

## Education That Is Multicultural

### Background

The *Bridge to Excellence in Public Schools Act* requires that each school system's *Master Plan and Annual Master Plan Update* include goals and strategies for the cross-cutting theme **Education That Is Multicultural (ETM)**. The ETM Regulation (COMAR13A.04.05) defines Education That Is Multicultural as a "continuous, integrated, multiethnic multidisciplinary process for educating all students about commonality and diversity. It prepares students to live, learn, interact and work creatively in an interdependent global society." ETM supports academic achievement and positive interpersonal and inter-group relations and encompasses five areas – curriculum, instruction, staff development, instructional resources, and school climate.

#### 1. IDENTIFY THE MAJOR ETM GOALS THAT WERE ADDRESSED BY THE SCHOOL SYSTEM DURING THE 2005-2006 ACADEMIC YEAR.

- To build and nurture respect for and among all individuals in the Somerset County Public Schools community regardless of age, socioeconomic status, race, academic achievement, disability, national origin, or gender factors.
- To promote student achievement and prepare students to live, interact, work, and participate productively in society through the use of resources and classroom practices that reflect diversity and commonalities of cultural groups, and communities.
- To prepare and provide instructional resources and materials which compliment the Voluntary State Curriculum and enable students to demonstrate an understanding and appreciation for the contributions of African Americans in Maryland and in the United States.
- To prepare and provide instructional resources and materials which compliment the Voluntary State Curriculum and enable students to demonstrate an understanding and appreciation for the contributions of various cultural groups in Maryland and in the United States.

#### 2-1 PROGRESS TOWARD MEETING THE MAJOR ETM GOALS ADDRESSED BY THE SCHOOL SYSTEM:

##### **A. Staff and students are focused on building and nurturing respect for and among all individuals.**

A two year initiative with Dr. Larry Bell on *Building a Culture of Respect* was introduced and is continuing throughout the school system through programs such as PBIS and Character Education. The goal of this initiative was to build positive, trusting relationships among students, staff and the community that promote student success. Dr. Bell, a national consultant, was hired to work in the school system. The "kick off" was a full day professional development activity for a team from every

school with Dr. Bell. Teams consisted of administrators, teachers, classified staff and support staff from each school. A total of 85 staff members participated in the day's workshop. Each Team selected strategies from Dr. Bell's presentation to take back to their sites and develop with the entire school staff. This phase of the initiative was focused on ensuring that all staff in each school would be using the same strategies to increase the likelihood that the goals would be accomplished. Throughout the school year, Dr. Bell continued to hold presentations for school staff, students and parents. The teams members that were originally trained in the selected strategies conducted walk throughs during the year observing current practices. A total of 296 staff members, and 17 administrators received 36 hours of training on the *Building a Culture of Respect* initiative.

**B. In addition to the climate established in core program classrooms and reinforced by staff throughout the day, elementary and middle level students have classroom instruction and school practice in living, interacting, working, and participating productively in their school community.,**

Students are taught the values and skills necessary to become responsible and caring citizens of the school community that value the diversity and commonalities of cultural groups through the *Character Education* and *Lion's Quest* programs. Character Ed has been part of the elementary school curriculum for over five years in Somerset County. The secondary schools at the middle level began using the *Lion's Quest* program two years ago.

**C. All selected curriculum and resource materials are required to enable students to demonstrate an understanding and appreciation for the contributions of all cultural groups and be aligned to the Voluntary State Curriculum (VSC).**

Somerset County Schools is committed to providing all students with a rigorous curriculum and related resource materials that enable them to learn about, understand and value a variety of cultures. Policies involving curriculum adoption and selection of material were revised in 2005 to insure bias and diversity were addressed. Work continued to assure that all core subjects have been aligned to the VSC ensuring that multicultural components are infused in daily instruction. Within the VSC are opportunities for students to recognize contributions and achievements of individuals and/or cultural groups.

The focus for 2005 was influenced by the collaboration of MSDE with the new Reginald F. Lewis Museum in Baltimore. The instructional and curricular materials from the "African American Journey", produced by the museum and the Association for the Study of African American Life and History, were utilized in the elementary grades in Somerset County. The initiative was started by providing professional development for all fourth grade teachers on how the materials could be integrated into the social studies curriculum.

