the K-12 experience, students will have developed skills to succeed in a world that will test them in every facet of life. As students grow into adults, they will be judged in skills other than reading, math, and science. As parents, educators, and members of the community, we all hope that the nurturing process will provide our children with the essential skills they will need to function and secure a good and peaceful life.

State mandates, local school reform, school improvement committees, parents, teachers, and all concerned strive to have students excel in academics. When the Michigan Educational Assessment Program (MEAP), High School Proficiency Test (HSPT), Scholastic Academic Test (SAT), and other measures of academics prove unacceptable, heated debates over accountability are heard widely. After the smoke of culpability settles, another educational reform is launched in an effort to remedy low student scores in the core curriculum. The current approach to academics in Flint's public schools focuses the core curriculum. Less emphasis is afforded with the non-core courses. In addition, no systematic

educational reform that addresses the essence of diversity has yet been implemented citywide in the Flint School District.

It is bewildering and disturbing for the entire educational system when students can't score sufficiently on standardized math, English, and science tests. Everyone is perplexed, including the students. More troubling to many contemporary educators, in addition to low standardized tests, is that many students exit high school without the essential knowledge about the people who make up their neighborhoods and communities. Understanding and having knowledge about diversity is as critical as understanding the basics of English, the concepts of math, and the theories of science. Notwithstanding, under traditional school curriculum, the core subjects are still viewed as the essence of the K - 12 experience.

Knowledge about diversity is essential, necessary and indispensable. In most cases, students will have to work with, live near, and share a community with diverse groups. Sharing a community refers to all the aspects of daily social interaction. More troubling, in summing up essential life skills, is the reality that very little knowledge and understanding is gained in the critical first years of the learning process. To add to this dilemma, much of what students do learn about other groups, in elementary and secondary schools, is fragmented. The approach to teaching English, math, and science is not in fragments. Why should the essence of diversity be? Elementary schools have a prime opportunity to instill and nurture comprehensive education for positive child development. In elementary schools across the USA is where learning about the essence of diversity should start.

No significant gains have been made in Flint, Michigan concerning school curriculum that is instituted to systematically address our social problems. The core curriculum approach to education still maintains the priority with overall funding, time devoted for endless committee work, staff development, and time for struggling with state mandates that are directed at the core of the curriculum only. (See Part III pages 38 for the historical context of ME in the Flint School District.)

Historically, most schools have evaded the inclusion of certain groups in their fundamental approach to education. Because of this fragmented approach, most kids fail to learn about our diversity in constructive, positive, and progressive ways throughout the K - 12

system. When school curriculum is not inclusive of diversity in its approach to teaching life essentials, it functions the same way it did generations ago. The consequences of this approach can be seen through student interaction in schools and intercultural group interaction in the community and in our society.

Most educators are familiar with the phrase, "cycle of poverty." Studies indicate that it is difficult to break for many Americans, and in many cases leads to a "self-fulfilling prophecy." Other studies also suggest that social and political forces often make it impossible to break this cycle. Regardless of the reason, the cycle of poverty persists and works to limit opportunities for those of low socioeconomic status. In a commentary in USA Today, Jill Nelson notes that the NAACP is calling on state-funded support for Scholastic Aptitude Test preparation classes for students of color. In addition, the NAACP is asking for future change to increase access to colleges for students of color. Furthermore, "The NAACP's concern is that bias in the tests may manifest itself in language and in situation presented in questions. The challenge is to figure out how it does and to eliminate it. ... This is based on two facts: One, that black and Latino scores are, on average, 100 points lower than those of their white and Asian counterparts. And two, that the significance of test scores for college admission isn't likely to change anytime soon." (p. 17 A) With regards to low expectations, Jill Nelson writes,

> Perhaps the saddest comment was the suggestion by the NAACP's national coordinator of youth counsels, Jeffrey Johnson, that one explanation for lower scores might well be a 'self-fulfilling prophecy.' That if the expectation of students of color is that they will not score well, they don't. (p.17 A)

Supporters of multicultural education also witness another cycle working in America, a "cycle of evasion." This cycle has persisted for many generations. The cycle of evasion manifests itself when school curriculum is not inclusive of diverse groups in positive, constructive, and systematic ways. The cycle of evasion works in different ways. First, it limits the development of essential social and intercultural skills for children; second, it corrodes our community of harmony and peace from one generation to the next; and third, it breeds hate, prejudice, disrespect, violence, misunderstanding, and racism in our schools and communities.

(To help understand the "cycle of evasion" see The Multicultural Education Code of Ethics for Public Schools Servants in Part IV.)

Caring about students suggests a curriculum that operates with a shared sense of respect, purpose, and recognition. Inclusion of diversity is what makes a difference in the social and academic developmental process for children. Evading and excluding diversity works only to develop and continue misunderstanding, racism, and unrest between groups.

In an editorial in La Raza (Oct. 3-9, 1999 Racism and Illness p. 34) the editor writes how racism develops and manifests itself through social expressions.

In sum, racism is an illness. But it is a social ill, more closely related to epidemics and contagions, like smallpox and AIDS, rather than a heart condition or cancer, which affect the body of a single person.

The key to combating smallpox was a collective effort of vaccinating the world's people-not treating the sick one by one.

It is the same with racism, with the only difference being that the antidote is not a simple needle prick, rather a long, healthy educational process.

Like one we do NOT have yet.

A Student Survey: Issues and Questions

The following survey was administered to students at Flint Southwestern Academy (Flint, MI). Part II of the thesis will provide the analysis. Related issues (or issue) are intended to introduce the survey questions, arguments and references follow.

- Issue for survey questions 1 through 15
  Do all students, regardless of the groups to which they belong, (gender, ethnicity, race, social class, and special education) experience the educational process as inclusive? Do textbooks and instruction mirror our diverse society?

The following types of textbooks used at this school reflect the cultural diversity of the society in which we live.

1. Science textbooks
   a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

2. Social Studies textbooks
   a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

3. English textbooks
   a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

How important is it that the following types of textbooks reflect the cultural diversity of the society in which we live?

4. Science textbooks
   a. very important   b. important   c. not sure
   d. not important   e. not very important

5. Social Studies textbooks
   a. very important   b. important   c. not sure
   d. not important   e. not very important

6. English textbooks
   a. very important   b. important   c. not sure
   d. not important   e. not very important

7. My science teachers present materials throughout the semester that incorporate information about different groups. This happens:
   a. never b. seldom c. sometimes d. often e. frequently

8. My social studies teachers present materials throughout the semester that incorporate information about different groups. This happens:
    a. never   b. seldom   c. sometimes   d. often   e. frequently

9. My English teachers present materials throughout the semester that incorporate information about different groups. This happens:
    a. never   b. seldom   c. sometimes   d. often   e. frequently

It is important that teachers of different subjects instruct you about the cultural diversity of the society in which we live?

10. Science teachers
    a. strongly agree   b. agree   c. not sure   d. disagree
    e. strongly disagree

11. Social Studies teachers
    a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

12. English teachers
    a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

13. My science teachers include information about different groups in chapter or unit tests. This happens:
    a. never   b. seldom   c. sometimes   d. often   e. frequently

14. My social studies teachers include information about different groups in chapter or unit tests. This happens:
    a. never   b. seldom   c. sometimes   d. often   e. frequently

15. My English teachers include information about different groups in chapter or unit tests. This happens:
    a. never   b. seldom   c. sometimes   d. often   e. frequently

In secondary schools, the experience and prior knowledge students bring into the classroom affects, to some degree, what they are taught and expected to accept. Banks (1989) explains this analysis:

> Many studies have revealed that the textbook is still the main source for teaching, especially in such subjects as the social studies, reading, and language arts. Some significant changes have been made in textbooks since the civil rights movement of the 1960s. More ethnic groups and women appear in groups in textbooks today than in those of yesteryear.

However, the content about ethnic groups in textbooks is usually presented from mainstream perspectives, contains information and heroes that are selected using mainstream criteria, and rarely incorporates information about ethnic groups throughout the text in a consistent and totally integrated way. Information about ethnic groups is usually discussed in special units, topics, and parts of the text. (p. 191)

Planners of multicultural education programs are conscious of developing a curriculum that is inclusive of all groups.

In April of 1996 the National Standards Project released its revised version of its National History Standards. The project was an effort to establish how our American and Western heritage should be taught and communicated in American schools. The project focused on the content in history books. In addition, the project also created extensive lessons plans for instruction. The U.S. Senate and a substantial number of professionals from around the country argued and debated the National Standards Project. The issues below profile the project:

a. Do the Standards, as critics argue, accentuate the dark chapters of American history (racism, sexism, environmental destruction, and foreign adventurism) rather than liberty and prosperity?
b. How should students go about learning world and US history?
c. Does the curriculum reflect a truly global perspective instead of a congeries of regional ones?
d. Is the struggle by minorities and women against a white patriarchy the central theme of American history?
e. Do history classes (and others) analyze a variety of perspectives on historical events?

Walter A. McDougall, in his remarks, What Johnny Still Won't Know About History, (July, 1996) reminds us about his earlier concerns in Commentary (May, 1995). In reference to the teaching of U.S. history, he posed the question, Whose History? and Whose Standards should be taught and communicated? McDougall writes that aside from liberty and prosperity, American history also has a legacy of racism, sexism, and environmental destruction:

As in the new World standards, the authors have also watered down the language that made the struggle by minorities and

women against a white patriarchy seem to be the central theme of American history (p. 34).

Parts of the American legacy are difficult, uncomfortable, and conflicting for many to confront, explain, discuss, or even teach.

The issues, related to questions 1 through 15 of the survey, center on the concern that textbooks should mirror our diverse society. Furthermore, teachers should incorporate diversity even if their textbooks do not, and students should sense (through their teachers' efforts) that diversity is important. In the traditional approach, United States history has been written from an Anglo perspective, taught on the premise of cohesion and solidarity, and accepted by many (for many years) as the thing to do to realize assimilation and nationalism. Likewise, for many historians, institutions, textbook authors, and teachers, fear of division and separatism was the driving force in keeping U.S. history ethnocentric. The repercussions of our ethnocentric communication of history are what continue to fuel racism and the social misunderstanding between groups in the U.S. today.

To better understand the diversity of the community, Ramsey suggests that:

> In order to respond effectively to the particular needs, concerns, and interests of each group of children and their families, teachers need to see the community as the context of their work and to study it systematically. (p. 47)

The community, as related to multicultural education, has a global perspective as well as a community one. Survey questions number one to fifteen will provide answers to whether or not the textbooks and instruction reflect the diversity of the community and society. Do the textbooks mirror and represent the real world students know? Lisi and Howe state that:

> Often, the textbooks in use throughout many school systems lack a multicultural perspective. Many schools, especially the poorer, larger urban districts, use outdated texts, and even the newer versions do not always have a suitable level of multicultural content. (p. 34)

- Issues for questions 16 through 22
  Are hostilities and prejudiced behavior often the cause of stereotyping?

16. Students of different races are not stereotyped at FSWA.
    a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

17. Girls are stereotyped at FSWA.
    a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

18. Boys are stereotyped at FSWA.
    a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

19. Students of special education are stereotyped at FSWA.
    a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

20. Students who come from families with low incomes are stereotyped at FSWA.
    a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

21. Students with high IQs are not stereotyped at FSWA.
    a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

22. Students with low IQs are not stereotyped FSWA.
    a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

Multicultural education acknowledges that inequalities have a long history for many groups in our society. Oppression is often based on the assumption, by the macroculture or the dominant group, that certain groups and minorities suffer from a deficiency related to race, gender, disability, social stratification, I.Q., cultural baggage, morals, language, family, etc. These presumed deficiencies often form the basis for stereotyping. In certain textbooks and schools assumptions about such deficiencies have become the rationale for excluding many groups from the content and general school curriculum.

