

PROGRAM DEVELOPMENT- Support Materials
**PATHWAYS2TEACHING: INTRODUCTION TO URBAN
EDUCATION**

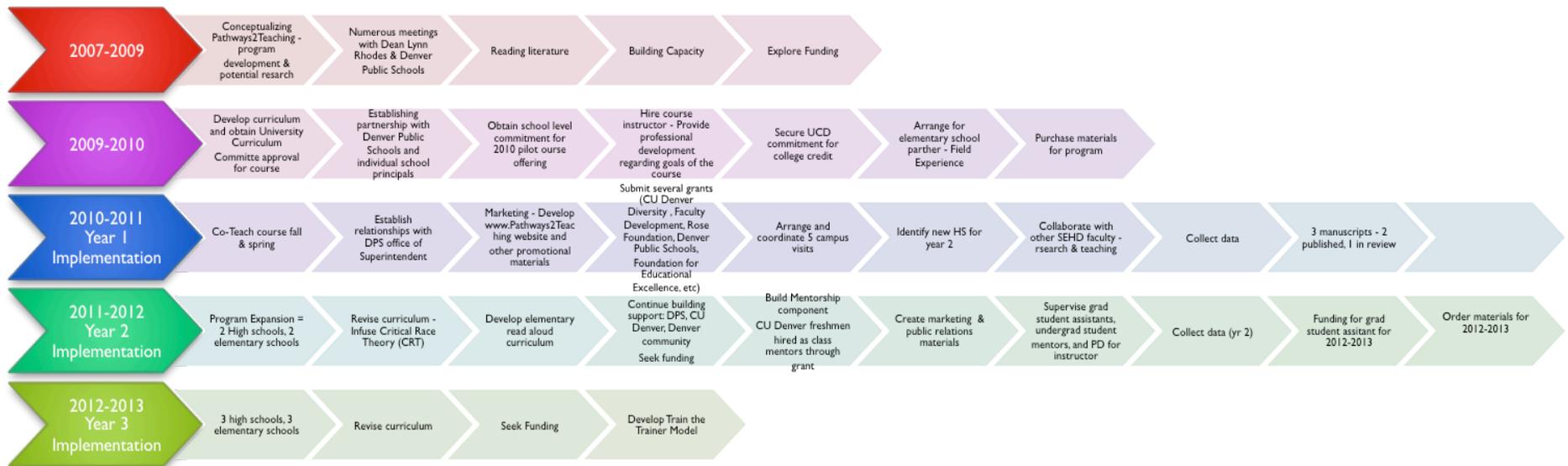
Margarita Bianco

Pathways2Teaching: Introduction to Urban Education

The *Pathways2Teaching* program is a concurrent enrollment, precollegiate course **designed to increase the number of Denver Public School (DPS) students of color who will: a) graduate from high school) attend college and, c) enroll in a teacher preparation program.** Closely related to my research, the *Pathways2Teaching* program was created in response to the demographic and democratic imperative to increase the diversity of the teacher workforce. *Pathways2Teaching* was created to encourage diverse, urban youth to consider teaching as a viable career choice.

An illustration of a small sample of the work related to conceptualizing, developing and supporting program growth is represented in Figure 1 below. Figure 2 is an illustration of the conceptual framework that guided program development and figure 3 is a mind map representing essential program components and how they are enacted. A number of other related documents (e.g., course syllabus, community engagement materials) are also included in this program development section.

Developing, co-teaching and coordinating all aspects of *Pathways2Teaching* has been a time intensive labor of love.



Several **issues** and **guiding principles** served as the conceptual framework for program development.



Figure 2

- **Issue:** National data confirms that teachers of color are highly under- represented. The public school student population is becoming increasingly more diverse while the teaching force is becoming progressively more European American.
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• **Guiding Principle:** Increase high school students' awareness of the teaching profession as a viable career choice and an opportunity to engage in educational justice.
- **Issue:** Many students of color are excluded from advanced level, pre-collegiate courses due to low GPA, English language proficiency, or other exclusionary measures.
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• **Guiding Principle:** Inclusion - The course is open to all interested 11th or 12th grade students.
- **Issue:** Students of color living in poverty are marginalized and positioned to accept powerlessness as an inevitable reality.
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• **Guiding Principle:** Critical Lens- We draw on the works of critical pedagogues to empower students with emancipatory knowledge. That is, we seek to prepare our students to act for educational justice in their lives and their communities.
- **Issue:** Many students of color attending urban schools have not been provided with high quality education thus resulting in inadequate preparation for college.
↕
• **Guiding Principle:** College Readiness - High School students enrolled in the **Introduction to Urban**

Education course will be provided with the academic supports to bolster their skills in a challenging course while also earning 3 college credits. The course is offered in collaboration with **CU Succeed**.

