

I.F. ii.
Cross Cutting Themes
Education That Is Multicultural

The *Bridge to Excellence in Public Schools Act* requires that each school system's *Master Plan and Master Plan Annual Update* include goals and strategies for the cross-cutting theme **Education That Is Multicultural (ETM)**. The ETM Regulation¹⁷ 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." Education That is Multicultural supports academic achievement and positive interpersonal and inter-group relations and encompasses five areas – curriculum, instruction, staff development, instructional resources, and school climate. ETM initiatives rely on parent involvement and community support.

Instructions: Discuss the progress toward meeting Education That is Multicultural goals by responding to the following questions:

1. Identify the major ETM goals that were addressed by the school system during the 2006-2007 academic year.

During the Fall of the 2006, a Master Plan Implementation Task Force was convened to address the challenges Somerset County was facing in fully integrating Education That Is Multicultural. The committee embraced the following goals and objectives:

Goal 1: Develop and implement a renewed plan of action to ensure that ETM goals are supported throughout the school system.

- a. Establish an ETM Work Group to develop infused lessons PK-12 (Curriculum)
- b. Orient staff to prepared lessons and content linked resources (Instruction; Instructional Resources; Staff Development)
- c. Form partnerships across county to learn more about the various cultures within our own communities (Staff Development and School Climate)

Goal 2: Provide schools with ETM professional development, resources and other instructional materials

- a. Provide state of the art experiences for students and staff to expand their understanding of slavery in Somerset County (Instruction and Staff Development)
 - b. Promote students' understanding of the limitations of stereotypes and the benefits of diversity (Instruction and School Climate)
 - c. Orient new teachers to Multicultural Connections (Staff Development and Instructional Resources)
 - d. Research the practices of "Culturally Responsive Instruction" (School Climate)
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2-1 PROGRESS MADE TOWARD THE MAJOR MEETING ETIM 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 on *Building a Culture of Respect* concluded in 2005, but the goals of that program are continuing and deepening throughout the school system through programs including PBIS, Character Education and *Lion's Quest*. The strategies Dr. Bell initiated were to build positive, trusting relationships among students, staff and the community that promote student success. At the secondary level, a weekly professional development period for all teachers was implemented in 2006-2007. All secondary staff met for 75 minutes every Wednesday afternoon in an effort to improve student achievement which includes school climate as well as teacher student relationships. At two sites, the *Coalition of Essential Schools* worked with staff on multiple topics including "Tone of Decency". The third site worked on the "*Forty Assets*" training which identifies strengths that must be nurtured and developed in children so that they can become emotionally and socially well functioning adults. This work, establishing a true culture of respect, sets the stage for meaningful educational experiences that are multicultural.

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 who 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 six years in Somerset County. Schools at the middle level began using the *Lion's Quest* program three years ago. The Safe Schools/Healthy Students grant has provided Behavior and Learning Support specialists to provide guidance and counseling services to individual and groups of students. This staff has been trained in how to work with and bring together diverse groups of students.

The elementary and middle level practice of grouping by ability has given way to more heterogeneous grouping. Site data indicates all elementary students spend at least 75% of the day heterogeneously grouped. Although the primary purpose of this was to increase student achievement, research indicates heterogeneous grouping will decrease isolation of groups and increase acceptance toward diversity.

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. World History, Government, and Reading Language

Arts textbooks were adopted for grades 6-10 in 2006 using the new policies and procedures. Work continues to assure that all core subjects have been aligned to the VSC and 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.

2-2 PROGRAMS, PRACTICES, STRATEGIES, OR INITIATIVES RELATED TO THE MAJOR ETIM GOALS ADDRESSES BY THE SCHOOL SYSTEM:

A. Building Respect and Multicultural Sensitivity Initiatives

School system initiatives used to reinforce the skills students need to foster a culture of respect are PBIS (Positive Behavioral Intervention Strategies), Character Education, *Lion's Quest* and the guiding principle of "A Tone of Decency", promoted by the *Coalition of Essential Schools*. Three of these programs have been used successfully in the elementary schools for several years. The After School Professional Development (APD) period provided time to bring these initiatives into the secondary schools. One High School has chosen to also include "Forty Assets" training in their professional development plan. The principle behind Forty Assets is that all students must have certain supports in place to be successful. A way to achieve respect from students is to make sure the supports are in place.