Multicultural education incorporates positive strategies into all aspects of the curriculum and school environment to help students develop skills to overcome the negative process of stereotyping. Sandhu and Rigney (in Kappa Delta Pi Record) reflect on the process of stereotyping:

Cultural dissonance may occur when people from different cultural styles interact. If unaware of these differences, people can stereotype others. Communication may break down, misunderstanding may develop, and genuine relationships may never form. Cultural dissonance can also occur when people with different cultural experiences meet and fail to understand each other's different perspectives (Dragums 1981). Often these perceptions contradict and clash. In order to avoid cultural dissonance, it is imperative that teachers understand their students' diverse world-views, cultural experiences, and cultural values. (p. 158)

In addition, hostilities and prejudice are behaviors that often help create stereotyping:

Historical hostilities and cultural prejudices are perpetuated in the minds of children by overt and covert messages sent constantly by adults, media, and contemporary events. Based upon historical facts, myths, and stereotypes, racism continues to create problems in relationships. Holt (1992, ix) alluded to this perennial problem by saying: Nature is a symphony of diversity, and therein lies its magnificence. It is interesting that we have noticed this and taken advantage of it in every living system with the exception of our own. Human beings have interpreted differences as symbols of fear. (Kappa Delta Pi Record p. 159)

In Chapter 6 of Banks, Sadker, Sadker, and Long write about "Gender and Education Equality". They describe six forms of sex bias that educators can use to evaluate materials for gender equity for the classroom. The six forms of bias (as edited from Banks p. 107) are:

a.   linguistic bias (e.g., mailman, policeman, forefathers),

b.   stereotyping (e.g., boys typically are portrayed as exhibiting one set of values, behaviors, and roles, whereas girls are drawn with a different set of characteristics,

c.   invisibility or omission (e.g., women have made significant contributions in history, yet few appear in detail in history books)

d.   imbalance (e.g., minimizing the role of women, people of color, and other groups)

e.   unreality (e.g., the unrealistic portrayal of certain groups in U.S. history or the typical American family)

f.   fragmentation (e.g., textbooks giving only fragments of information that relates to contributions made by minority groups).

Questions 16 to 22 will help identify those groups that are stereotyped the most at FSWA.

*   Issues for question 23
            Are schools helping students develop intercultural knowledge and social skills needed to function and live peacefully in a diverse setting?
            Does your school have a curriculum that professes and demonstrates equality and respect? Is the curriculum promoting positive race and ethnic relations?

23.   Students of one race do not respect students of other races.
        a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

        One of the goals of multicultural education is to reduce racism, prejudice and discrimination. ME confronts the fact that we live in a racist society. Racism has a profound influence on how individuals perceive, believe, and behave in our society. ME engages strategies that help reduce the development of racism. More important, ME provides students with action skills needed to achieve success in diverse settings and in a diverse world. Bennett offers this concession to achieve better race relations:

        Multicultural education provides knowledge about ways to achieve greater social harmony in a society and world currently faced with intercultural conflict. Because it is based on the ideology of cultural pluralism, multicultural education represents a compromise between cultural assimilation on the one hand and cultural separatism or segregation on the other. (Bennett p. 55)

- Issue for question 24
  Are academics equal for girls and boys?

24. Girls and boys are not given equal opportunities and options in academic areas at FSWA.
    a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

    Schools can be the catalyst for reform and thus change the status quo. In career opportunities, schools can implement one aspect of multicultural education - "the social reconstructionist approach". This method is what Grant (Fall, 1992) outlines in his effort to explain multicultural education. The process according to Grant:

> teaches students to analyze social inequality and oppression by helping them develop skills for social action. This approach promotes social structural equality and cultural pluralism and prepares students to work actively toward equality for all peoples. (p. 22)

It is important for students to develop "life skills" that will help them overcome the inequalities and the complexities of the real world. Sleeter (1996) examined the complexity of race, class, and gender relations in our society and affirms that:

> As the young work through their dreams and questions in a particular context, the range of possibilities that seem open and real to them gradually narrows and tends to mirror the lives of their parents and the context in the local community. The culture the young construct from the fabric of everyday life provides a set of answers and a sense of certainty for their questions and dreams. To the extent that everyday life embodies unequal social relationships, the culture students generate and regenerate over time gradually accepts and explains existing social relationships. (p. 174)

- Issue for question 25
  Are extra curricular activities equal for girls and boys?

25. Girls and boys are given equal opportunities and options in extra curricular activities at FSWA.
a. strongly agree   b. agree   c. disagree   d. strongly disagree   e. not sure

Sex bias in extra curricular activities is overwhelming in most cases. Despite clear discrimination, little is done to challenge its outright inequality. Banks reaffirms that, "In athletics, females also suffer from sex bias. For example, although there has been some progress, women's athletic budgets in the nation's colleges are only a modest percentage of men's budgets." (p. 114)
The same holds true in many secondary schools; boy's extra curricular programs receive more funds than girl's programs.

The clearest example of sex bias (in secondary schools and in colleges) is in the school name. At FSWA, the school name is the "FSWA Knights". The sole mascot is definitely virile. To accommodate the high school girls, the title of "Lady Knights" is afforded to the girls; for the Jr. high schools girls, "Little Lady Knights". If the other perspective were to manifest itself, students and cheerleaders would hail in all games to, "Go-FSWA Dames". And to accommodate the boys, the title of "Gentlemen Dames" (or "Little Gentlemen Dames" for the Jr. high boys) would be the norm. Sexual bias is so instilled in most school environments that few people even question the status quo of the school mascot.

- **Issue for question 26**
  Are the complexities of racism confronted systematically?

26. Teachers do not deal with racial issues effectively.
a. strongly agree   b. agree   c. disagree   d. strongly disagree   e. not sure

In planning a multicultural education program, a sequence of teacher inservice days is mandatory. The inservice is essential for preparing teachers and staff members to deal with racial issues effectively. The scope of a ME program is for students to experience a reduction of discrimination, racism and ethnic prejudice and an increase in peace. Bennett (1986) provides the following analysis:

> The essential goals of human rights, social justice, respect for alternative life choices and equal opportunity for all are part of this nation's basic democratic ideals. In theory it is un-American to be racist or sexist, but because many teachers are fearful about teaching attitudes and values, they ignore the issues of prejudice and discrimination. (p. 55)

Each individual's understanding of racism varies from personal experience. As part of a larger study, Sleeter (1996) made this observation:

> Since most students had not experienced overt discrimination in the community and many of the students had not ventured very far outside the community, they assumed race relations in society are similar to race relations in that community. Neither school nor parents taught them much about racism beyond what they experienced. One teacher in the junior high taught about it, and a few students mentioned this while in junior high, but seemed to forget it in high school since the race relations where they lived were positive. (p. 170)

Although some students may be unenlightened about race relations and institutional racism in the real world, it is important that they understand its complexities and repercussions. Only through a comprehensive curriculum, that confronts and deals with the issues of racism effectively, can students learn the skills necessary to succeed and live peacefully.

- Issue for question 26
  Are schools preparing students for the intellectual diversity of our world? Sleeter (1996) made this statement: "in their attempts to teach children about diverse groups, schools have produced culturally illiterate Americans who have little sense of a shared culture." (p.1)

26. Teachers include discussions about different cultural groups during the school year.
a. strongly agree   b. agree   c. disagree   d. strongly disagree   e. not sure

In many schools, across the U.S., reference to minority groups is too often kept within the confines of folksongs, folktales, diversity day, brotherhood month, cultural heritage, or Hispanic month. Little is planned systematically school-wide. Cultural awareness is often superficial because it looks only at specific customs or events in most cases. Advocates of multicultural education approach diversity as inclusive. Sleeter (1996) explains it this way:

By 'culture', I mean the totality of a people's experience: it's history, literature, language, philosophy, religion, and so forth. (p. 146)

A ME program goes beyond fragmentation. It is inclusive, not monocultural. It provides instruction, textbooks, supplemental materials, lesson plans, activities, and an evaluation of the content covered with diversity as a component. Classes in a multicultural education school program take a people's experience and uses it to teach about reading, writing, math, art, music, science, history, language, literature, etc. as they apply to the class.

Bennett (1986) examines the disturbance many students may face by having to accept history, literature, language, philosophy, science, and religion from one perspective:

Because schools are patterned after the macroculture, it is essential to understand the macrocultural world view that has originated primarily in Britain and Western Europe. This is not an easy task for those who happen to share this view of the world and take it for granted. Lessening the transitional trauma many students face in our classrooms, however, requires awareness of what many teachers unconsciously expect students to fit into. (p. 13)

Diamond and Moore (1995) recommend strategies for achieving student success, they advise that:

assessment and evaluation is an on-going part of the teaching process. Monitoring the learning of students with authentic measures, combined with reflection and informed decision-making, enables all students to become successful learners. Importantly, teachers in a multicultural classroom continue to read professionally, ask questions, reflect, collaborate with one another, listen, research, and refine their practice to match the evolving needs of all their learners. Seeking to grow and develop professionally, teachers view theory as ever-changing, leading us down avenues in which all students achieve excellence. (p. 358)

- Issues for questions 28 and 29
  Does your school curriculum embrace all students?

What collective approaches and strategies can all staff members take to establish equity for all?

28. My classmates generally do not feel comfortable when they have to work with someone of a different race.
   a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

29. My classmates generally do not feel comfortable when they have to work with someone who is in special education.
   a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

In 1954, Gordon Allport published his theory of affirmative inter-group contact. He outlined his theory in this fashion:

> Given a population of ordinary people, with a normal degree of prejudice, we are safe in making the following general prediction: Prejudice (unless deeply rooted in the character structure of the individual) may be reduced by equal status contact between majority and minority groups in the pursuit of common goals. The effect is greatly enhanced if this contact is sanctioned by institutional supports (i.e., by law, custom or local atmosphere), and if it is of a sort that leads to the perception of common interests and common humanity between members of the two groups. (Bennett p. 68)

Multicultural education is inclusive. Its purpose and principles embrace all students. ME is considered a social reform. The reform (purpose and principles) is meant to be the foundation of the new curriculum. Crucial to its outcome is the collective effort by all staff members to carry out its purpose and principles. Sleeter probes the mainstream approach:

> For example, mainstreaming, followed by the Regular Education Initiative, has been premised on the belief that children with disabilities will gain more from school if unnecessary barriers to their integration with mainstream children are removed.
> (p. 42)

Creating a positive atmosphere, in the classroom, between the teacher, regular students and special education students is a challenging task. Sleeter asserts that teachers and all staff members must make a collective effort for change:

Viewing multicultural education as a social movement has implications for how one conceptualizes school change, which in turn has far-reaching ramifications. Most educators do not think in terms of collective action aimed toward institutional change. (p. 230)

- Issue for question 30
  Does race interfere with social interaction?

30. Students of different races socialize together at FSWA.
a. strongly agree   b. agree   c. disagree   d. strongly disagree   e. not sure

The social contact theory, which Bennett and others write about, is used as one approach in multicultural education to achieve better racial harmony and peace. This approach is used to lighten social barriers between students in schools. The social contact theory brings about positive growth in both social and academic standards. Bennett outlines the following:

First, there is a relaxed interracial mixing among the majority of students and teachers in casual and informal settings at school. Second, there is real academic achievement and personal growth among all students, as seen in formal course work and extracurricular activities. These two characteristics appear to be interactive. Where good race relations exist student achievement is higher, and the reverse is also true. (p. 69)

Observation of social contact provides important insight to where racial and ethnic groups stand concerning student interaction and academic achievement. Documenting student social contact in the school is important in planning an ME program. Researchers, Hurtado and Trevino, at the University of Michigan concluded that, "Minority students are more likely to eat, study, and socialize with people outside their race than European-American students. The study denounces the idea that minorities socialize only among themselves. In fact, the study shows that European-American students are more likely to stick together." (p. 4)

- Issues for questions 31 and 32
  Do school administrators have sufficient training in dealing with diverse groups on a daily basis and in times of crisis?
  Do students feel a sense of threat in school?

31. Administrators at FSWA deal effectively with issues
     of race.
a. strongly agree   b. agree   c. disagree   d. strongly disagree   e. not sure

32. The majority of students at FSWA attend school in a
     positive atmosphere of social and racial harmony.
a. strongly agree   b. agree   c. disagree   d. strongly disagree   e. not sure

Controlling a school crisis that deals with race relations is one of the most dreaded and challenging tasks for administrators. Decisions that school administrators make in an emergency or in troubled times often sets the mood for calm, more unrest, or violence. How administrator handle small racial problems and deliver punishment can sometimes generate the spark to ignite a fire. School administrators should always involve and seek the support of the community, parents, and peer mediators in their crisis plan. In times of crisis, a collective effort by administrators, community leaders, peer mediators, and parents will be the only aspiration for peace. For administrators, maintaining an atmosphere of social harmony and peace is absolutely essential in providing students with the best opportunity to excel academically and socially.

•   Issues for questions 33
     Do students perceive a need for learning about diversity? In their daily encounters in school and in their community, do students feel they lack skills in dealing with diverse groups?

33. It is important for students to learn about different groups
     that make up the diversity of the society in which we live.
     a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

What do employers expect of potential employees? What criterion do employers use to select potential workers? According to the booklet, Making Your Way In Today's Economy, Background and Workbook, the desired outcomes from business leaders are:

communication skills, ability to work in teams, flexibility, ability to work with people from diverse backgrounds, understanding of globalization and its implications. (p. 21)

In a document prepared for Genesee and surrounding counties, Alicia Haley provides employee insight to what employers are concerned with. These concerns and issues include recruitment, qualified candidates, necessary skills, and training needs. Interpersonal skills are also a concern,

> Not surprising, the data indicate that communication skills are important for all employees, regardless of job skill level. Such skills as listening, ability to follow verbal instructions, written communication skills and showing respect for self and others are all perceived as important for employees at all skill levels by employers in all five counties. The importance of such interpersonal communication skills should not be underestimated during this period of emphasis on team work, business alliances and the efficient use of a business' resources. (p. 5)

Survey questions for numbers 34 to 37 have no issues and can be seen in Part II the analysis, or see the appendix.