- **Issue:** Students of color living in urban settings benefit from role models and mentors to help navigate college access.



Guiding Principle: Students enrolled in the **Pathways2Teaching** course will be provided with opportunities to establish mentor/mentee relationships with community members, MA students, doctoral students, and faculty of color.

- **Issue:** Students of color living in high poverty, urban settings have limited opportunities to visit college campuses.



Guiding Principle: Campus Visits: High school students will have numerous opportunities throughout the year to visit the **Auraria Campus**. Students will participate in Teacher Expo Day and the UC Denver Global Cities Speaker Series.

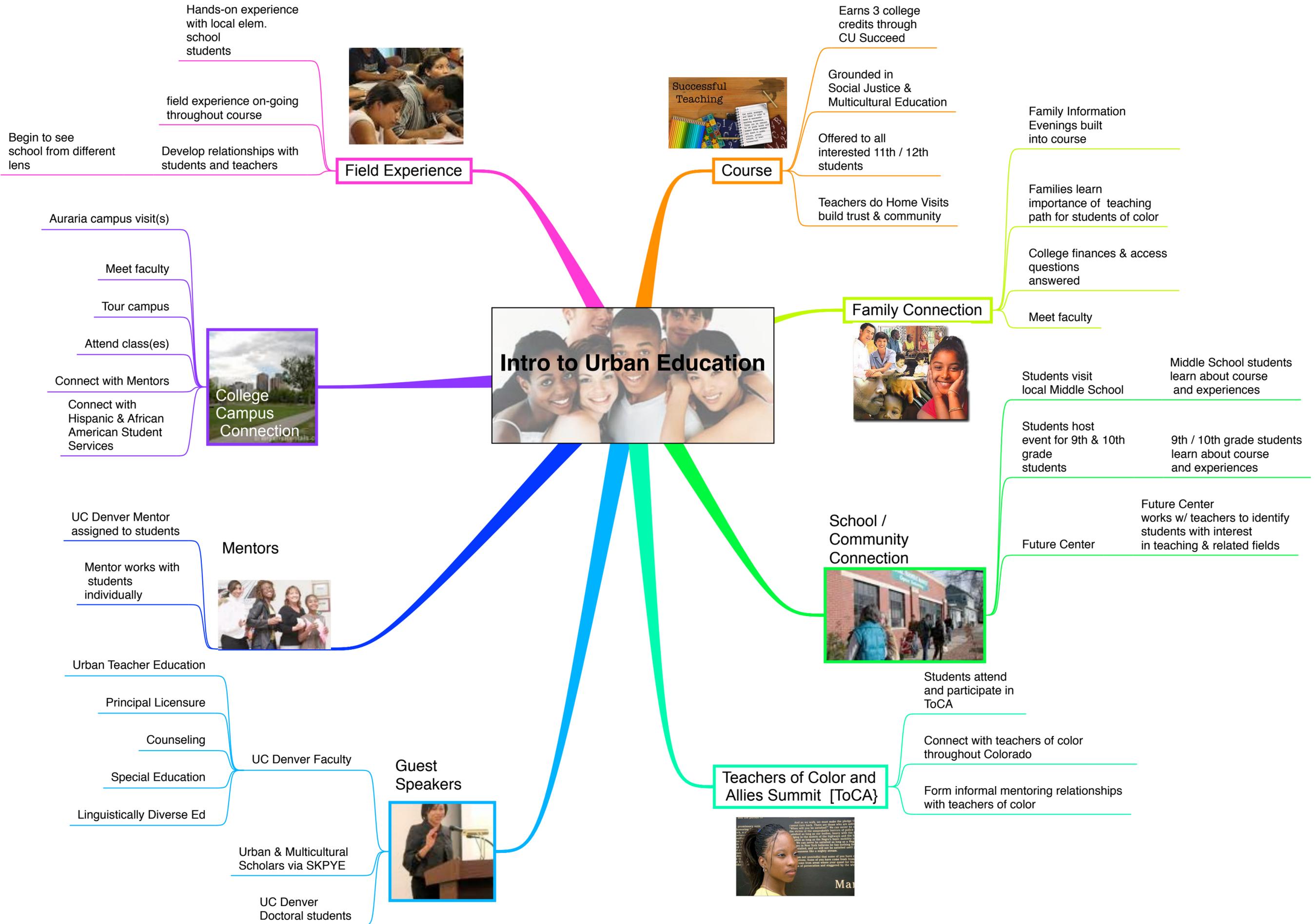
- **Issue:** Schools need to be closely connected to families.



Guiding Principle: School, Community, and Family involvement requires a concerted effort. It is the responsibility of the course instructors to connect with families and the community in a culturally responsive manner. This includes frequent communication, home visits, and school and community sponsored family sharing evenings.