2-2 PROGRAMS, PRACTICES, OR STRATEGIES RELATED TO THE MAJOR ETM GOALS ADDRESSED BY THE SCHOOL SYSTEM:

**A. Building Respect and Multicultural Sensitivity Initiative**

Somerset County Public Schools contracted with consultant, Dr. Larry Bell to work in the school system on *Building a Culture of Respect*. Each school selected two strategies for concentration in 2005. Dr. Bell held parent workshops; speak out forums with students, and conducted walk throughs and informal observations in schools. Feedback was provided to the Leadership Teams after each event. Other initiatives used in the school system to reinforce the skills students need to foster a culture of respect are PBIS (Positive Behavioral Intervention Strategies), Character Education and the guiding principal of “A Tone of Decency” promoted by the Coalition of Essential Schools. All three of these programs have been used in the elementary schools for several years. They are now being expanded to the secondary level due to the success seen in the elementary schools. Academic achievement and discipline have improved for all three schools using these programs.

Specific Implemented Master Plan Action Steps in this area were:

- 5.1.2 Implement PBIS program in the secondary schools.
- 5.1.5 System wide staff development with Larry Bell “Building a Culture of Respect”
- 5.2.7 Increase Character Education staff to include a teacher at each elementary school

**B. The “African American Experience” Curriculum and Resources**

The “African American Experience” document provided to school systems as a result of the collaboration between MSDE and the Reginald F. Lewis Museum provided Somerset County teachers with educational lessons and activities that portray African American history as a vital part of American History. Nine of the forty-three lessons have been integrated into the 4<sup>th</sup> grade social studies curriculum of Maryland History. Committees of county wide social studies teachers are working on appropriate placements for other lessons.

Specific Implemented Master Plan Action Steps in this area were:

- 4.1.1 Identify and use curriculum resources that highlight the achievement of minorities.
- 4.1.2 Emphasize sensitivity training for students of diverse cultural and socioeconomics
- 1.1.62 Identify and eliminate leveling classroom instruction that discriminates or segregates by economic, racial, or ethnic majorities and reduces expectations of student achievement.

**C. Rigorous Curriculum and Materials Review**

The Board of Education adopted a policy in 2005 requiring the establishment of a regular curriculum review cycle. All curriculum documents must be aligned to the Voluntary State Curriculum (VSC) and reflect the goals and objectives of “Education

that is Multicultural.” To effect real change, Somerset County Public Schools recognizes that the infusion of “Education that is Multicultural” must be a continuous process of embedding the objectives across all disciplines and grade levels through the use of curriculum materials and other resources.

Curriculum and textbook review committees are trained to review and revise resources to reflect the goals and objectives of “Education that is Multicultural.” Criteria that address stereotyping, bias or misrepresentation of ethnic groups is reflected in all material analysis. The “Education that is Multicultural Resource/ Materials Checklist” is used to assist committee members in recognizing and highlighting unbiased materials.

Specific Implemented Master Plan Action Steps in this area were:

- 1.1.1 Review, modify, and adopt SCPS policies to guide curriculum development, review, and adoption.
- 1.1.2 Implement the plan for curriculum review and revision in all content areas maximizing teacher, principal, parental involvement in the curriculum review cycle.

**D. System and Site Level Programs and Practices**

The school system provides support to individual schools and classroom teachers through funding for supplemental instructional materials and the implementation of multicultural events, club activities and assemblies to promote multicultural awareness. The following are examples of programs and initiatives that have taken place within the schools:

- Holidays Around the World program for grades PK-2
- Guest Speakers on topic such as: Native Americans, Alaska and the Sudan
- Listening, singing and dancing to music from other countries
- Highlighting famous African Americans on morning announcements
- An African American Exhibition
- Family Reading Night on Six cultures
- Family & Consumer Science ethnic food projects
- Multi-ethnic art history projects
- English readings that are multicultural
- Author Studies representing various cultures
- A ‘Drama in the Classroom’ workshop featuring a History of Maryland Slavery Theme

<b>RELATED RESOURCES FOR ETM</b>	
<b>Professional Development</b>	
<ul style="list-style-type: none"> <li>• SCPS contracted with consultant, Dr. Larry Bell to work in the school system on Building a Positive Culture.</li> </ul>	<p><b>Cost:</b> \$ 30,400*</p> <p><b>Source:</b> Local</p> <p><i>*Duplicated Reference</i></p>