Part II

Survey Analysis for
Flint Southwestern Academy (FSWA)

The purpose of the survey was to help determine, from students' perspective (ninth graders and twelfth graders), the following issues:
1. Is diversity reflected in their textbooks?
2. Is it important that textbooks reflect diversity?
3. Do teachers incorporate diversity?
4. Do teachers find it important to include diversity?
5. Is there a sense of social and racial harmony in the school?
6. Is stereotyping common?
7. Do equal opportunities exist for boys and girls?
8. Are racial issues dealt with effectively?
9. What should be done to improve the social environment in the school?

Formulating the hypotheses was based on the premise that knowledge of diverse groups, cross-cultural interaction, social skills, equal opportunity, and racial harmony were not at an acceptable standard. This survey was prepared and administered in an attempt to seek answers to this premise. The documentation of this survey will serve as data for supporting and developing curriculum with a multicultural component.

Hypothesis: Student's knowledge of diverse groups, social and cross-cultural interaction skills, equal opportunity, academic achievement, and racial harmony increase proportionately as the use of traditional textbook content and traditional instruction decreases.

Ho: There is no relationship between traditional textbook content and traditional classroom instruction and intercultural knowledge, social and cross-cultural interaction, equal opportunity, academic achievement, and racial harmony. This relationship is not evident in the ninth grade or the twelfth grade groups.

Ha: The sample confirms a relationship between traditional textbook content and traditional classroom instruction and intercultural knowledge, social and cross-cultural interaction, equal opportunity, academic achievement, and racial harmony. This relationship is evident between the ninth and twelfth grade groups.

Type I Error: This occurs if we falsely reject the null hypothesis and state that there is a relationship between traditional textbook content and traditional classroom instruction and intercultural knowledge, social and cross-cultural interaction, equal opportunity, academic achievement, and racial harmony, when there is none.

Type II Error: This would occur if we falsely accept the Ho. That is, we accept a null hypothesis when we should reject it. We state that there is no relationship between traditional textbook content and traditional classroom instruction and intercultural knowledge, social and cross-cultural interaction, equal opportunity, academic achievement, and racial harmony when in fact there is a distinction.

The survey was administered to students at Flint Southwestern Academy 1420 W. 12th Street, Flint, MI. Students were surveyed between June 2, 1997 and June 11, 1997. Because the survey was given two weeks before semester finals, not as may participants were surveyed as originally planned. Two groups were surveyed. The two groups included 131 ninth graders and 83 twelfth graders. Students were selected based on the teachers (English and Social Studies) who had sufficient numbers of 9th or 12th graders in their classes.

The rational for selecting the twelfth graders was based on the fact that they were exiting a high school that did not have an official multicultural component. Upon nearing completion of high school, how did the twelfth graders remember their high school experience in reference to diversity? (See p. 24 for issues)

Ninth graders were selected because they held a new perspective. After one year in the same high school, how did the ninth graders remember their first year experience in reference to diversity? The ninth graders were also selected because they could be surveyed again as twelfth graders.

Seven teachers were willing to participate in administering the survey. The seven teachers asked their students to participate voluntarily. The teachers read the instructions and the glossary to the students before the students started the survey. The teachers collected the survey from the students and the investigator collected

the survey from the teachers. The complete survey is listed in the appendix.

Results and Methods

The analysis of this survey is concerned with several key questions:

1. Are the perspectives of each group, ninth and twelfth graders, in regards to textbooks and instruction, significantly different?
2. Are the perspectives of each group, in regards to stereotyping, significantly different?
3. Is the analysis able to illustrate, by using two methods, a significant difference in the distribution of the ninth and twelfth grade groups?

One method that is appropriate for visualizing and interpreting data is a summary table. By incorporating the purpose of the survey (students' perspectives) and adding up their responses, it is possible to illustrate any relationship between the two groups. Not all questions are summarized. The following summary tables analyze critical questions from the survey.

Questions 1., 2., and 3.
The following types of textbooks used at this school reflect the cultural diversity of the society in which we live.
a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

To highlight priority, results of the five possible options are combined to create three categories. Strongly agree and agree are paired up, not sure stands alone, and disagree and strongly disagree are combined.

Summary Tables 1., 2., and 3. (in percentages)
Textbooks and their reflection of diversity

	Strongly agree & agree	not sure	disagree & strongly disagree
1. Science texts			
gr 9	23	29	48
gr 12	29	37	34
2. Social Studies			
gr 9	53	23	23
gr 12	56	22	23

3. English:

gr 9	31	27	42
gr 12	41	35	24

In addition to the summary table above, and those that follow, a test procedure that measures two samples of quantitative data can be utilized. This procedure is known as "the difference between two proportions probabilities test". The two samples include 131 ninth graders and 83 twelfth graders. As previously mentioned, the 12th grade group was selected because they were exiting the system; and 9th grade group, because they held a new perspective. This procedure can measure the two population means to find out if they are equal or not. Smith explains the test,

> The differences between the sample means can be used to estimate the difference between the means of the population from which these samples were drawn and to test the null hypothesis that these two population means are equal. An analogous procedure can be use to handle categorical data, which do not have natural numerical value that can be averaged. (p. 415)

If the analyzed data, through the above procedure, reject the null hypothesis, then we have demonstrated that there is a relationship between traditional textbook content plus traditional classroom instruction and social and academic outcome for students. Smith provides this abbreviated formula,

Therefore, a shorthand summary is

$$\frac{X1 - X2}{N1 \quad N2} \quad \text{is N} \left[p1 - p2, \sqrt{\frac{p1 \, (1 - p1)}{N1} + \frac{P2 \, (1 - p2)}{N2}} \right]$$

Again, we use the following general formula to convert our normally distributed test statistic to a standardized z statistic:

$$Z = \frac{\text{Observed statistic - null hypothesis parameter value}}{\text{Standard deviation of statistic}} \quad \text{(p. 417)}$$

To better summarize the data, the following characters will be used to indicate the level of significance in each table synopsis:

* = significance @ a 10% level with a critical value of 1.645,

** = significance @ a 5% level with a critical value of 1.960,

*** = significance @ a 1% level with a critical value of 2.576, and

no * = no significance.

Synopsis of Table 1 (**)

Science texts: 48% of the 9th graders and 34% of the 12th graders did not agree that science books reflected diversity. By applying "the difference between two proportions probabilities test", z = 2.1777. Comparing the z score of 2.177 to the critical value of 1.960 at a 5% level of significance for a two-tailed test, we see that the data rejects the Ho hypothesis. The data also relate to studies that find many textbooks are lacking a multicultural perspective.

Synopsis of Table 2 (n *)

Social Studies: The majority of both groups (53% of the 9th graders and 56% of the 12th graders) felt that their social studies text reflected diversity.

Synopsis of Table 3 (***)

English: 42% of the 9th graders and 24% of the 12th graders did not agree that English textbooks reflected diversity. Here the z score = 3.093, and when compared to the critical value of 2.576 at a 1% level of significance the Ho is rejected.

Questions 4., 5., and 6.

How important is it that the following types of textbooks reflect the cultural diversity of the society in which we live?

a. very important   b. important   c. not sure
d. not important   e. not very important

Results of the five possible options are combined to create three categories. Very important and important are paired up, not sure stands alone, and not important and not very important are combined.

Summary Tables 4., 5., and 6. (in percentages)

The importance of Textbooks reflecting diversity

	Very important & important	not sure	not important & not very important
4. Science texts			
gr 9	39	22	40
gr 12	46	26	27

5. Social Studies

gr 9	72	19	11
gr 12	72	16	10

6. English

gr 9	51	24	25
gr 12	62	28	10

Synopsis of Table 4 (*)

Science texts: 40% of the 9th graders and 27% of the 12th graders agreed that it was not important that science books reflect diversity. This is significant because the two groups believe diversity has no place in the content of science. This perception is the result of the traditional K - 12 experience in which certain teachers and textbooks simple exclude diversity in the content. The z score here = 1.868, and when compared to the critical value of 1.645 at a 10% level of significance the Ho is rejected.

Synopsis of Table 5 (n *)

Social Studies: The majority of both groups (72% of the 9th graders and 72% of the 12th graders) felt that it was important that their social studies text reflected diversity.

Synopsis of Table 6 (***)

English: 25% of the 9th graders and 10% of the 12th graders stated that it was not or not very important that English texts reflect diversity. The z score here = 2.704, and when compared to the critical value of 2.576 at a 1% level of significance the Ho is rejected.

Questions 7., 8., and 9.

My teachers (science, social studies, English) present materials throughout the semester that incorporate information about different groups. This happens:
a. never   b. seldom   c. sometimes   d. often   e. frequently

These three questions seek to find out if teachers do incorporate diversity. For focus, results of the five possible options are combined to create three categories. Seldom and sometimes are paired up, never stands alone, and often and frequently are combined.

Summary Tables 7, 8, and 9. (in percentages)
Teachers incorporating diversity

	never	Seldom & sometimes	often & frequently
Science teachers			
Gr 9	38	47	15
Gr 12	29	57	14
Social Studies teachers			
Gr 9	9	41	50
Gr 12	15	60	25
English teachers			
Gr 9	13	61	26
Gr 12	23	60	17

Synopsis of Table 7 (n *)
Science texts: 47% of the 9th graders and 57% of the 12th graders stated their teachers seldom or sometimes presented materials about diversity. These numbers relate to studies (Ramsey p. 47) in that suggest, "teachers need to see the community as the context of their work".

Synopsis of Table 8 (***)
Social Studies: 41% of the 9th graders and 60% of the 12th graders stated their social studies teachers presented text diverse materials seldom or sometimes. The z score = 2.812, and when compared to the critical value of 2.567 at a 1% level of significance the Ho is rejected.

Synopsis of Table 9 (*)
English: The majority of both groups, 61% of the 9th graders and 60% of the 12th graders stated that it was seldom or sometimes that their teachers presented materials that incorporated diversity. The z score = 1.673, and when compared to the critical value of 1.654 at a 10% level of significance the Ho is rejected.

Questions 10., 11., and 12.

It is important that teachers (science, social studies, English) of different subjects instruct you about the cultural diversity of the society in which we live?

a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

Results of the five possible options are combined to create three categories. Strongly agree and agree are paired up, not sure stands alone, and disagree and strongly disagree are combined.

Summary Tables 10, 11, and 12 (in percentages)
Teachers instructing towards diversity

	Strongly agree & agree	not sure	disagree & strongly disagree
Science texts			
gr 9	35	36	28
gr 12	45	28	28
Social Studies			
gr 9	71	20	8
gr 12	73	21	7
English:			
gr 9	56	33	11
gr 12	53	33	14

Synopsis of Table 10 (*)

Science texts: 36% of the 9th graders and 28% of the 12th graders were not sure if it was important to receive instruction on diversity. The z score = 1.649, and when compared to the critical value of 1.645 at a 10% level of significance the Ho is rejected.

Synopsis of Table 11 (n *)

Social Studies: 71% of the 9th graders and 73% of the 12th graders stated that it is important that their social studies teachers instruct them on diversity.

Synopsis of Table 12 (n *)

English: The majority of both groups, 56% of the 9th graders and 53% of the 12th graders stated that it was important that their teachers instruct them about diversity.

The remainder of the summary tables are also combined to create three categories. Strongly agree and agree are paired up, not sure stands alone, and disagree and strongly disagree are combined.

Question 16.
Students of different races are not stereotyped at FSWA.
a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

Summary Table 16 (in percentages)
Stereotyping races

	Strongly agree & agree	not sure	disagree & strongly disagree
gr 9	23	24	53
gr 12	28	22	50

Synopsis of Table 16 (n *)
53% of the 9th graders and 50% of the 12th graders disagreed.

Question 23.
Students of one race do not respect students of other races.
a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

Summary Table 23 (in percentages)
Racial respect

	Strongly agree & agree	not sure	disagree & strongly disagree
gr 9	29	33	38
gr 12	32	33	35

Synopsis of Table 23 (n *)
Both groups were closely divided within the three categories. This tends to suggest that both groups are not sure where interracial respect exists among the student body. This uncertainty among students at FSWA relates to the fact that racism has a profound influence on how we perceive our environment.