Opening Pathways to Teaching: A Pipeline Project for Diverse Future Teachers

Margarita Bianco
UC Denver





A Pipeline Project for Diverse Future Teachers

www.Pathways2Teaching.com

PATHWAYS2TEACHING NOW IN 2ND YEAR!

The 2011-2012 school year marks the beginning for a new group of students in the Pathways2Teaching program. With the support of Antwan Wilson, Assistant Superintendent-Postsecondary Readiness, and Denver Public Schools, Pathways2Teaching has expanded. We are currently offering three sections of Introduction to Urban Education at Montbello High School and one section at George Washington High School, our new partner. **We currently have 100 new juniors and seniors exploring all the important reasons to become a teacher.**

Our first Auraria campus visit took place on October 10th for the Future Teacher Expo Day. Similar to last year, students visited with college representatives from



around the state. Students also had an opportunity to hear about CU Denver's teacher preparation program from current teacher candidates.

WHERE ARE OUR GRADUATES?

Last May, 100% of Pathways2Teaching seniors graduated from Montbello High School. Both Ms. Conley and Dr. Bianco



were there to cheer students as they

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STUDENTS REFLECT ON PATHWAYS2TEACHING

"... I want to help kids, it makes me think about the change I could make if I become a teacher. I can influence other young males such as myself to go and become teachers - it's not always about the pay."



"I am interested in becoming a teacher because I feel like I can connect with students better and I understand all their experiences that they may go through. I want to help other foster children ... I've been through experiences and have problems similar to theirs... I can give them the help they need."



"I learned how to write an essay the right way and I got to understand how to work with a college professor - I never really understood that before."



"Every school should have a class like this!"



walked across the stage to receive their diplomas.

Two students, Tayla Conley and Raechelle Fields, were offered summer teaching positions at Breakthrough Kent Denver. Their first teaching experience motivated them to continue on the pathway to teaching.

Fifteen students are currently attending colleges across the state while one student is attending North Carolina A & T. Greg McCoy, wanted to further explore his leadership skills and accepted a full-time position with City Year. He is currently a peer mentor working with students at North High School.

LESSONS LEARNED FROM OUR PILOT

FIELD EXPERIENCE

Our Pathways students offered much insight about the success of our

program. As we reviewed our data it was apparent that students placed a high value on their field experience working with elementary age students. As such, we have focused more effort on developing a comprehensive field experience curriculum. Over the course of the last several months, Drs. Bianco and Mitchell met with enthusiastic administrators and teachers at the **Denver Green School** and **Jessie Whaley Maxwell Elementary School**. Led by Dr. Kara Mitchell and Ms. Conley, a Read Aloud curriculum has been developed. Beginning this October, our current Pathways2Teaching students, *all 100 of them*, will be engaged in a weekly field experience building literacy skills and exploring issues of social justice with 2nd grade students at our partner elementary schools.

COLLEGE VISITS

Our Pathways graduates told us that they greatly benefited from our numerous campus visits.



During our 5th visit to the Auraria campus, one student commented, “*I know my way around campus – I feel like I am already taking classes here!*” As a result of their feedback, we plan to continue visiting campus throughout the academic year.



OUR PATHWAYS TEAM IS GROWING....

Our team is growing! This year we are



happy to introduce two new CU Denver Ph.D students, Shay Carlstrom and



Madhavi Tandon. Both Shay and Madhavi have been spending time at Montbello and George Washington

getting to know students and better understanding the community before we begin data collection.

PATHWAYS2TEACHING USES SOCIAL NETWORKING

Look for us on Facebook –

As our students graduated we knew it might be difficult keeping in touch with them – but we knew they used Facebook (yes, we caught them during class time!) We now have a Pathways2Teaching Facebook page and have managed to keep up with most of our graduates.

HOW CAN YOU HELP PATHWAYS2TEACHING?

We need an Advisory Board. We are currently seeking DPS administrators, teachers, family members, community leaders and interested stakeholders to form an Advisory Board to help lead *our* future. If you are interested in helping form this Board, please contact Margarita at Margarita.Bianco@ucdenver.edu.

WEBMASTER SKILLS?

Pathways2Teaching has received a lot of media attention over the last year. We need to update our website so visitors can see our successes on a professionally designed website. Do you have web design skills?

Pathways2Teaching.com needs to be updated and redesigned. Please contact Margarita if you can help.