<b>RELATED RESOURCES FOR ETM</b>	
<ul style="list-style-type: none"> <li>Curriculum and Textbook review committees are trained on the goals of ETM.</li> </ul>	<b>Cost:</b> None <b>Source:</b> Staff Time
<b>Core Program &amp; Intervention</b>	
<ul style="list-style-type: none"> <li>PBIS strategies are used to build all students' confidence in their ability to learn and succeed.</li> </ul>	<b>Cost:</b> None <b>Source:</b> Staff Time
<ul style="list-style-type: none"> <li>The Character Education program exists in all elementary schools. The intermediate school uses the <i>Lion's Quest</i> program.</li> </ul>	<b>Cost:</b> \$ 90,000 <b>Source:</b> Local
<ul style="list-style-type: none"> <li>The Coalition of Essential Schools guiding principle of "A Tone of Decency" is promoted by the elementary schools.</li> </ul>	<b>Cost:</b> None <b>Source:</b> Staff Time
<ul style="list-style-type: none"> <li>Lessons from the "African American Experience" curriculum are used in social studies classes.</li> </ul>	<b>Cost:</b> None <b>Source:</b> MSDE
<ul style="list-style-type: none"> <li>A workshop on 'Drama in the Classroom' was provided for elementary school teachers. The theme of the workshop was Maryland Slavery.</li> </ul>	<b>Cost:</b> None <b>Source:</b> Provided by the Julia Ford Foundation

3. CHALLENGES THAT EXISTS RELETED TO THE MAJOR ETM GOALS ADDRESSED BY THE SCHOOL SYSTEM:

**A. Programs supporting the *Building a Culture of Respect* initiative need to be extended fully to the secondary level.**

The elementary schools that have access to the Character Education program, PBIS, and the Coalition of Essential Schools have all seen increased student achievement and decreased disciplinary problems. The secondary high schools have not accessed these programs and the intermediate school has not integrated the program. All three secondary schools became PBIS schools last year, but did not fully implement the strategies. An effort is being made to incorporate the PBIS strategies into the secondary schools in 2006. The Character Education program only exists in the elementary schools, the intermediate school uses the *Lion's Quest* program; however, the high schools have not implemented either of these programs.

1. We are challenged to expand the *Building a Culture of Respect* initiative to the secondary schools.

**B. School staffs need additional training, resources and instructional materials to fully integrate the objectives of ETM into instruction.**

Although progress has been made over the past two years in addressing the components of the Master Plan related to Education that is Multicultural, Somerset

County Public Schools recognizes that more work needs to be done. The Education that is Multicultural committee established several years ago will be reconvened by the assistant superintendent in 2006. The committee's charge is to focus on improving the achievement of students who represent the subgroups in NCLB through best practices in multicultural education. Quarterly meetings will be held to revise the Education that is Multicultural plan developed five years ago. The plan will ensure that ETM goals and objectives are supported by all professional development activities, curriculum materials and other resources used in the classroom.

1. We are challenged to have a renewed plan of action to ensure ETM goals are supported throughout the school system.
2. We are challenged to provide professional development, resources and other instructional materials related to ETM to schools.

4. CHANGES OR ADJUSTMENTS THAT WILL SUPPORT THE MAJOR ETM GOALS ADDRESSED BY THE SCHOOL SYSTEM:

**Challenge 3A1: Expand the *Building a Culture of Respect* initiative to the secondary schools.**

In order to meet this challenge, the system will provide programs at the secondary level relating to *Building a Culture of Respect*.

<b>ACTIONS &amp; RESOURCES TO MEET CHALLENGE 3A1</b>	
<b>Core Programs &amp; Intervention</b>	
<ul style="list-style-type: none"> <li>• Use PBIS strategies to build students' confidence in their ability to learn and succeed in all secondary schools.</li> </ul>	<p><b>Amount Budgeted:</b> None  <b>Source:</b> Staff Time  <b>Timeline:</b> 2006-2007</p>
<ul style="list-style-type: none"> <li>• Initiate community activities that model respect among all individuals in the Somerset County regardless of age, socioeconomic status, race, academic achievement, disability, national origin, or gender factors</li> </ul>	<p><b>Amount Budgeted:</b> None  <b>Source:</b> Staff Time and LMB Coordination  <b>Timeline:</b> 2006-2007</p>
<ul style="list-style-type: none"> <li>• Pursue "40 Developmental Assets" Training for the Secondary Level involving staff and community stakeholders.</li> </ul>	<p><b>Amount Budgeted:</b> None  <b>Source:</b> Staff Time and LMB Resource Support  <b>Timeline:</b> 2006-2007</p>
<b>Materials &amp; Supplies</b>	
<ul style="list-style-type: none"> <li>• Purchase PBIS incentives to use to build secondary school students' confidence in their ability to learn and succeed.</li> </ul>	<p><b>Amount Budgeted:</b> \$ 8,000*  <b>Source:</b> SS/HS Grant (\$ 2,000)            Title IV, ESEA Grant (\$ 837)            Local (\$ 5,163)  <b>Timeline:</b> September 2006            * <i>Duplicated Reference</i></p>