Question 24.
Girls and boys are not given equal opportunities and options in academic areas at FSWA.
a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

Summary Table 24 (in percentages)
Equal Opportunity

	Strongly agree & agree	not sure	disagree & strongly disagree
gr 9	30	30	40
gr 12	42	27	31
totals	72	57	71

Synopsis of Table 24 (*)
Both groups combined are divided between agree and disagree, while almost 1/3 of both groups are not sure. This uncertainty relates to Grant's explanation that ME, "teaches students to analyze social inequality and oppression by helping them develop skills for social action." (p. 22) The z score = 1.858, and when compared to the critical value of 1.654 at a 10% level of significance the Ho is rejected.

Question 26.
Teachers do not deal with racial issues effectively.
a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

Summary Table 26 (in percentages)
Dealing with racial issues

	Strongly agree & agree	not sure	disagree & strongly disagree
gr 9	45	41	14
gr 12	41	41	18

Synopsis of Table 26 (n *)
Both groups are almost equally divided between agree and not sure. What is significant, is that 45% of the 9th graders and 41% of the 12th graders believe that teachers do not deal with racial issues effectively. Bennett affirms that, "teachers are fearful about teaching attitudes and values, they ignore the issues of prejudices and discrimination." (p. 55)

Question 31.
Administrators at FSWA deal effectively with issues of race.
a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

Summary Table 31 (in percentages)
Dealing with racial issues

	Strongly agree & agree	not sure	disagree & strongly disagree
gr 9	23	48	29
gr 12	29	45	26

Synopsis of Table 31 (n *)
Almost half of each group is not sure about this issue. In addition, they are almost equally divided between agree and disagree. Because of this division and uncertainty, interaction between students and administrators is questionable. Furthermore, based on the written responses from Inquiry C. of the survey, many students suggested ways to improve student and staff harmony. These included better student staff interaction, avoid prejudices, and be friendlier,

Frequency distributions for the entire survey may be found in the appendix following the survey.

Conclusion

Seventeen critical survey questions were analyzed by utilizing two methods, a summary table and the difference between two proportions probabilities test. The summary tables give us a visual to check how students responded in percentages; the probabilities test allow us to see the statistical significance in each case. From the seventeen questions: four questions provided significance at the 10% level, one question contributed significance at the 5% level, three questions afforded significance at the 1% level, and nine questions furnished no significant relationship between the two groups. The Ho hypothesis was rejected eight times. These particular eight samples confirm a relationship between traditional textbook content and traditional classroom instruction on the one hand, and intercultural knowledge, social and cross-cultural interaction, equal opportunity, academic achievement, and racial harmony, on the other. The nature of this relationship distinguishes the ninth and twelfth grade groups.

In addition to the data, students also wrote comments (see the Appendix, Inquiry B of the survey). What stands out and is also worth reporting is that certain students sense a lack of cultural

diversity, interaction, and a lack of respect for other races. The majority of students at the FSWA are Black and White; other minorities make up less than 5% of the school population. Both groups, (in Inquiry C of appendices), hold a common perspective; they feel there is a need for interaction, promotion of equality, and friendship. Both groups state that staff members need to avoid prejudice.

The analysis of the survey supports the premise that:
a. diversity is not reflected in certain school textbooks,
b. certain teachers do not incorporate diversity or find it unimportant,
c. social and racial harmony in the school in questionable,
d. equal opportunities for boys and girls is questionable,
e. both groups are not sure if racial issues are dealt with effectively, and
f. the social environment in the school needs improvement.

In addition, students reported they felt uneasy, at times, about the general school environment (see appendices). The analysis of this survey will serve as a foundation for more immediate investigation at FSWA and for implementing ME programs in schools.

Racial dissonance and unrest continue to plague our society, in part, because of school curriculum that is not comprehensive and does not address critical social and academic issues in a systematic manner. The survey suggests a need for a multicultural component at FSWA. When recognition and opportunities are equal, social harmony and academics are high.

Part III

How do schools know if the principles of Multicultural Education are at work? Yardsticks for Measuring Distance to the Goal.

Developing intercultural knowledge for the purpose of helping improve student interaction, refine social skills, and excel in academics are foremost in multicultural education (ME) programs. Correct strategies, methodologies, planning, and textbooks are crucial in order for both teachers and students to achieve the major outcomes of multicultural education.

Multicultural education is not an isolated course that students elect to take. Instead, its principles are infused into the content of the general curriculum. Once this infusion is in motion, it works to influence the entire school environment in a positive manner.

According to Bennett (1986) multicultural education has four interrelated goals:
1.   to develop accurate historical perspectives and cultural consciousness,
2.   to develop intercultural competence,
3.   to reduce racism and ethnic prejudice and discrimination, and
4.   to develop social action skills.
In combination these goals provide guidelines for helping students expand their capacity to perceive, evaluate, and comprehend different beliefs and behaviors. (p. 206)

Program evaluations are made by measuring the outcomes. How would an evaluator attempt to measure what Bennett describes (above) in goal number one and number two? The words "consciousness" and "competence" become measurable by interpreting them as "knowledge". Students' knowledge of different cultural groups and their contributions to society are something you can measure. In addition, the repercussions and the consequences of social oppression, by dominant groups, are also measurable.

Most human service programs operate from some philosophical principle. Multicultural educational programs operate from the philosophical concept of equal opportunity. The purpose of multicultural education programs, according to Bennett, is to:

"change the total educational environment so that it will develop competencies in multiple cultures and provide members of all cultural groups with equal educational opportunities." (p. 52)

This section of the thesis will examine the process of program evaluation as it relates to multicultural education. Critical steps in executing a program evaluation for multicultural education will be outlined. The concept of intercultural competence will be examined. In brief, intercultural competence is about learning the culture of other groups and their perceptions, values, and learning attributes.

The section will also help to answer the question: How do schools know if the principles of Multicultural Education are at work? To provide more insight to the question, four important yardstick markers will be introduced to help measure distance to the goal. The yardstick markers are meant to provide assistance in helping pinpoint where the school is in relationship to the basic principles of multicultural education.

Program Purpose

Educational programs are developed to improve the social and academic growth of students. Program evaluation examines the problem statement, needs, and intervention of the program. In defining the problem, it is important not to be hasty in documenting the complexity of its nature. Kennedy (1984) contends that:

> The bulk of the methodological literature in educational evaluation and policy analysis addresses complex analytic techniques such as causal modeling or cost-benefit analyses. Less often acknowledged, but more commonplace in practice, are those studies designed to give policy makers a hasty estimate of the scope of a particular suspected problem. (p. 713)

An evaluator must be careful to examine the assumptions as well as any analyses of the program to help determine its position.

The problem statement of a proposed ME program might be based on the premise that intercultural knowledge, equal opportunity, social skills, and interracial harmony are low among students. In addition, staff and students may feel uneasy, at times, about the general school environment. Documenting interracial

harmony within the school as well as within the community is critical in developing the intervention. The documentation will also serve as data for supporting and developing an evaluation.

The historical context that was used to help document the needs assessment and to develop the student survey at Flint Southwestern Academy (FSWA) outlines four links. First, for the past eighteen years, the Flint School District has made an effort to adopt a policy and develop a coordinated plan for implementing multicultural education in its schools. In a letter to then Superintendent J. Pollack, Lenore Croudy (chairperson of the Multicultural Education Task Force) wrote:

> As of May 20, 1981, Flint became the first school district in Michigan to formally adopt a policy statement for multicultural education. The policy statement reaffirms that all students have equal educational opportunities regardless of race, sex, age, religion, language, socio-economic or ethnic background, physical or mental condition, or marital status.

Second, the Flint School District in the 1995-96 school year undertook school reform to improve academic achievement and to improve the social development of its school population. The reform was called Learning For Success. The goal was to teach all students to function at their highest level and prepare them to live and work in a technologically advanced and diverse society. A document entitled "A Guide to Exit Outcomes" was derived and approved by the Flint School District. It describes the broad skills and attributes the district and parents expect their children to demonstrate by the time they exit high school. The guide was drafted after study, participation, and input from staff members, parents, business leaders, and community members. The exit outcomes are based on the role students will assume as adults in the near future. The "Life Roles" promoted by the district were: personal, civic, learning, relationships, work, cultural, and global.

Third, members of the community of Flint are deeply concerned about the issues that confront the community, its schools, and its youth. At the Annual Multicultural Diversity Day at Flint International Institute on Oct. 17, 1994, community members representing parents, clergy, administrators, board members, union representatives, university professors, teachers, and Flint's Mayor, the Honorable Woodrow Stanley, voiced sincere concerns about the

need for multicultural content in the general curriculum. In addition, teacher training and a general understanding of multicultural education were voiced as community needs.

Finally, the fourth link is the Flint Community Schools District's Strategic Plan of 1989-1994. Relevant selections of the plan will provide help in understanding the broad picture from strategic design to how student perceive the school environment.

The following excerpts that follow are from the Flint Community Schools District's Strategic Plan 1989-1994 "Dedicated to the Success of our Students" booklet. The sections below are highlighted for three reasons. First, they are pertinent to multicultural education. Portions of the mission statement, philosophy, principles, goals, rationale, objectives, strategies, and action plan reflect multicultural consideration. This contemplation acknowledges the district's concern for multicultural instruction. Second, it provides some support for multicultural education in the Flint schools. Together, the excerpts also acknowledge accountability and the oath to serve students equally.

Flint Community Schools' Mission Statement
> "THE MISSION OF THE SCHOOL DISTRICT OF THE CITY OF FLINT IS TO PROVIDE QUALITY EDUCATION FOR THE CHILDREN AND ADULTS OF THE FLINT COMMUNITY"

Philosophy
Under the Strategic Plan for 1989-1994 the district states that its goals are based on two underlying purposes. The second underlying purpose reflects a multicultural view,
> Total Community Involvement which emphasizes the community education belief that learning and living are intertwined to the point where the classroom and the community are inseparable ... (p. IV).

Goal #4. Understanding of Others
The Flint Community Schools will provide to individuals and groups of individuals an opportunity to learn about, understand and appreciate the values, customs, and history of one's own culture and the qualities of other cultures. (p. IV)

Goal #10 Equal Opportunity
The Flint Community Schools will promote affirmative human and race relations and provide a quality integrated educational program through equal access and employment for all individuals without regard to race, religion, sex and creed. (p. IV)

Rationale
"In addressing these challenges to the educational system, 'what doesn't work' must be improved, and 'new ways of doing things' must be found. If America's schools are to meet the diverse needs of a pluralistic society in a shrinking, rapidly changing, and increasingly high tech world, new and innovative delivery systems must be designed and created. We will be a nation of minorities, impacting our language, values, and traditions, and highlighting the need to build on the richness of our ethnic and cultural differences while maintaining a common set of values" (p. 1).

"From a global perspective, America's students must be ready to compete on an equal footing with the students of Europe and the Far East, or see still more jobs and career opportunities go to foreign workers and foreign lands. In an open market only the best will survive and prevail. Therefore, we must be motivated by nothing less than excellence" (p. 2).

To summarize the strategic plan, the following questions are directed at the district's rationale. What skills will be critical to survive and prevail in a diverse and open market? How will we build on our ethnic and cultural differences? How will the core curriculum help to fulfill these essential skills for students? Which tools will help guide us in understanding what delivery system does not work? These questions are critical in constructing objectives and strategies to realize the goals. The district's objectives and strategies that follow below will serve as an indicator for realistic growth and in accomplishing the goals that are relevant to multicultural education in Flint schools.

The district's strategic plan (1989-1994) is designed around 20 strategies and 20 objectives. In addition, there are 115 specific tasks or activities in its Action Plan aimed at reaching the objectives. In the plan, there are 3 objectives, 3 strategies, and 3 tasks in its Action Plan that are aimed specifically at the multicultural role in educating students. I have listed them below in the order they appear in the booklet. The standard norm for objective to strategy

ratio is about 1 to 5. As a rule, each objective is backed by at least 5 strategies that work to fulfill the goal.

Action Plan
Objective: By 1994, academic achievement will have improved as evidenced by district-wide test scores at or above the grade equivalent and/or at or above state levels, and by improving rate of promotion at grade level.
Although this objective does not pertain directly to a multicultural approach, the following strategy does.

Strategy 1: Prepare students to adapt to a global society

Task or Activities
Promote and develop human relation's skills in a multi-cultural environment, such as getting along with others, decision-making, goal setting, improved tolerance for others, and working in groups.

Responsibility: Line Divisions Curriculum Services Principals Teachers
Cost: $10,000.
From/Thru: Oct. 89 to Sept. 94
Outcomes: Students/Staff will indicate by attitudes and behaviors, that this effort is successful. (p. 12)

Action Plan
Objective: by 1994, the school district will have provided , and 80% of the staff will have attended, educational programs related to the improvement of their affective, academic and/or work related skills.

Strategy 5: Develop programs, which enhance the skills of teachers in the subject areas and in teaching methods.