IN THE NEWS

Just in case you missed it... 9News ran a story about our class when they visited campus last year. <http://www.9news.com/news/education/story.aspx?storyid=180891&catid=129>

Ms. Nina Conley was featured in a Denver Post article when she won the Our Heros Award. http://www.denverpost.com/search/ci_17276971

Dr. Bianco was interviewed for another Denver Post article about our class. http://www.denverpost.com/search/ci_17323832

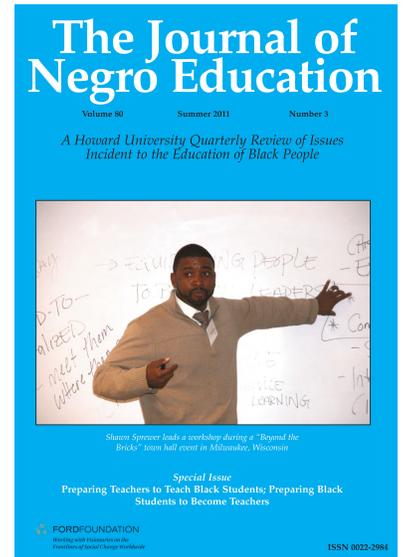
Horizon's Magazine (page 6) covered our class. http://www.ucdenver.edu/alumni_friends/Downtown-Alumni/associations/Documents/11%20SpgHorizonFNL%20lres.pdf

On the cover of SEHD Fall 2011 EDitions. <http://www.ucdenver.edu/>

RESEARCH NEWS

Please see *The Journal of Negro Education's* special issue, **Preparing Teachers to Teach Black Students, Preparing Black Students to Become Teachers.**

Bianco, M., Leech, N., & Mitchell, K. (2011). Pathways to teaching: African American male teens explore teaching as a career, *The Journal of Negro Education*, 80(3), 368-383.



EXPLORING A GLOBAL EXPERIENCE FOR PATHWAYS2TEACHING STUDENTS MARGARITA BIANCO RETURNS FROM UGANDA



Last April, Pathways2Teaching students were invited to campus to hear Shane Gilbert, Founder & Executive Director of *Come, Let's Dance* speak of her work in Uganda. Students were captivated by her stories and the images she shared. I went to thank Shane for her presentation and she asked "What would you think about bringing your Montbello students to Uganda?" Five months later, I boarded a plane on my way to Uganda to explore what that experience would be like for our Pathways2Teaching graduates. Hosted by *Come Let's Dance* and *Global Livingston Institute*, we visited a number of projects they are working on with the Katanga slum community in Kampala. Along the way we visited schools, met with teachers, had tea with faculty from Makerere University and visited *The Centre for Children in Vulnerable Situations*, a rehabilitation facility for former child soldiers in northern Uganda. Needless to say, it was an extraordinary experience - and one I hope to share with our 2011 Pathways2Teaching graduates next summer. *Come Let's Dance* and *Global Livingston Institute* have already started fundraising to support the trip.

To learn more about:

 *Come Let's Dance* <http://www.comeletsdance.org/>

 Uganda <http://www.lonelyplanet.com/uganda>

 Uganda's child soldiers and the Lord's Resistance Army (LRA) <http://kabiza.com/Lira-Children-Kony-Rebels.htm>

 Invisible Children <http://www.invisiblechildren.com/>

Thank you -

~ Our work has been supported by a number of individuals, grants & gifts

- Antwan Wilson, Assistant Superintendent-Postsecondary Readiness
- Jeannine Carter, Director, Diversity Initiatives, Denver Public Schools
- Amy Schwartz, Executive Director, Foundation for Educational Excellence
- The Rose Community Foundation
- Diversity and Excellence Grants, University of Colorado Denver
- Giving Circle Donors, Ron Cabrera and Randy Sinisi



Course Title: UEDU 1930 Introduction to Urban Education: Pathways2Teaching
Credit: (3)

Instructor: Malcinia Conley / Margarita Bianco

Learning Resources / Required Texts

Bayles, M. *The Portfolio Planner: Making Professional Portfolios Work For You*. Boston: Allyn & Bacon
ISBN-10: 0130813141 ISBN-13: 9780130813145

Parkay, F.W. (2006) *Social Foundations for Becoming a Teacher*. Boston: Pearson
ISBN:0-205-42422-8

Parkay & Stanford (2010) *Becoming a Teacher*. Boston: Pearson

Teaching Tolerance Magazine (Free- available online) <http://www.tolerance.org/magazine/archives>

Other Learning Resources:

Your instructor will regularly supply a number of additional readings or learning resources that coincide with topics under study. These may include, but not limited to: books, book chapters, journal articles, newspaper articles, websites, films, and YouTube video clips.

Course Overview and Description:

This is a yearlong, precollegiate course for high school juniors and seniors offered through CU Succeed. As part of the course requirement, students will participate in field experience training and a field experience working with young children. Depending on schedules and availability, this field experience will either be with Each One Teach One <http://www.eonomoregap.com/index.html>, Breakthrough Kent Denver <http://breakthroughdenver.org/>, or an alternative field experience arranged by your instructor.