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
- 4.1.11 Implement *Forty Assets* program for students

B. Expanding Individual Teacher's Awareness, Understanding, and Integration of Education That Is Multicultural

Somerset County Public Schools believes that its impact can only be as strong as its practitioners who, like any organizations' employees, operate at different levels of expertise. To encourage continual learning and development, Somerset has developed an individualized professional development opportunity named Flex Day. Flex Day offers each individual teacher the latitude to study and practice in an area of their choice. Choices during the 2006-2007 year that enhanced individual's skills in Education That Is Multicultural were:

- Multicultural Perspectives
- Creating A Culture of High Academic Standards: Moving Beyond Mediocrity
- *Olweus* Bullying Prevention
- Sensitivity Training on Understanding Poverty
- Planning for Equity

C. 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 4th grade social studies curriculum on Maryland History. Committees of county wide social studies teachers are working on appropriate placements for other lessons.

In 2006, all 4th graders participated in a project called “Teackletonia”, a social studies project designed to give students a first hand view of Somerset County history during the period of 1800-1850. Slavery existed during that time in the county which has had an effect on race relations and diversity for generations. Through a series of activities provided by the Somerset County teachers and the “Friends of Teackle” organization, students participated in authentic learning experiences to help them understand the history of the period and the causes of contemporary conflict and issues within different populations. Participation with an enhanced version of “Teackletonia” will continue in 2007-2008.

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

D. Grouping Practices Designed to Eliminate Leveling.

The elementary and middle level practice of grouping by ability has given way to more heterogeneous grouping. Site data indicates all elementary students spend at least 75% of the day heterogeneously grouped. Although the primary purpose of this is to increase student achievement, research indicates heterogeneous grouping will decrease isolation of groups and increase acceptance toward diversity.

Specific Implemented Master Plan Action Steps in this area were:

- 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.

E. 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.

F. 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:

- High School Field Trips to the Reginald Lewis Museum
- Fine Arts Performances: Anasi; Aladdin; New Moon Theater-“Minwa”
- 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 incorporating Multicultural Role Play into Instruction
- Field Trips to the UMES (University of Maryland Eastern Shore) Black History Month Exhibit
- Fourth Grade Field Experience at Teackle Mansion

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
- 4.1.8 Provide models for all predominant ethnic groups
- 4.1.9 Identify activities that incorporate cultural heritage

RELATED RESOURCES FOR ETIM	
Staffing	
<ul style="list-style-type: none"> Developed Minority High Quality staffing of African American teachers through course work and Praxis Tutoring provided by MHEC grant and partnership with UMES. 	Cost: \$15,960 Source: MHEC Grant
Core Program	
<ul style="list-style-type: none"> Used PBIS strategies to build all students' confidence in their ability to learn and succeed. 	Cost: \$0 Source: Staff Time
<ul style="list-style-type: none"> Maintained the Character Education program in all elementary schools and the intermediate <i>Lion's Quest</i> program. 	Cost: \$228,858 Source: Local (\$ 206,105) Thornton: (\$ 22,753) <i>*Duplicate Reference</i>
<ul style="list-style-type: none"> Continued efforts of <i>The Coalition of Essential Schools</i> guiding principle of "A Tone of Decency in elementary schools. 	Cost: \$24,000 Source: Title IIA and Local Funds <i>*Duplicate Reference</i>
<ul style="list-style-type: none"> Implemented lessons from the "African American Experience" in social studies classes. 	Cost: \$0 Source: MSDE & Reginald F. Lewis Museum
<ul style="list-style-type: none"> Applied the goals of ETM in adoption of curriculum and textbooks through the Curriculum and Textbook review committees 	Cost: \$0 Source: Staff time
Professional Development	
<ul style="list-style-type: none"> Provided a workshop on 'Drama in the Classroom' for elementary school teachers: with a theme of slavery in Maryland 	Cost: \$0 Source: Provided by the Julia Ford Foundation
Community Involvement	
<ul style="list-style-type: none"> Participated in the "Teackletonia" Project, an activity to help students understand some of the causes of contemporary conflict and learn new skills in working towards solutions. 	Cost: \$1,500 Source: "Friends of Teackle" Grant (\$1,087) Local: (\$ 313)