Tasks or Activities
Train staff in implementing the "World of Difference", a prejudice reduction program.
Responsibility: Staff Personnel Curriculum Services
Cost: $10,000.
From/Thru: Jan. 90 to Jan. 91
Outcomes: Staff attitudes will reflect the skills obtained. (p. 19)

Action Plan
Objective: By 1994, character education will be integrated into
the curriculum at every grade level, Pre-K through 12.

Strategy 10: Methods of improving student's appreciation of
cultural, social and economic differences.

Task of Activities
Promote and develop human relations skills, in a multi-cultural
environment such as getting along with others, decision
making, goal setting, improving tolerance for others and
working in groups.
Responsibility: Line Divisions Curriculum Services
Principals, Teachers
Cost: $10,000.
From/Thru: Oct. 89 to Sep. 94
Outcomes: Students/Staff will indicate by attitudes and
behaviors, that this effort is successful. (p. 29)

In summary, the district's dedication to success, in regards to Goal
4 and # 10 appear to have few objectives and strategies to
accomplish the goal. Furthermore, the outcomes appear difficult to
measure. It is somewhat subjective to measure attitudes and
behaviors of staff and students. It would be challenging to gauge
"staff attitudes will reflect the skills obtained". In addition, it would
be difficult to weigh success by, " Students/staff will indicate by
attitudes and behaviors, that this effort is successful". The strategic
plan of 1989 – 1994 appears to be concerned with the following:
a.   students learning about cultural diversity,
b.   "schools promote affirmative human and race relations", and
c.   students are provides with, "a quality integrated educational
      program".
The concern for ME seems to be there, but the objectives, strategies,
and outcomes provide little support for realizing success.

The above documentation laid the foundation for writing this
thesis in hopes of gaining support for implementing a ME program in
the Flint schools and at FSWA. If a ME program is implemented in
the future, evaluators can compare the historical context with the
current status to help evaluate the program's progress and
direction.

Many people in the Flint community and in the nation are concerned with the increasing diversity of the student population and how schools will respond to it. Grant (1992) offers this explanation:

> In K-12 classrooms in many cities across the United States, the student population has undergone major changes. Some scholars refer to it as the 'browning of America,' and demographic predictions are that this 'browning' will continue, as the Latino and Asian-American population increases. (p.18)

Within a few decades, the people of color will outnumber the white population of the U.S. Increasing cultural diversity demands educational programs that infuse multicultural content into the curriculum for the purpose of better human relations, cultural understanding, positive social interaction, and peace. The essence of ME is basic. In a community of diverse groups, whether in the classroom, locality, or nation, how can a school ignore the diversity and teach exclusively about Anglo America?

Program Scope and Evaluation Methods

How do schools know if the principles of Multicultural Education are at work? What methods and tools should be used to assess the effectiveness of a program? As a program evaluator, what yardstick should be used to gauge its effectiveness? Distance to the goal can be measured by evaluating the scope of the program.

In the evaluation process, often the methods and tools for evaluation seem illusive and hard to grasp. Every task requires certain tools to complete the job in a satisfactory manner. Rossman and Salzman (1995) offer some insight on what the tools for evaluation look like:

> Flowing directly from the complexity of the design are the methods used in the evaluations. As noted above, evaluations may rely on one method - for example, a survey - to assess the effectiveness or success of the inclusive program. Others rely on multiple methods to triangulate among data sources. (p. 5)

To help envision the evaluation process, consider thinking about the tools needed to perform a task. In the same fashion, Tushnet suggests that:

evaluation is driven by the theory or model of how a program is supposed to work. The theory of the program's operation is then used as a basis for designing an evaluation of the program. By explicitly relating program processes to outcomes, this approach seeks to avoid the limitations of the methods-driven and black-box approaches to evaluation. The treatment theory, then provides the evaluator with the framework that governs the evaluation. It not only generates appropriate questions about outcomes, but also directs attention to questions about the processes that lead to the outcomes. Evaluators can seek indicators about the populations receiving treatment, the inputs, the various necessary linkages, and outcomes. (p. 7)

Before evaluators can start to paint a complete picture of a program, they should address the following operations that become methods for evaluation.

1. Determine the program status by examining the planning documents, proposals, interview data, and the historical context. What is underneath the surface? Seek to confirm the assumptions of the problem and, who perceived them?

2. Examine the program objectives. Are they measurable so you can make a comparison between phases of the program?

3. Study the political atmosphere as related to the purpose of the program. These may include: equal academic and extracurricular opportunities for all students, intercultural proficiency, racial harmony, minority access into high tech fields, and the English only ideology of the school and the community.

4. Check the general strengths and weaknesses of the total school environment. Strengths and weaknesses can become measurable by doing interviews and examining and collecting school data.

5. Review evaluation reports from other M.E. programs. What methods and approaches tend to be most helpful? How are ME programs more effective according to their reports?

6. Examine how the results of the evaluation are to be used?

7. Determine if the evaluation will offer better insight for redesigning better ME programs?

Methods
Yardstick Marker #1.
Program evaluation reflects on the program's purpose, goals, objectives, needs assessment, intervention, and the historical context to better understand its current status. An evaluator should reflect on the following questions and statements to help develop an evaluation.
1. Did the school infuse multicultural content into its curriculum? This is the core of the ME!

2. Did the program intervention afford all students the opportunity to discover multiple historical perspectives and intercultural knowledge?

3. Did the school experience a reduction of racism and ethnic prejudice and discrimination?

4. Did students develop social action skills to counter social inequalities?

5. Did the level of racial respect increase?

6. Did students refine the social skills needed to live and work in a technologically advanced and diverse society?

7. Did the district provide sufficient support?

In developing an evaluation, measure distance to the goal by following the procedures below. First, examine student evaluation forms. If multiple historical perspectives were taught, they would appear on chapter tests or semester finals. Examine at least two or three student course finals from each department. Do they reflect, to some degree, the cultural study of other groups and their perceptions and historical perspectives?

Second, review the school's academic portfolio, course offerings, and graduation requirements. Check teachers course description (two or three) from each department. Do they reflect the goals of ME?

Third, document the general school environment. This would include general bulletin boards, classroom bulletin boards, school newspapers, yearbooks, casual student social interaction, student assemblies, and school reports. Do they reflect diversity?

Fourth, do some fieldwork. Are the concerns of the neighborhood and community as deep as they were before the program? Conduct interviews and attend community meetings. Research documented writings from different community sources. Is racial disrespect and intolerance still high?

Fifth, count the number of seniors who have successfully completed classes in technology, second language, and minority or ethnic studies. Check students' academic portfolios for social involvement within the school and community. Which graduates acquired the necessary skills to access jobs, vocational schools, business schools, international programs, state or federal post-high-school programs, colleges, and universities?

Tracking students may be an option for some evaluators who wish to examine the program affect on a select group. An evaluator will want to examine any evaluations made by school staff. Did the program intervention afford new opportunities to all students? Thompson and Tyagi suggest that:

> In addition to annual evaluations of the program by participants, the advisory board is implementing a longitudinal research evaluation to determine the extent to which the undergraduate training project increases the number of minority sociologists with Ph. D.'s. Students will be tracked over several years through an annual questionnaire designed to measure the effect of program support and other factors... (p. 185)

Although the above study is directed at postgraduate research, the same fundamentals may be used in ME programs for secondary schools.

Target Population

A key element in program evaluation is describing the population served. Knowledge about the target population is critical in developing and assessing the intervention. Rossman and Salzman describe two components of an evaluation:

> Two fundamentally different strategies can be used to categorize the evaluations identified to date, as well as others that we identify. First, they can be organized by program features which focuses on program purpose, scope, target population, duration, and complexity. Second, the evaluations can be categorized according to features of the evaluation. Here the analysis focuses on design complexity, evaluation methods utilized, and role groups from whom data were gathered. (p. 2)

The program description outlines the target population and is critical for determining the type of service to be provided. Below are questions that an evaluator should ask and document to better understand the program. (a.) Does the program specify the intended population that it will serve? (b.) Is the program, indeed, serving the intended population? (c.) Do the participants know they are being served? And (d.) Who is in charge of monitoring the program for progress?

To assure that the target population is being served, Sanders reminds us that, "Evaluations should help assure that educational goals are appropriate, learner development is addressed, promised services are delivered, and ineffective or harmful programs are removed, thus providing accountability to community and society." (p. 83) The focus, in relation to the target population, should be on the resources that are targeted at the participants while promoting the program's goals.

Scope: Target Population Criteria
Yardstick Marker #2.

Program evaluation re-examines the policy and problem statements to better understand the position of the program's current phase. The Flint School District adopted a policy statement for multicultural education in May of 1981. In 1994, the district undertook school reform under the title of "Learning for Success". In evaluating the current phase of the Flint district's initiative on multicultural education and Learning for Success, an evaluator

would re-exam the policy, problem statement, and intervention plans. Were all students afforded equal educational opportunities regardless of race, sex, age, religion, language, socio-economic or ethnic background, physical or mental condition, or marital status?

Measure distance to the goal by tabulating the number of schools in the district that have infused ME into their curriculum. In addition, tabulate the number of students receiving multicultural content in their classes.

Program Design and Program Development
The design of the evaluation will take into consideration the following questions in program development:
a. Which students were served?
b. What services were provided?
c. How were the services provided?
d. Who is asking for the evaluation and why?
e. Was the program funded appropriately? and
f. How might the political atmosphere affect the program?

Scope: Process for service provided
Yardstick Marker #3.
School districts that support multicultural education in their schools must, without reservation, provide the necessary training for their staffs. In assessing any ME program, staff evaluation is crucial and must be completed in the first phase of the program. Are staff members competent to implement ME effectively?

Distance to the goal can be measured by examining the resources. Add up the hours of staff inservice and training and relate it to the data below. The objective is to provide staff with the necessary skills and sensitivity for implementing the program. Effective inservice sessions are of the utmost importance because they provide the foundation for improving the social and academic development of both staff and students. Bennett states that, "Teachers need a healthy sense of their own ethnic identity in order to understand members of an ethnic group." (p. 5.)

An evaluator should probe the following questions and reference points to develop the evaluation.

1. Did the staff training program, in phase I, have an organized

logical sequence to the schedule? What format did the training service provide? (e. g., workshops, fieldtrips, experienced and pertinent speakers, research time, sufficient interaction time among staff, etc)

2. How many hours of training were provided?

3. Was staff required to attend? Did someone take attendance?

4. How many hours were provided for post-training in subsequent phases of the program?

5. Was staff given a pretest and posttest on ME? These tests would measure the following: knowledge of the principles of ME, skills for implementing a school program, appropriate methods for classroom instruction, appropriate textbooks and supplemental materials, and suitable strategies for changing the school environment.

6. How were staff's pretest and posttests evaluated, and by whom?

7. How did the staff use the in-service materials and skills once they were acquired? Was the content infused into the school's academic portfolio, specific department courses, teacher lesson plans, teaching, and evaluation?

8. Were sufficient funds and resources allocated for the entire training program?

The Community's Perspective
        The necessary links of a program are sometimes difficult to connect. Understanding the circumstances of the environment is crucial if the evaluation is to be realistic and accurate. Contextual information also helps different audiences interpret the findings. Sanders (1994)provides a model for us:

> For example, an audience would want to know whether a program's success or failure had been influenced by such things as impoverished economic conditions, a divisive relationship between teachers and school, administrators, parental support, apathy, or resistance, or a community-wide campaign to promote the program being evaluated. (p. 133)

The evaluation should document the political and social climate (local, state, and national) surrounding multicultural education. This documentation would consists of samples from: school logs and records, demographic studies, local newspaper clippings, legislative bills, competing activities in progress, and all pertinent economic and social factors that could influence the course of the program. All of these contextual factors must be studied, described, and taken into account during the design of the evaluation.

To better understand the status of the program Ramsey (1987) suggests that schools consider the community's perspective:

> In order to respond effectively to the particular needs, concerns, and interests of each group of children and their families, teachers need to see the community as the context of their work and to study it systematically. (p. 47)

In general, program services are effected greatly by environmental factors. Schalock and Thornton stress that, "human service programs occur in an environment that affects them in many ways. A process analysis should include a description of the most salient aspects of that environment and an explanation as to how environmental factors might affect the program's implementation and services delivered." (p. 101)

ME programs are controversial. An evaluator will want to document misconceptions and misunderstandings within the school and community. This approach would include talking with parents, teachers, students, and administrators. Surveys and interviews are recommended. To avoid any misunderstanding about ME, Ramsey offers some insight:

> It is ironic that a multicultural focus, with its goal of creating a more collaborative and reciprocal relationship between school, is sometimes a source of misunderstanding between schools and parents. Often this tension results from a failure in communication more than any real objection to the program. The words culture, race, and class are all loaded terms with multiple interpretations. To some people they connote accusations of prejudice; to others they trigger fears of job and housing discrimination; and to many they symbolize isolation and alienation from the larger society. Like all

people, parents react in ways that reflect their personal histories and environment. (p.176)

Measure distance to the goal by checking the staff training schedule in phase one of the program. Was the community's perspective considered in detail? Was staff given sufficient time to interact with each other and the community on the subject? Were advocates of ME an important part of the training program? Did the inservice include ME advocates from the community, state, and federal level?