This course examines the sociological issues related to urban schools, communities, and teaching and provides an overview of such topics as school culture, diversity, ethnicity, and social realities in American schools. Students will *critically* examine current education issues that affect their lives, their local community, and P-12 classrooms throughout the state and the country. Throughout this course we will examine achievement data (local, state and national) by gender, race, ethnicity, English language proficiency, and program type (gifted/ talented, special education, honors, Advanced Placement, etc.) and use this analysis to generate questions, offer solutions, and engage in critical dialogue about educational inequalities and educational justice.

Ultimately, the purpose of this course is twofold: First, the course is designed to encourage high school students to consider teaching and related fields as a viable and important career choice. The course is also designed to provide students with “college knowledge”. That is, students will: a) gain an appreciation of the importance of academic success; b) be provided with supports and mentors to help achieve greater academic success; and c) gain an understanding of how to navigate the college and scholarship search and application process – *including information for students who will be applying as international students.*

Upon completion of the course, the student should be able to:

- Identify and discuss the reasons people have for choosing to teach
- Discuss the “achievement gap” and the educational, societal, and economic impact on the US
- Define “high-stakes” testing and how it affects teachers and students.
- Discuss *why* teachers of color are in demand along with strategies to attract them to teaching.
- List and describe five specific content and specialty teaching areas and identify other education related professions
- Describe ways in which teachers serve as role models.
- Describe how relationships between teachers and students influence learning
- Identify strategies to increase parent and community involvement in schools
- Explain the role of schools in equalizing educational opportunities.
- Give examples of how schools can contribute to the improvement of groups that are often denied equality of economic, social, and educational opportunity.
- List and describe characteristics commonly found at successful schools serving a diverse community of learners
- Describe risk factors for today’s children and youth
- Describe and give examples of how teachers and schools can better serve children who live in poverty.
- Identify factors in American society that lead some families to experience stress.
- List immediate warning signs of violence.
- Discuss ways that bullying affects students.
- Discuss substance abuse among America’s youth.
- Evaluate the impact of crime, teen pregnancies, and suicide on students, families, and schools.
- List and discuss the four major philosophical questions teachers should answer in order to develop an educational philosophy
- Discuss the major social and political forces that led to mandated public education in America
- Identify three themes that will continue to be educational priorities during the decades to come.
- List and describe several federal initiatives or acts that have impacted U.S. education.
- Describe the influence of the U.S. Department of Education.
- Provide a hypothetical example of an ethical dilemma that a teacher might encounter, and the possible consequences of that dilemma
- Summarize findings from studies of minority-group students and academic achievement.
- Discuss how beliefs of stereotyping, low teacher expectations, deficit thinking, and racism by teachers hurt students of color by preventing them from securing power, and privilege.
- Identify and discuss the educational needs of African-American, Latino/a, Asian-American, Pacific Islander, Native American, and Multiracial / Bi-racial students and describe how teachers can meet those needs.
- Identify the characteristics of sexism, sex role socialization, sex role stereotyping, and gender bias.
- Describe the educational needs of students who are gay, lesbian, bisexual or transgendered.
- Describe how teachers can create gender-fair classrooms and curricula
- Discuss the challenges of the ways that intelligence is usually measured for academic settings.
- Describe a conceptual model for eight multiple intelligences
- Discuss several cautions related to labeling exceptional learners
- Identify three key areas that enable teachers to create inclusive classrooms
- Define *Assessment*.
- List and describe guiding principles teachers use when developing culturally responsive classroom assessments
- Define a professional portfolio and discuss the types of artifacts that it might contain

Course Requirements

Students will create a portfolio containing the following completed materials:

Requirement	Possible Points
Using the CollegeinColorado website[https://secure.collegeincolorado.org/Default.aspx] and other available resources, conduct online research of at least 3 postsecondary institutions of interest and complete the college comparison worksheet	10
Write <i>one</i> college application essay(s) using the common application essay prompts	10
Apply to <i>one or more</i> colleges (<i>for seniors</i>)	10
Field Trip / College visit reflection paper	10
Participate in the course field experience and maintain a reflection journal detailing your experiences	25
Complete an application for Breakthrough Denver http://breakthroughdenver.org/	10
4 essays on various topics related to urban schools and education (<i>you will select your best 4 essays to put in your portfolio</i>)	40 (10 each)
Research paper on urban education topic and Presentation of Learning [present your findings to an authentic audience – either parents, students, teachers, etc]	Paper / 20 Presentation / 10
Teachers of Color & Allies Summit Participation and Reflection	Participation /10 Reflection / 10
Guest Speaker (via Skype) & Visiting Scholars Participation: For <i>each</i> guest speaker, you will a) read and respond to an assigned article (either written by guest speaker or another suggested reading), b) develop interview questions, actively participate in interview, and take notes on the day of the speaking event.	10
Weekly attendance and active participation in classroom writing activities and discussions	40
Total	215