**Challenge 3B1: Develop and implement a renewed plan of action to ensure ETM goals are supported throughout the school system**

<b>ACTIONS &amp; RESOURCES TO MEET CHALLENGE 3B1</b>	
<b>Core Programs &amp; Intervention</b>	
<ul style="list-style-type: none"> <li>Re-establish the ETM committee to meet quarterly and revise the ETM plan of action.</li> </ul>	<b>Amount Budgeted:</b> None <b>Source:</b> Thornton <b>Timeline:</b> 2006-2007 <i>* Duplicated Reference</i>
<ul style="list-style-type: none"> <li>Utilize the Intermediate School Reading Intervention Specialist to infuse ETM materials into the reading program</li> </ul>	<b>Amount Budgeted:</b> \$46,000* <b>Source:</b> Thornton (Repeated) <b>Timeline:</b> 2006-2007 <i>* Duplicated Reference</i>
<b>Professional Development</b>	
<ul style="list-style-type: none"> <li>Seek partnership expertise and stakeholder guidance to learn more about the present and emerging cultures in Somerset County.</li> </ul>	<b>Amount Budgeted:</b> None <b>Source:</b> Staff Time <b>Timeline:</b> 2006-2007

**Challenge 3B2: provide professional development, resources and other instructional materials related to ETM to schools.**

<b>ACTIONS &amp; RESOURCES TO MEET CHALLENGE 3B2</b>	
<b>Core Programs &amp; Intervention</b>	
<ul style="list-style-type: none"> <li>Provide materials related to Slavery in Somerset County to social studies teachers. These materials are being created by the Somerset County Historical Society.</li> </ul>	<b>Amount Budgeted:</b> None <b>Source:</b> SC Historical Society <b>Timeline:</b> Fall 2006
<ul style="list-style-type: none"> <li>Provide a program on Stereotyping and Diversity for all elementary schools. This is being done through a matching grant with the Maryland State Arts Council. The program will consist of a large group assembly for each elementary school, three hours of staff development, and 24 workshops for students.</li> </ul>	<b>Amount Budgeted:</b> \$ 10,320 <b>Source:</b> Local match (\$5,160) MD State Arts Council (\$5,160) <b>Timeline:</b> 2006-2007
<ul style="list-style-type: none"> <li>Provide new teachers with training on MSDE's annotated multicultural resource directory for educators: "Multicultural Connections". This will be done through the New Teacher orientation program.</li> </ul>	<b>Amount Budgeted:</b> \$13,500** <b>Source:</b> Local <b>Timeline:</b> August 2006* <i>* This will be done every August during New Teachers Orientation.</i> <i>** Duplicated Reference</i>
<ul style="list-style-type: none"> <li>Work with the Somerset County chapter of the NAACP to develop programs and strategies to improve the educational experience of African American students.</li> </ul>	<b>Amount Budgeted:</b> None <b>Source:</b> Staff Time <b>Timeline:</b> 2006-2007

<b>ACTIONS &amp; RESOURCES TO MEET CHALLENGE 3B2</b>	
<ul style="list-style-type: none"> <li>• Provide gender differences training on the impact of gender on the cognitive, social/behavioral and academic development of students. This will be done for secondary staff on the October 19<sup>th</sup> In service day.</li> </ul>	<p><b>Amount Budgeted:</b> \$600*  <b>Source:</b> MHEC Grant  <b>Timeline:</b> 2006-2007  ** <i>Duplicated Reference</i></p>
<ul style="list-style-type: none"> <li>• Investigate the researched findings of “Culturally Responsive Instruction” as conducted by the Appalachia Educational Laboratory at Evantia as a means to more fully understand cultural needs of Somerset County students.</li> </ul>	<p><b>Amount Budgeted:</b> None  <b>Source:</b> Staff Time  <b>Timeline:</b> 2006-2007</p>

**Post Script: Somerset County recognizes this area as one in need of significant growth and development.**