Program Intervention

It is helpful to study the sequence of the intervention procedure as well as the objectives of the program to develop a more comprehensive evaluation. ME intervention strategies may include a number of approaches listed below. An evaluator should look into the methods and strategies used to infuse ME into the curriculum.

Scope: Methods and Strategies
Yardstick Marker #4.

Measure distance to the goal by examining the intervention procedure of the program. Investigate the intervention procedures in action. Are they highly visible or does the evaluator have to really search to see them? The following methods for infusing ME into the curriculum have been validated by research experts in the field. An evaluator will want to do extensive research on the methods and strategies used to facilitate ME in the school. What strategies are being practiced in the school?

Methods, Analysis, and Strategies

The following methods, analysis, and strategies are summarized from Grant (1992). Some of these methods must be observed in ME programs and documented in the evaluation process.

1. Teaching the Exceptional and Culturally Different
This method helps students fit into the existing social structure and culture by building bridges that provide a gap between the student and the school. Provide instruction that is built on the students learning style (i.e., cooperative, dependent, independent, etc.).

Help the student cope with the norms of the school and the dominant culture.

2. Human Relations Approach

This approach attempts to render positive effective relationships and assimilation among different groups by:
a. increasing self-esteem,
b. increasing school spirit and harmony,
c. addressing stereotypes, differences, and similarities,
d. using cooperative learning, and
e. preparing teachers to work with diverse groups.

3. The Single-Group Studies Approach

This concept addresses and promotes social structure equality for recognition of all groups, often referred to as ethnic studies, labor studies, or women's studies. Because of curriculum biases towards certain groups, these classes are taught separately from traditional curriculum or in mini units. The strategy is to raise individual's consciousness of the contributions certain groups have made, and how dominant groups in our society have oppressed certain groups.

4. The Multicultural Approach

It promotes social equality and embraces cultural pluralism. The curriculum is organized around the contributions and different groups have made to society. The focus is also on gender equality and how males and females from different ethnic groups are socialized. Different learning styles are also considered. The approach actively involves students in thinking and analyzing life situations. Students develop strategies for dealing with the real world. It encourages students to maintain their native language and facilitates second language study for all students. The multicultural approach embraces members from all races and ethnic groups.

5. The Multicultural and Social Reconstructionist Approach

This approach extends and amplifies the previous approach so students can implement strategies to counter social inequality and oppression. This will empower them to work actively for equality for all peoples. (summarized from p. 21-23)

Social Contact Theory

The Social Contact Theory outlines a plan that can help a school improve social interaction and lessen negative prejudices and racism. The ME evaluation process examines social interaction in

operation, documents it, and implements the intervention process. Bennett has gathered four basic conditions from contact theorists that help us understand how ME programs should work. Bennett (1986)states that:

> the following intervention strategies will lead to friendly attitudes and behaviors.
> a. Contact should be sufficiently intimate to produce reciprocal knowledge and understanding between groups.
> b. Members of various groups must share equal status.
> c. The contact situation should lead people to do things together. It should require intergroup cooperation to achieve a common goal.
> d. There must be institutional support- an authority and/or social climate that encourages intergroup contact. (p. 68)

Intervention and School Action Plans

The action plans that implement ME programs may include the following:

1. Systematic training program for staff. This suggests correlating multicultural planning sessions with professional development days. Lisi and Howe note that,

> Also as policy, the school district began tying in multicultural lesson planning to individual professional development plans and teacher evaluation. Teachers were asked to begin piloting the new multicultural lesson plans. Each teacher began submitting their best plan to the district multicultural curriculum director, and then to the principal for review and critique. (p. 34)

2. List your resources: qualified personnel, funds, facilities, technical support, and a strength and weakness analysis.

3. Update your in-school professional library to offer staff access to multicultural texts, journals, lesson plans, videos and that pertain to all aspects of ME.

4. Cooperative strategies can be used to facilitate the implementation of multicultural education in all departments. This could include lesson plan files entitled "ME Frames". ME Frames are

basic lesson plans that set the framework for including ME principles into the content. As the ME Frames are used, additional notes could be added to facilitate the lesson for the next user.

5. Teachers with advanced ME training could act as facilitators by providing mini workshops during their planning hour or on staff development days.

6. Cross-cultural communication
Invite the community's diverse population into the school to speak on diversity and contributions ethnic groups have made.

7. Arrange staff interaction sessions that address biases towards different groups, understanding non-verbal communication, and understanding that our own values are often used to comprehend others.

8. Expand the function of student interaction groups to include strategies that lessen racial tensions (e. g., rap sessions, peer mediation)

9. Encourage staff to commit themselves to integrate diversity across the curriculum in a positive way. Refer to Part IV of this thesis, Multicultural Education Code of Ethics

10.   Reviewing graduation requirements.
Are specific courses that teach diversity required? Schools that do not have a ME program may want to offer seniors a course on diversity.

11.   Survey all staff and selected grades to help evaluate the current school environment and implement an intervention plan.

Classroom Action Plans
        Lesson plans that guide students to better understand diverse groups begin the process of receiving others with respect. This developmental process gradually allows students to accept individual differences irrespective of race, ethnicity, gender, religion, or physical and mental conditions. Lesson plans are formatted on the current and historical contributions women, ethnic groups, and other minorities have made to society and mankind.

At the introductory level, teachers can expand multicultural activities by using music, art, food, and reading. Reading cuts across the curriculum in any class. Short stories by authors who have been awarded multicultural awards are recommended. Lesson plans that deal with the topic of "culture shock" are critical at the introductory level.

At the intermediate and advanced level, Lisi and Howe note that, "Over time teachers developed more proficiency in lesson planning. Topics began to go beyond 'foods, heroes, holidays, racism' to more sophisticated infusion of multiple perspectives, critical thinking, and social reconstructionist thought." (p. 34)

Promoting second language study to shift from a monolingual community is also important. Padilla (1990) suggests that we must take:

> the opportunity to develop an ability to understand, speak, read, and write a second language. Throughout the world today, there are many more bilinguals than monolinguals, and many more children who have been and who continue to be educated via a second or third language than children educated exclusively via their mother tongue. Thus, in many parts of the world, bilingualism and multilingual education constitute the status quo-away of life, a natural experience. (p. 22)

Program Outcomes

ME programs operate from the philosophical concept of equal opportunities. Program outcomes can be measured by remembering how ME programs are supposed to work. Evaluators need to remember that ME programs are meant to operate from the foundation of:

1. a curriculum that is inclusive of all people regardless of race, sex, age, religion, language, socio-economic status, ethnic background, and handicapped,

2. a curriculum that consciously works on developing intercultural knowledge,

3. a curriculum that uses approaches (as suggested by Grant) to reduce racism and ethnic prejudice and discrimination, and

4. a curriculum that affords students social action skills to live successfully and peacefully in an international community.

Furthermore, evaluators should keep the following two questions in mind. Is diversity (as mention above) visible across the content of the school curriculum? Are all students visible within school programs? Evaluators should use the "yardstick markers" to measure the outcomes of the program. In addition, they should note what they are measuring and how it pertains to the goals above. Ramsey (1987) states that:

> The goals of multicultural education affect all aspects of teaching, from the allocation of classroom tasks to the selection of books and colors of paper. Thus the evaluation of its implementation covers a wide area of activities. There are two levels of evaluation: formative and summative. At the formative level, teachers continuously use a multicultural perspective to examine their day-today decisions about activities, materials, and classroom structures and their minute-by minute reactions to children and parents. They also use these guidelines when setting long-range goals for the children in the course of developing the curriculum. (p. 192)

From a formative approach, an evaluator would ask:
a. How do text books, lectures, videos, classroom and school activities, etc. contribute to the principles of inclusion, to the ability to identify, empathize, and relate to members of other groups?

b. How do text books, lectures, videos, classroom and school activities, etc. contribute to the reduction of racism, ethnic prejudice, discrimination, and the increase of respect and appreciation towards others at school and in the community?

c. How does the academic portfolio of the school, textbooks, lectures, videos, classroom and school activities, etc. contribute to the development of social action skills, which are required in our diverse community and world?

From a summative approach, an evaluator would ask:
a. Did the school establish an academic portfolio that reflects the goals of ME?

b. Did teachers set clear priorities that reflect the goals of ME?

c. Are teacher's strategies and approaches to ME reviewed periodically to check their position with the goals?

d. Are teachers assessing students understanding and comparing assessments to earlier ones?

Larkin and Sleeter (1995) remind us that developing cultural consciousness in not an easy task:

> This knowledge of culture and cultural pluralism cannot be transmitted to or received by the students as subject matter to be stored and eventually lost. Rather, the goal needs to fundamentally establish a cultural framework within the students' cognitive structures, to create a 'multicultural mind-set'. (p. 8)

DATA

The method and motive used to interpret the data of the evaluation should be described in detail to draw clear conclusions. Sanders (1994)suggests that data must be interpreted against the outcomes of the program:

> Value is the root term in evaluation; and valuing-rating or scaling an object for its usefulness, importance, or general worth is the fundamental task in evaluations. At the heart of this task is the need to interpret the information obtained in an evaluation. Such information-whether quantitative or qualitative, process or product, formative or summative will be of little interest or use if it is not interpreted against some pertinent and defensible idea of what has merit and what does not. (p. 43)

Schalock and Thornton recommend that:

> As a producer, marshalling the evidence is an active process that involves pounding the pavement and getting the data. This is an action task rather than a thought task; it is where the evaluation will use up resources. Although we present appropriate data collection procedures in Section II-IV, it is important at this point for the producer to know that there is

a link between the setup and the interpretation - and that link is marshalling the evidence. (p. 51)

Collecting data or "marshalling the evidence" as Schalock and Thornton refer to it, is an active part of the evaluation process. In summary, the authors remind us that collecting data involves:
1. The ability to support the setup. Did the intervention cause the outcome?
2. Review the setup to see what data you need. If the goal is to increase social action skills, then measure that.
3. Documenting the environmental factors. What impact did the environment have on the internal and external components of the program?
4. Making an estimated comparison of the school with and without the ME program. What direction would the school have taken if the program were not in operation? (p. 51)

Summary

As previously mentioned in Program Development, the school district must provide all staff with the necessary training to effectively implement a ME program. In effective ME programs, all personnel from the superintendent down to the teachers must be on the cutting edge to rise above all obstacles that can influence the course of the program in a negative manner. As an evaluator, take into consideration the organizational reality of the district and the school itself.

In identifying important questions and issues in the quest for increased organizational effectiveness, Graber (1992) points out that according to interpretive theories:

organizations develop from social relationships in which people integrate their behavior to achieve shared goals. There is no organizational reality, ... Rather, organizational reality is whatever members of the organization believe it to be. It is socially constructed through verbal and nonverbal communication among the members of the organization." (p. 31)

The reality and future vision of a school can only be communicated through interaction among those who dwell in its environment. The goals of the school have no meaning on paper unless they are instilled in the behavior of the staff. Graber suggests that interacting with workers to share roles, norms, and values are more productive then doing the so-called objective criteria routine or the static institutional routine. In this way, all subordinates can better relate to organizational, private, personal, and community goals. This type of communication produces effective behavior among workers because it fulfills their need for information. Interaction helps all staff members to cope with the complexity of their environment. Verbal interaction is central and essential to effective organization. This is the foundation for decision making. The interaction, in phase one of the program, will provide the foundation that will support and maintain decisions once they have been made.

Through verbal interaction, staff members can reach a consensus on a vision. An evaluator should check the mission statement and compare it to the reality of the school. It is difficult for the organizational body of a school to create the proper vision out of a one-shot (or two-shot) gathering - then a vote. An appropriate amount of verbal interaction must precede the decision to implement a program and interaction must continue into the program's phases. The school's organizational reality will be whatever the staff members envision it and believe it to be.

Once again, multicultural education is not a subject. ME is a philosophy, a way of thinking, and a way of modeling (for students) the diversity (past, present, and future) of our community and world in a conscious and positive way. ME programs afford teachers and students the opportunity to develop socially, academically, and professionally. Education is a life long objective for all people involved in ME programs. An evaluator observes this type of philosophy, thinking and modeling in schools that are working in a positive ME environment. Diamond (1995) advises that:

assessment and evaluation is an on-going part of the teaching process. Monitoring the learning of students with authentic measures, combined with reflection and informed decision-making, enables all students to become successful learners. Importantly, teachers in a multicultural classroom continue to read professionally, ask questions, reflect, collaborate with one another, listen, research, and refine their practice to match the evolving needs of all their learners. Seeking to grow and develop professionally, teachers view theory as ever-changing, leading us down avenues in which all students achieve excellence. (p. 358)

Marshalling the evidence is crucial, but observation is often the key that directs the evaluator as to where on the playing field to dig for information. Furthermore, by observing, the evaluator knows when and why to dig. Fieldwork, interviews, surveys and research will be important elements in our quest for answering the question, How do schools know if the principles of Multicultural Education Program are at work? In addition, the ME Yardsticks for Measuring Distance to the Goal will serve as valuable rulers.