Evaluation / Grading

- 90-100%=A
- 80-89%=B
- 70-79%=C
- 60-69%=D
- Below 60%=F

Course Schedule

* The course meets twice a week. In general, the course is structured so that one class meeting will focus on topics related to your readings and the other meeting will focus on your field experience, your small group research projects, guest speakers, or field trips. Texts - SF=Social Foundation BT= Becoming a Teacher

Week(s)	Topic / Theme	Readings/ Chapters * Supplemental readings TBA	Field Exp.	Research Projects
1	Introduction			
2 & 3	Setting the stage – Watch movie / Teach, http://teachnow.org/		Field Exp Training / EOTO and field work	Work on Research Project
4 & 5	The Teaching Profession – and Societal Influences on Education Demographics of teachers and students in today’s schools	BT Ch 1 SF Ch 1		
6 & 7		BT Ch 2 & 3 SF Ch 2		
8 & 9	Foundations of Teaching and History of Education in the US	BT Ch 4 SF Ch 3		
10 & 11	Ethical & Legal Issues in US Education <i>The Achievement Gap</i>	BT Ch 7 SF Ch 4 & 5 Colorado data from CDE State and national data – dropout rates, college going rates, academic achievement by gender, race, ethnicity & program type (GT, sped, advanced placement, etc)		
12 & 13				
14 & 15	The Art of Teaching / Diversity in the US and Multicultural education	BT Ch 8 & 9 SF Ch 4		
15 & 16 * <i>College</i>	Curriculum & Assessment	BT Ch 10-12		

Week(s)	Topic / Theme	Readings/ Chapters * Supplemental readings TBA	Field Exp.	Research Projects
<i>applications due on or before 1/15</i>				
17 & 18	Multicultural / Culturally responsive curriculum	Multicultural Lesson Plans		Research paper and presentation of learning due
19 & 20		Teaching Tolerance readings and website exploration Other readings TBA		
21 & 22				
23 & 24	Teacher Leaders and the Profession of Teaching	BT Ch 13 SF 6		
25 & 26		Other readings TBA		
27 & 28				
28 & 29	Interview Teacher Leaders at your school.			
29 & 30	Finalizing your portfolio & Self-assessment and reflection.			
31 & 32				

Suggested Readings and References

Bibliography: Multicultural Education

From New Horizons for Learning <http://www.newhorizons.org>

Articles

The Scope of Multicultural Education Mary Stone Hanley What is multicultural education today?

Diversity Within Unity: Essential Principles for Teaching and Learning in a Multicultural Society James A. Banks Banks' *Essential Principles* are designed to help educational practitioners in all types of schools increase student academic achievement and improve intergroup skills.

Assessment Equity in a Multicultural Society Asa G. Hilliard III-Baffour Amankwatia II One of America's leading authorities on multicultural education discusses the importance of considering the cultural background of students in assessing their learning.

"Allowing" Race in the Classroom: Students Existing in the Fullness of Their Beings Julie A. Helling Experience teaching in an undergraduate Law and Diversity Program provides insight into the racism that is still prevalent in our learning structures. Full attention must be given to the need to let students of color exist in the fullness of their life experiences, rather than stifling these experiences.

Recreating Schools for all Children John Morefield In this article, the author identifies twelve characteristics of successful schools, and the common mistakes made by well-meaning educators that get in the way of success.

Learning to Listen through Home Visits with Somali, Mien, Cambodian, Vietnamese and Latino Families Betty J. Cobbs and Margery B. Ginsberg This article describes a summer learning experience that helped educational leaders listen to and learn from underrepresented voices. It provides a mosaic of insights contributed by 24 doctoral students from the University of Washington's Leadership for Learning (L4L) superintendent program.

Collaborating with Multicultural Students and Families, Hawai'i Style Paul D. Deering, et al Involving families in children's learning is www.Pathways2Teaching.com

important for all schools, but it is particularly important, and often hardest to accomplish, in low-income and culturally diverse contexts. Both the import and difficulty of such collaboration are further increased in the education of young adolescents, students between the ages of ten and fifteen who are facing the challenges of puberty. Middle grades educators in the highly diverse state of Hawai'i have achieved some success in home-school collaboration through proactiveness, innovation, inclusiveness, respect and, of course, food.

The Wounded Knee International Youth Project: Creating a Sustainable Way of Life for the Next Seven Generations Robert White Mountain, Johanna Parry Cougar and Corrina McFarlane The authors describe a successful program for empowering Lakota youth by instilling in them a sense of belonging, purpose, and accomplishment.

Standing Tall at Inchelium Carmen Peone The Rez Stop (Raising our Educational Zone, Standing Tall On Pride) Director of Inchelium School for Native Americans strives to give children the best possible opportunities for educational and spiritual growth.

John Stanford International School in Seattle Michele Anciaux Aoki and Sue Ranney A review of the Stanford International School and how it is fulfilling its mission to be a truly international school with a focus on academic excellence.