3. CHALLENGES THAT EXIST RELATED TO THE MAJOR ETM GOALS ADDRESSED BY THE SCHOOL SYSTEM:

A. Programs supporting the *Building a Culture of Respect* initiative need to be extended and developed at all levels.

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. Some secondary schools have implemented these programs but did not fully implement the strategies. Discipline data indicates suspensions were down from

18.7% to 16.8% in 2006. Unduplicated referrals however were only down from 42.5% to 39.2%, with the highest numbers in the areas of disrespect, insubordination, and disturbances. African American students were referred to the office almost twice the number of times as their white counterparts. An effort is being made to reduce the disproportional number of African American student referrals through professional development for teachers and intervention programs for students.

1. We are challenged to expand the *Building a Culture of Respect* initiative at all levels.

B. School staffs need additional training, resources and instructional materials to fully differentiate and eliminate “Leveling”

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. Homogeneous grouping is slowly being replaced by heterogeneous grouping in the elementary levels. It will be found more in intervention classes than core areas. At the middle and high school level, heterogeneous grouping has not been implemented as widely although ability grouping is not as predominate as it once was. The initiative of heterogeneous grouping creates a demand for teacher skills in differentiation, assessment and remediation.

1. We are challenged to improve the skills of our teaching staff with regard to differentiation, assessment and intervention.

C. Curriculum and resource materials must continue 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).

Curriculum and instructional materials must continue to 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.

During the 2006-2007 school year, elementary principals collected data on the number of times they observed teaches and students engaged in learning where multicultural materials or themes were present. The results were not encouraging:

Greenwood Elementary School:	68 Observations	14 ETM	21%
Princess Anne Elementary School:	117 Observations	20 ETM	17%
Woodson Elementary School:	82 Observations	10 ETM	12%
Deal Island Elementary	7 Observations	7 ETM	100%

1. We are challenged to review all new instructional materials for stereotyping, bias or misrepresentation and ensure that multicultural components are infused in daily instruction.

4. CHANGES, ADJUSTMENTS, OR REVISIONS THAT WILL BE MADE TO SUPPORT THE MAJOR ETIM GOALS ADDRESSED BY THE SCHOOL SYSTEM:

Challenge: 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*.

ACTIONS & RESOURCES TO MEET CHALLENGE	
Core Programs & Intervention	
<ul style="list-style-type: none"> Use PBIS strategies to build students' confidence in their ability to learn and succeed in all secondary schools. 	Amount Budgeted: \$0 Source: Staff Time Timeline: 2006-2007
<ul style="list-style-type: none"> 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 	Amount Budgeted: \$0 Source: Staff Time and LMB Coordination Timeline: 2007-2008
<ul style="list-style-type: none"> Continue to pursue "40 Developmental Assets" Training for the Secondary Level involving staff and community stakeholders. 	Amount Budgeted: \$0 Source: Staff Time and LMB Resource Support Timeline: 2007-2008
<ul style="list-style-type: none"> Introduce <i>Characademics</i> to staff as a tool to embed Education That Is Multicultural 	Amount Budgeted: \$5,000 Source: Thornton Timeline: September 2007 <i>*Duplicated Reference</i>
Professional Development	
<ul style="list-style-type: none"> Secondary Training in strategies for teaching African American Males provided by David Miller 	Amount Budgeted: \$0 Source: SS/HS Grant Timeline: 2007-2008
<ul style="list-style-type: none"> Train 8th Grade core teaches, counselors, instructional facilitators, and administrators in <i>Characademics</i> to staff as a tool to ease transition year and enhance learning 	Amount Budgeted: \$15,000 Source: Thornton Timeline: October –December 2007 <i>*Duplicated Reference</i>
<ul style="list-style-type: none"> Continue <i>Coalition of Essential Schools</i> partnerships at all three secondary schools 	Amount Budgeted: \$36,000 Source: Thornton Timeline: 2007-2008 <i>*Duplicated Reference</i>
Materials & Supplies	
<ul style="list-style-type: none"> Purchase PBIS incentives to use to build secondary school students' confidence in their ability to learn and succeed. 	Amount Budgeted: \$10,000 Source: SS/HS Timeline: September 2007