Part IV   Multicultural Education Code of Ethics

Multicultural education (ME) confronts the reality that we live in a society that has a history of racism, that racism is prevalent today, and that we witness its repercussions on a daily basis. As Walter A. McDougall mentioned, (*Commentary* July, 1996 Vol. 102, No. 1.) in addition to liberty and prosperity the central themes in American history have been racism, environmental destruction, and sexism. This legacy is difficult to confront much less teach to students in secondary schools. Nevertheless, schools must take a comprehensive approach to prepare students with social and academic skills for positive human interaction. By taking a comprehensive approach, we can begin to set aside negative social interaction and improve group and intercultural relations in schools and in the community.

As public servants we have a duty to correct direct or indirect problems which were created. In addition, we have an obligation to facilitate the conditions that will allow students to grow socially and academically in a peaceful and healthy environment. Lewis (1991) states that furthermore, we have a responsibility to help,

> It is a positive responsibility: to help. This line of reasoning is by no means unique to American public administration; many religions teach, first, not to do evil and, second, to cultivate good. (p.109)

Sissela Bok, ethicist and philosopher, explores the underlying behavior of lying, evading the truth, and the consequences of deception. Bok writes about how the government works to establish control over secrets and restricts and controls information. She provides some important and relevant information that helps us understand the "cycle of evasion" that was previously mentioned in Part II of the thesis. Bok explains that, "lying is a way of gaining power over other people through manipulating them in various ways." (Our Changing American Values, [OCAV], p. 236)

When referring to the Iran-Contra scandal in the fall of 1987, Bok writes:

> Now, what that means is that not a single one of those people trusted his own government to tell the truth. People in government sometimes think that this little lie and that little

lie, told for short-term advantages, will just pass. But this is the kind of damage that is done in the long run. (OCAV p.239)

Reports and documents that government departments or agencies release transcends into the textbooks that students read and study. This has often been the practice for writing and documenting history. The social damage that has been afflicted on society as a result of lying and evading the truth shows long term negative affect. There is dissenting interaction between groups of people and between the government and different groups. From the perspective of diversity it is plane and simple, we have a heritage of profound deception in the United States. As a result of evading the truth and not being comprehensive, history books have been written in fragments, educators have taught selected episodes of history, people of color have been forgotten or misrepresented, and their contributions to society buried. Traditional history books are not alone, the same approach also transcended into other school textbooks. Forever, the cry from diverse groups has always been inclusion, respect, recognition, and equity. The consequence of not correcting this legacy is continued unrest between certain groups. In regards to reflecting on our society and finding ways of working together to develop trust, Bok suggests that:

> Instead, the question should be: 'How can we roll back the amount of violence, the amount of lying, the breaches of promise and of law? How can we roll all that back, so that there's less of it?' Because, if we don't manage to roll that back, then we're not going to manage to cope with our common problems. We won't be able to cope with our social problems. (OCAV p. 247)

In writing, implementing, and maintaining a multicultural program, ethics and moral character play an important part in creating and upholding the right environment. Lewis suggest that:

> Ethics involves thinking systematically about morals and conduct and making judgements about right and wrong. What makes ethics so important to public service is that it goes beyond thought and talk to performance and action. As a guideline for action, ethics draws on what is right and important. (p. 3)

Thinking systematically is related to performance and action, though and reason, right and wrong, promoting moral values, acting properly, and accepting the consequences of one's action. Lewis adds that:

> Moral character means having appropriate ethical values and is associated with attributes such as honesty and fidelity. It is a sort of internal gyroscope that distinguishes right from wrong and inhibits wrongdoing. (p. 3)

Moral character distinguishes right from wrong through systematic reasoning. In affective ME programs, staff do not follow individual and isolated ethical conduct, but rather that of the program. Program administrators should likewise work towards making ethical decisions and ask the question, how do we avoid doing harm to the school population and the program? Lewis suggests that:

> In many models, the number one concern is how people are affected. A typical starting point is accepting the minimum prescription to avoid harming others. 'Customarily, ethics in public administration means the obligation to avoid injury.' (p. 107)

Topping the code list, as well as the moral list, is the concern of how people are affected as a result of public service. This concern is outlined below, in the codes, so that the entire school environment will mirror the principles of ME.

The Multicultural Education Code of Ethics
for Public Service

The Purpose of these codes is to assure specific conduct for curriculum writers, program administrators, and school personnel. These codes will serve to maintain the goals and objectives of the program. More important, the codes will assure students a comprehensive approach to education that infuses diversity into the core and non-core subjects. The codes will guide staff in curriculum development and planning that consciously works on the expansion of intercultural knowledge, the reduction of racism and discrimination, the development of social and academic skill, and the promotion of peace. To further these objectives, certain ethical principles shall govern the conduct of every personnel member and associated staff. All must adhere to and are accountable to the same codes.

Public Interest

- Utilize public school resources with a sense of social responsibility and in a manner that addresses the needs of all students. Serve all students with a sense of purpose, recognition, a common vision, shared values, respect, concern, courtesy, fairness, and responsiveness. Interact with students, parents, and staff in terms of being complete, understandable, honest, trustworthy, caring, and with clear communication and priority.

- Strive to achieve the most effective, efficient, compassionate and far-sighted service to all students. Demonstrate dedication by practicing personal integrity, honesty, and truthfulness. In order to gain the respect and confidence of students and parents, be sensitive to the rights and responsibilities of all.

Promote professional competence

- Continue professional development with in-service sessions and workshops for the purpose of maximizing historical, current, and future proficiency and expertise. Make it everyone's duty to develop skills and competence in dealing with diverse concerns and issues. Support a professional in-school library to develop staff proficiency. Avoid any political activities that would impair your performance as a professional public servant.

Avoid conflict of interest

- Resist any intrusion or activity that may conflict with your professional responsibilities as a trusted servant. Handle each problem and dilemma with integrity and avoid any acts of bias.

Assure fairness and impartiality

- Handle all matters of diversity on the basis and principles of equity, fairness, and impartiality. Oppose any discrimination because of ethnicity, color, religion, sex, national origin, political affiliation, handicap, age, lifestyle, or marital status. Exercise fair performance standards with all concerned. Avoid assessments based on a member's diversity. In addition, make all aware of laws, ordinances, and organizational policy dealing with harassment.

Attitudes, Dignity, and Responsibility

- Approach your position and duties with a positive attitude, dignity, creativity, dedication, compassion, and responsibility. Notwithstanding, strive to always promote positive and constructive social interaction among all members of the school. Promote the mission of the program among all members as well as the role they play in achieving that purpose.

Establishment and Execution of Policy

- The school steering committee in collaboration with parents and department chairs are responsible for the establishment and execution of program policy. This includes current, revised, proposed, or future policies that may become necessary in changing times and environment.

Community Awareness

- Understand the problems and resources of the community so that you may serve well. Keep the community informed on school and municipal affairs; encourage positive interaction between parents and all school staff; emphasize friendly and courteous service, and seek to improve the quality and image of public service.

Constitutional Policy

- Be dedicated to the concepts of effective democratic government. Respect, support, study, and when necessary,

work to improve federal and state mandates and local ordinances which define the relationships among public agencies, employees, clients, and all citizens. Promote competence democratic administration, public interest, legislation, equality, and fairness. Avoid any participation in political activities that may impair your performance as a professional public servant.

The Environment

- Create a "high standards" school environment that fosters both academic and social skills. Encourage positive and open equity, communication, creativity, dedication, acceptance, trust, and compassion.

- Provide ample opportunities and up-to-date resources for staff, parents, and students to experience continuing comprehensive education. Provide the experience within the classroom, school, and in the community. These experiences are meant to broaden everyone's knowledge base about diversity and promote peace.

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Appendix

Flint Southwestern Academy Student Survey

The information from this survey will be used for future school improvement. Responses will be kept confidential.

Instructions On the scantron sheet:

> a. Write your grade level in place of your name.
> b. Fill in today's date.
> c. Please use the scantron sheet to make your replies for numbers 1 - 37.
> d. Don't forget to fill out page 5.

Glossary

a. diversity refers to the different people that make up our population

b. cultural refers to knowledge, beliefs, arts, customs, morals, etc. of a group of people

c. different groups refer to gender, diversity, race, special ed., poor, rich, etc.

d. ethnic refers to a group of people within our society that are notable in some way

e. stereotyping refers to making exaggerated or inaccurate generalizations

The following types of textbooks used at this school reflect the cultural diversity of the society in which we live.

1. **Science textbooks**

   a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

2. **Social Studies textbooks**

   a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

3. **English textbooks**

   a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

How important is it that the following types of textbooks reflect the cultural diversity of the society in which we live?

4. **Science textbooks**

a. very important	b. important	c. not sure
d. not important	e. not very important	

5. **Social Studies textbooks**

a. very important	b. important	c. not sure
d. not important	e. not very important	

6.   English textbooks

     a. very important   b. important   c. not sure

     d. not important   e. not very important

7.   My science teachers present materials throughout the   semester that incorporate information about different groups. This happens:

     a. never   b. seldom   c. sometimes   d. often   e. frequently

8.   My social studies teachers present materials throughout the semester that incorporate information about different groups. This happens:

     a. never   b. seldom   c. sometimes   d. often   e. frequently

9.   My English teachers present materials throughout the   semester that incorporate information about different groups. This happens:

     a. never   b. seldom   c. sometimes   d. often   e. frequently

It is important that teachers of different subjects instruct you about the cultural diversity of the society in which we live?

10.   Science teachers

     a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

11.   Social Studies teachers

     a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

12.   English teachers

     a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

13.   My science teachers include information about different groups in chapter or unit tests. This happens:

     a. never   b. seldom   c. sometimes   d. often   e. frequently

14.   My social studies teachers include information about different groups in chapter or unit tests. This happens:

     a. never   b. seldom   c. sometimes   d. often   e. frequently

15.   My English teachers include information about different groups in chapter or unit tests. This happens:

     a. never   b. seldom   c. sometimes   d. often   e. frequently

16. **Students of different races are not stereotyped at FSWA.**
a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

17. **Girls are stereotyped at FSWA.**
a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

18. **Boys are stereotyped at FSWA.**
a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

19. **Students of special education are stereotyped at FSWA.**
a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

20. **Students who come from families with low incomes are stereotyped at FSWA.**
a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

21. **Students with high IQs are not stereotyped at FSWA.**
a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

22. **Students with low IQs are not stereotyped FSWA.**
a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

23. **Students of one race do not respect students of other races.**
a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

24. **Girls and boys are not given equal opportunities and options in academic areas at FSWA.**
a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

25. **Girls and boys are given equal opportunities and options in extra curricular activities at FSWA.**
a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

26. **Teachers do not deal with racial issues effectively.**
a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

27. **Teachers include discussions about different cultural groups during the school year.**
a. strongly agree b. agree c. not sure d. disagree e. strongly disagree

28. **My classmates generally do not feel comfortable when they have to work with someone of a different race.**
a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

29. **My classmates generally do not feel comfortable when they have to work with someone who is in special education.**
a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

30. **Students of different races socialize together at FSWA.**
a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

31. **Administrators at FSWA deal effectively with issues of race.**
a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

32. **The majority of students at FSWA feel that they attend school in a positive atmosphere of social and racial harmony.**
a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

33. **It is important for students to learn about different groups that make up the diversity of the society in which we live.**
a. strongly agree   b. agree   c. not sure   d. disagree   e. strongly disagree

34. **My sex is**
a. male.   b. female.

35. **What grade are you in?**
a. 9th   b. 12th

36. **I have attended FSWA for __ semesters.**
a. 1 to 2   b. 3 to 5   c. 6 to 8
d. 9 to 11   e. 12 to 14

37. **What year were you born?**
a. 1977 to 1979   b. 1980 to 1982   c. 1983 to 1985

Flint Southwestern Academy Student Survey
for school improvement.
Grade level _____
Today's date: month _____ **year** _____
I have lived in Flint since (month) _____ **(year)** _____

My ethnic group or race is _____

Comments
List the class or classes you have taken at FSWA that have provided the best
illustration of the cultural diversity of our society?

_____

_____

What are the most important things we should do to bring about better social and
racial harmony among students at FSWA?

_____

_____

What are the most important things we should do to bring about better social and
racial harmony between students and staff at FSWA?