International Public Schools in Seattle Michele Anciaux Aoki and Sue Ranney The director for Washington State Coalition for International Education offers an update on the progress of John Stanford International School and Hamilton International Middle School in Seattle, Washington.

Connecting Deeply with your Global Classmates around the World Greg Tuke The President of the Global Classmates Initiative describes how this new program creates cross-cultural and contextual learning experiences for students in Washington State with fellow students in developing countries.

Antioch's Efforts to Develop Culturally Congruent Teacher Education Linda Campbell In an effort to attract minority candidates into the teaching force, Linda Campbell wrote a Washington State grant in 1993 to implement a teacher preparation program on-site at the Tulalip Indian Reservation in northwestern Washington State. The grant included forging a three-way alliance between Antioch University, the Tulalip Tribes, and the Marysville School District which provides public education for Tulalip Indian children. The process of developing a program founded on elements of the culture it seeks to serve is one of several challenges Antioch is facing.

A Blueprint for Action III NCEBC National Council on Educating Black Children This important document draws on "effective schools" research pioneered by the late Dr. Ron Edmonds and on the concept that all children can learn. It offers a concrete program of action items and implementation activities that public school districts and communities can recommend to their stakeholders. The report offers a collaborative means of solving problems and accelerating achievement for all children, and Black children in particular.

A Culturally Relevant Lesson for African American Students Mary Stone Hanley At the center of culturally relevant instruction is the culture of the learner. To develop an instructional program that is relevant to students educators need to understand the core beliefs and experiences of their culture.

A Closer Look at Asian Americans and Education C. N. Le Many statistics show that Asian Americans are still the targets of racial inequality and institutional discrimination and that the "model minority" image is a myth.

The Hispanic Dilemma: What Are We Doing About It? Alejandra G. Rodriguez We need to strive to work within Hispanic/Latino culture and community in order to foster learning and nurture participation in the educational system in the U.S.

Multicultural Children's Literature: Creating and Applying an Evaluation Tool in Response to the Needs of Urban Educators Jennifer Johnson Higgins The author examines multicultural children's literature and provides an evaluation of numerous pieces.

The Interdisciplinary Project Model: A Workable Response to the Challenges of Multicultural Education In Our Nation's Secondary Schools Jere Mendelsohn and Fredrick J. Baker The authors share some successful ways to teach culturally diverse populations.

Multicultural Science Education: Myths, Legends, and Moon Phases Andrea B. Freed, Ph.D. A culturally diverse science lesson plan.

Bridges to Understanding Phil Borges Bridges is an on-line classroom program connecting children from indigenous and tribal cultures with their contemporaries in North America for the purpose of exploring and preserving cultural diversity.

Students and Teachers Discover New Tools for Thinking Lorna Williams For many years, the Vancouver, BC school district has been providing Instrumental Enrichment training to school and district staff, and to students. Teachers are experiencing changes in their learning and are reflecting on their own learning approaches, preferences, and styles. Students and teachers are taking more risks and seeking new challenges. I.E. has not been an easy method for anyone to learn, but the results have been fruitful beyond their wildest expectations, with students and teachers of all cultures.

Global Village School: Lessons in Peace, Diversity and Social Change Marsha K. Chandler How the Global Village School developed its program to help students to learn social awareness and personal responsibility.

Lessons from an Inuit Community on Baffin Island Ellen Weber, Ph.D. Weber shares her story of eighteen months spent teaching and learning from Inuit teachers on Baffin Island. "Through my Inuit students' lives and our work together, I experienced how environment shapes and colors human learning."

The Power of Curiosity in the Formation of a Teacher: Overseas Student Teaching Rosalie M. Romano and Stacy Simonyi This article explores the impact of overseas student teaching on a teacher candidate two years after the experience. Curiosity is identified as a key motivator in each stage of this teacher's growth and development, from making the decision to go abroad to student teach, to preparing for the experience, and then reflecting on how she was transformed as a teacher by teaching overseas.

Educating Global Citizens in a Diverse World James A. Banks With the growing ethnic, cultural, racial, language and religious diversity throughout the world, citizenship education needs to be changed to give students the knowledge, attitudes, and skills required to function in their cultural communities and beyond their cultural borders.

The Merge of Global Awareness and Classroom Culture: Helping Future Teachers Meet New Challenges Camille A. Allen and George P. Antone Colleges and universities must provide future teachers with the opportunity to learn how to prepare American students to meet the demands of globalization and the increasing interdependency among nations. The Office of International Programs of Salve Regina University has designed several ways to help future teachers to study abroad and study international content as undergraduates thus making them better suited to meet the challenges of teaching increasingly diverse students.