ACTIONS & RESOURCES TO MEET CHALLENGE	
	* Duplicated Reference

Challenge: School staffs need additional training, resources and instructional materials to fully differentiate and eliminate “Leveling”

ACTIONS & RESOURCES TO MEET CHALLENGE	
Professional Development	
<ul style="list-style-type: none"> Provide “Questioning” training by <i>Coalition of Essential Schools</i> for elementary staff 	Amount Budgeted: \$7,637 Source: Title V Grant Timeline: 2007-2008 <i>*Duplicated Reference</i>
<ul style="list-style-type: none"> Support thirteen elementary teachers, principals, and supervisors in attendance at a five day National Conference on Differentiating Instruction. 	Amount Budgeted: \$ 41,207 Source: Title 1: (\$6,500) Reading First: (\$22,000) CES: (\$12,707) Timeline: 2007-2008
<ul style="list-style-type: none"> Provide training in “Flex Grouping and Differentiated Instruction in Mathematics” through math consultants. 	Amount Budgeted: \$25,000 Source: Local Budget Timeline: 2007-2008 <i>Duplicated Reference</i>

Challenge: Curriculum and resource materials must continue 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).

ACTIONS & RESOURCES TO MEET CHALLENGE	
Core Programs & Intervention	
<ul style="list-style-type: none"> Convene a K-12 summer committee to meet 4 times during the summer to: <ol style="list-style-type: none"> Evaluate materials Establish a scope and sequence for infusion Develop and post lesson and unit plans for every grade in at least two subject or content areas Pursue grant support 	Amount Budgeted: \$5,500 Source: Local Budget Timeline: May and June, 2008
<ul style="list-style-type: none"> Provide materials related to Slavery in Somerset County to social studies teachers. <i>(These materials are being created by the Somerset County Historical Society.)</i> 	Amount Budgeted: \$0 Source: SC Historical Society Timeline: Spring 2008
<ul style="list-style-type: none"> Provide a program on “Expansion of Cultural Meaning” for all elementary schools. <i>(This is being done through a matching grant with the Maryland State Arts Council. The program includes a large group assembly; a 3 hour program</i> 	Amount Budgeted: : \$12,000 (1/2 total cost) Source: Local match MD State Arts Council Timeline: 2007-2008

ACTIONS & RESOURCES TO MEET CHALLENGE	
<i>of Staff Development; 24 workshops for children)</i>	
<ul style="list-style-type: none"> • Provide new teachers with training during their orientation on MSDE’s annotated multicultural resource directory for educators: “Multicultural Connections”. 	Amount Budgeted: \$13,500 Source: Local Timeline: August 2007 <i>Duplicated Reference</i>
<ul style="list-style-type: none"> • Work with the Somerset County chapter of the NAACP to develop programs and strategies to improve the educational experience of African American students. 	Amount Budgeted: \$0 Source: Staff Time Timeline: 2006-2007
<ul style="list-style-type: none"> • Provide program for all 4th graders “Teackletonia” Project, an activity to help students understand some of the causes of contemporary conflict and work towards solutions. 	Amount Budgeted: \$1,500 Source: Friends of Teackle Timeline: 2007-2008 <i>Duplicated Reference</i>
<ul style="list-style-type: none"> • Utilize the Intermediate School Reading Coach to infuse ETM materials into the reading program 	Amount Budgeted: \$46,000 Source: Thornton Timeline: 2007-2008 <i>Duplicated Reference</i>
Materials, Supplies & Equipment	
<ul style="list-style-type: none"> • Purchase and implement new Government Textbooks, teachers editions and instructional materials: Pearson’s “Macgruders American Government” 	Amount Budgeted: \$20,625 Source: Thornton Timeline: August 2007 <i>Duplicated Reference</i>
<ul style="list-style-type: none"> • Purchase and implement new English I and II text, teachers’ editions and instructional materials: Holt’s “Elements of Literature” 	Amount Budgeted: \$55,000 Source: Thornton Timeline: August 2007 <i>Duplicated Reference</i>
<ul style="list-style-type: none"> • Purchase and implement a new elementary Social Studies Text, teachers’ editions and instructional materials: Harcourt’s “Social Studies 2008”. 	Amount Budgeted: \$45,696 Source: Thornton Timeline: Fall 2007

Post Script: Somerset County recognizes ETIM as an area in need of significant growth and development across the county.