_____

_____

_____

Additional comments

_____

_____

_____

Thank you very much for cooperating with this important survey.

Frequency Distributions

The frequency distributions that follow below list the responses of 131 9th graders and 83 12th graders. There were thirty-seven questions on the survey. Each student used a scantron sheet to mark his or her replies. The tallies are from the scantron sheets. In addition to the scantron portion of the survey, students also wrote comments on a separate survey sheet. Students' comments will follow the frequency distributions.
Question 1.
Science textbooks reflect the cultural diversity of the society

	Ninth Grade	**Twelfth Grade**
Strongly agree	4	13
Agree	26	11
Not sure	38	30
Disagree	41	17
Strongly disagree	23	11

Question 2.
Social studies textbooks reflect the cultural diversity of the society

Strongly agree	18	5
Agree	53	41
Not sure	30	17
Disagree	18	12
Strongly disagree	12	7

Question 3.
English textbooks reflect the cultural diversity of the society

Strongly agree	7	10
Agree	36	24
Not sure	38	28
Disagree	41	13
Strongly disagree	18	7

Ninth Grade   **Twelfth Grade**

Question 4.

How important is it that the following types of textbooks (science, social studies, English) reflect the cultural diversity of the society in which we live?

Science textbooks

	Ninth Grade	Twelfth Grade
Very important	8	15
Important	43	23
Not sure	28	22
Not important	23	12
Not very important	28	10

Question 5.

Social Studies textbooks

	Ninth Grade	Twelfth Grade
Very important	34	30
Important	56	30
Not sure	24	13
Not important	7	7
Not very important	6	2

Question 6.

English textbooks

	Ninth Grade	Twelfth Grade
Very important	15	29
Important	53	22
Not sure	32	23
Not important	18	5
Not very important	14	3

Question 7.

My science teachers present materials throughout the semester that incorporate information about different groups. This happens:

	Ninth Grade	Twelfth Grade
never	50	23
seldom	26	23
sometimes	35	22
often	17	10
frequently	3	2

	Ninth Grade	**Twelfth Grade**

Question 8.

My social studies teachers present materials throughout the semester that incorporate information about different groups. This happens:

never	12	12
seldom	18	22
sometimes	35	25
often	36	13
frequently	29	6

Question 9.

My English teachers present materials throughout the semester that incorporate information about different groups. This happens:

never	17	19
seldom	31	21
sometimes	49	28
often	26	10
frequently	8	4

Question 10.

It is important that teachers of different subjects instruct you about the cultural diversity of the society in which we live?

Science teachers

Strongly agree	10	9
Agree	37	27
Not sure	49	22
Disagree	27	16
Strongly disagree	11	6

Question 11.

It is important that teachers of different subjects instruct you about the cultural diversity of the society in which we live?

Social Studies teachers

Strongly agree	50	23
Agree	43	37
Not sure	26	18
Disagree	9	3
Strongly disagree	2	1

	Ninth Grade	**Twelfth Grade**

Question 12.

It is important that teachers of different subjects instruct you about the cultural diversity of the society in which we live?

English teachers

Strongly agree	18	19
Agree	54	25
Not sure	43	27
Disagree	11	9
Strongly disagree	4	2

Question 13.

My science teachers include information about different

groups in chapter or unit tests. This happens:

never	53	29
seldom	24	19
sometimes	24	22
often	21	7
frequently	8	2

Question 14.

My social studies teachers include information about different

groups in chapter or unit tests. This happens:

never	9	11
seldom	15	19
sometimes	31	22
often	40	7
frequently	32	2

Question 15.

My English teachers include information about different groups in chapter or unit tests.

This happens:

never	38	19
seldom	33	19
sometimes	40	27
often	12	8
frequently	6	6

	Ninth Grade	**Twelfth Grade**

Question 16.

Students of different races are not stereotyped at FSWA.

	Ninth Grade	Twelfth Grade
Strongly agree	12	9
Agree	18	14
Not sure	32	18
Disagree	38	31
Strongly disagree	30	10

Question 17.

Girls are stereotyped at FSWA.

	Ninth Grade	Twelfth Grade
Strongly agree	29	15
agree	48	22
not sure	38	25
disagree	9	14
strongly disagree	6	6

Question 18.

Boys are stereotyped at FSWA.

	Ninth Grade	Twelfth Grade
Strongly agree	26	14
Agree	41	27
Not sure	42	26
Disagree	14	12
Strongly disagree	7	3

Question 19.

Students of special education are stereotyped at FSWA.

	Ninth Grade	Twelfth Grade
Strongly agree	33	14
Agree	39	22
Not sure	40	28
Disagree	12	11
Strongly disagree	5	7

	Ninth Grade	**Twelfth Grade**

Question 20.

Students who come from families with low incomes are stereotyped at FSWA.

	Ninth Grade	Twelfth Grade
Strongly agree	37	15
Agree	40	16
Not sure	38	35
Disagree	13	10
Strongly disagree	2	6

Question 21.

Students with high I.Q.s are not stereotyped at FSWA.

	Ninth Grade	Twelfth Grade
Strongly agree	15	13
Agree	20	13
Not sure	35	28
Disagree	49	20
Strongly disagree	12	8

Question 22.

Students with low I.Q.s are not stereotyped at FSWA.

	Ninth Grade	Twelfth Grade
Strongly agree	7	6
Agree	17	21
Not sure	48	29
Disagree	41	18
Strongly disagree	16	8

Question 23.

Students of one race do not respect students of other races.

	Ninth Grade	Twelfth Grade
Strongly agree	10	11
Agree	29	16
Not sure	42	27
Disagree	28	18
Strongly disagree	20	8

	Ninth Grade	**Twelfth Grade**

Question 24.

Girls and boys are not given equal opportunities and options in academic areas at FSWA.

Strongly agree	16	15
Agree	23	20
Not sure	39	22
Disagree	35	20
Strongly disagree	17	5

Question 25.

Girls and boy are not given equal opportunities and options in extra curricular activities at FSWA.

Strongly agree	14	14
Agree	31	31
Not sure	38	22
Disagree	26	10
Strongly disagree	19	5

Question 26.

Teachers do not deal with racial issues effectively.

Strongly agree	27	14
Agree	31	20
Not sure	53	34
Disagree	16	12
Strongly disagree	3	2

Question 27.

Teachers include discussions about different cultural groups during the school year.

Strongly agree	5	5
Agree	52	31
Not sure	33	26
Disagree	28	15
Strongly disagree	12	5

	Ninth Grade	**Twelfth Grade**

Question 28.

My classmates generally do not feel comfortable when they have to work with someone of a different race.

	Ninth Grade	Twelfth Grade
Strongly agree	2	6
Agree	17	11
Not sure	41	22
Disagree	39	28
Strongly disagree	30	15

Question 29.

My classmates generally do not feel comfortable when they have to work with someone who is in special education.

	Ninth Grade	Twelfth Grade
Strongly agree	7	11
Agree	38	21
Not sure	65	37
Disagree	11	9
Strongly disagree	6	4

Question 30

Students of different races socialize together at FSWA.

	Ninth Grade	Twelfth Grade
Strongly agree	23	9
Agree	67	41
Not sure	22	16
Disagree	19	11
Strongly disagree	1	5

Question 31.

Administrators at FSWA deal effectively with issues of race.

	Ninth Grade	Twelfth Grade
Strongly agree	8	3
Agree	22	31
Not sure	63	37
Disagree	20	15
Strongly disagree	13	7

	Ninth Grade	**Twelfth Grade**

Question 32.

The majority of students at FSWA feel that they attend school in a positive atmosphere of social and racial harmony.

	Ninth Grade	Twelfth Grade
Strongly agree	8	11
Agree	31	25
Not sure	49	34
Disagree	32	9
Strongly disagree	9	4

Question 33.

It is important for students to learn about different groups that make up the diversity of the society in which we live.

	Ninth Grade	Twelfth Grade
Strongly agree	52	28
Agree	55	31
Not sure	21	17
Disagree	2	5
Strongly disagree	0	1

Question 34.

My sex is

		Ninth Grade	Twelfth Grade
Male	a.	42	34
Female	b.	81	42
	c.	6	4
	d.	1	3
	e.	0	0

Question 35.

What grade are you in?

Ninth grade students had two choices, (a.) 9th grade and (b.) 12th grade

a.	117	replied 9th grade
b.	5	replied 12th grade
c.	4	
d.	4	
e.	1	

Twelfth grade students had two choices, (a.) 9th grade and (b.) 12th grade

a.	5	replied 9th grade
b.	72	replied 12th grade
c.	4	
d.	0	
e.	1	

	Ninth Grade	**Twelfth Grade**
Question 36.		
I have attended FSWA for __ semesters.		
(a.) 1 to 2	33	7
(b.) 3 to 5	24	10
(c.) 6 to 8	65	19
(d.) 9 to 11	3	3
(e.) 12 to 14	3	44
Question 37.		
What year were you born?		
(a.) 1977 to 1979	7	71
(b.) 1980 to 1982	117	4
(c.) 1983 to 1985	3	5
(d.)	1	1
(e.)	0	0

Tallies of the written responses from the 12th grade group.

57 students stated they had lived in Flint since 1978 and 1979.

Ethnic group or race stated.

American Indian	3
Black & White	2
Black	36
Hispanic	1
no reply	6
other	1
White	29

Not all students wrote under the heading of comments. The majority of those who wrote kept their comments brief.

Inquiry A.

List the class or classes you have taken at FSWA that have provided the best illustration of the cultural diversity of our society?

-	American Lit	1
-	art	1
-	band	1
-	civics	6
-	communication	2
-	economics	5
-	English	15
-	French	9
-	geography	1
-	health	1
-	Latin	1
-	math	2
-	math	1
-	physical ed.	1
-	psychology	2
-	science	4
-	social studies	25
-	sociology	1
-	Spanish	13

The classes that best illustrated the culture diversity of our society were social studies, English, and Spanish.

Inquiry B.

What are the most important things we should do to bring about better social and racial harmony among students at FSWA?

-	activities/interaction	17
-	avoid segregation in class	2
-	cultural assemblies	1
-	enforce school rules	1
-	honor/respect all races equally	7
-	minority class	1
-	more classes at SWA	1
-	more cultural/diversity classes	8
-	multicultural events	1
-	more class discussion	3

Suggestions for improving social and racial harmony were activities/interaction, more cultural/diversity classes, and honor/respect all races equally.

Inquiry C.

What are the most important things we should do to bring about better social and racial harmony between students and staff at FSWA?

-	avoid prejudices	3
-	be friendlier with students	1
-	cultural assemblies	1
-	interaction with students	11
-	more minority staff	1
-	promote equality	3
-	talk with students more	2
-	teach cultural diversity	2

Suggestions for improving social and racial harmony between students and staff at FSWA were interaction, avoid prejudices, and promote equality.

Additional comments

avoid sexual discrimination on grades   1

Tallies of the written responses from the 9th grade group.

85 stated that they had lived in Flint since 1981 and 1982.

Ethnic group or race stated.

American	1
American Indian	2
Black & Indian	1
Black & White	7
Black or Afro-American	65
Brown	1
Hispanic	5
multiracial	1
White	35
White & Spanish	1

Not all students wrote under the heading of comments. The majority of those who wrote kept their comments brief.

Inquiry A.

List the class or classes you have taken at FSWA that have provided the best illustration of the cultural diversity of our society?

-	American Lit	2
-	art	2
-	band	2
-	business	1
-	choir	1
-	English	15
-	French	2
-	German	1
-	health	4
-	Latin	2
-	Leadership 2000	21
-	math	1
-	physical ed.	3
-	science	5
-	social studies	98
-	Spanish	19

The classes that best illustrated the culture diversity of our society were social studies, Leadership 2000, and Spanish.

Inquiry B.

What are the most important things we should do to bring about better social and racial harmony among students at FSWA?

–	activities/interaction	10
–	avoid segregation in class	11
–	cultural assemblies	2
–	do not stereotype	3
–	honor/respect all races equally	12
–	more cultural/diversity classes	13
–	multicultural events	1
–	more class discussion	8

Suggestions for improving social and racial harmony between students and staff at FSWA were more cultural/diversity classes, honor/respect all races equally, and activities and interaction.

Inquiry C.

What are the most important things we should do to bring about better social and racial harmony between students and staff at FSWA?

–	avoid prejudices	19
–	be friendlier with students	10
–	better books	1
–	change the dress code	5
–	cultural assemblies	1
–	handle problems better	2
–	interaction with students	22
–	more minority staff	1
–	promote equality	6
–	talk with students more	5
–	teach cultural diversity	1

Suggestions for improving social and racial harmony between students and staff at FSWA were interaction with students, avoid prejudices, and be friendlier with students.

Additional comments from the 9th grade group.

–	more money for girls sports	2