King Middle School: A Composite of Successful Multicultural Schools Margery B. Ginsberg King Middle School educators, parents, and community members work together as an adult learning community to study, develop, and apply highly motivating, cultural responsive pedagogy to support the academic accomplishment of all students. See the success they've created and its components as a result of this collaboration.

Redefining Citizenship for Our Multicultural World Nancy Bacon The "melting pot" model of the past is being challenged because of globalization and divided economic loyalties, and a new definition of citizenship for our new world order will better serve all students as they look to join a world that extends well beyond our national borders.

How Can We Eradicate Illiteracy without Eradicating Illiterates? Munir Fasheh The author helps us see beyond the deficit label of illiterate and struggles with the question of how to help ensure that the illiterate does not lose the knowledge of learning, knowing and expressing that they already have when they become literate.

Schools Can't Do It Alone: A Broader Conception of Equality of Educational Opportunity Gregory J. Fritzberg After defining equal education opportunity and its requirements, the author assesses the current standards-based reform movement and provides the fairest way to organize society's institutions to provide all students with the opportunity for an education.

Increasing the Achievement of Native American Youth at Early College High Schools Linda Campbell, Keith Egawa, and Geneva
www.Pathways2Teaching.com

Wortman Early College's 70 pilot sites are small, personalized secondary schools where 150 to 400 students earn an associate's degree concurrently with their high school diplomas. Early College students are low-income youth, first generation college-goers, English language learners, and minority students, those who have been underrepresented in higher education.

Cognitive Enrichment of Culturally Different Students: Feuerstein's Theory Alex Kozulin, et al Concern for the culturally different child lies at the very basis of Feuerstein's Mediated Learning Experience (MLE) theory and its applied systems.

The Multicultural Classroom: Teaching Refugee and Immigrant Children Burna Dunn and Myrna Ann Adkins The cultural adjustment issues that limited English speaking children often bring to the classroom, some of the choices teachers have to make when managing the classroom, and tips on how to promote effective and efficient learning are discussed.

In Times of Drought Zaid Hassan The Unfolding Learning Societies Conference was a culmination (but not the end) of three years of research and experimentation on what a learning society might be. They came together to explore their common passion to understand how best to extend ideas of learning from the school to the diversity of life, re-linking learning to real issues.

Art and Multicultural Education: Building Commitment to Social Justice One Brick at a Time Reva Joshee The author discusses her integration of arts-based methods into her teaching of pre-service teacher education programs and why she believes this method is important to working with teacher candidates to develop a commitment to social justice.

Reflections on the Possibility of Culturally Competent Conversation Gary R. Howard Attempts to have honest and courageous conversations on topics of difference often become polarized by two world views. If we define cultural competence as the ability to form authentic relationships across our differences, then a beginning point in the journey toward cultural competence would surely require us to find a way to talk productively with one another about issues of race, culture, gender, religion, sexual orientation, and the many other dimensions of difference.

Technology and Education Without Barriers: A Profile of the Latino Technology Foundation Scott Larson The Latino Technology Foundation provides computer training, seminars, scholarships and community programs aimed specifically at the Latino population.

Africa: An Educational Renaissance Has Begun Fred Mednick 54 countries and 800 million citizens strong, Africa has made significant progress in the last forty years. And even more progress is coming with education.

Challenges for Multicultural Education in Japan Stephen Murphy-Shigematsu Because Japan is becoming a society composed of people of multinational origins, the country now confronts issues such as inclusion of other languages in the school curriculum.

Schools Are Not Private Places Like Our Homes: Diversity, Democracy, and Education Walter C. Parker Schools are ideal sites for multicultural democratic education because they have within them congregations of diverse students. This diversity is their main asset when it comes to multicultural democratic education.

Exploring Human Behavior in the Classroom David Wolsk By making educational experiences personal and real, students gain a more lasting and generalized learning experience.

Recommended Reading

Bibliography

Diversity Within Unity: Essential Principles for Teaching And Learning in a Multicultural Society James A. Banks, Peter Cookson, Geneva Gay, Willis D. Hawley, Jacqueline Jordan Irvine, Sonia Nieta, Janet Schofield, and Walter Stephan

Handbook of Research on Multicultural Education James Banks and Cherry A. McGee Banks, editors

[Diversity and Citizenship Education: Global Perspectives](#) James A. Banks, ed.

[Teaching to Change the World](#) Jeannie Oakes and Martin Lipton

[Mindful Learning: 101 Proven Strategies for Student and Teacher Success](#) Linda Campbell

[Teaching Strategies for Ethnic Studies](#) James Banks

[Teaching Democracy: Unity and Diversity in Public Life](#) Walter C. Parker

[Culturally Responsive Teaching: Theory and Practice](#) Geneva Gay

Related links

[Center for Multicultural Education, University of Washington](#) The Center focuses on research projects and activities designed to improve practice related to equity issues, intergroup relations, and the achievement of students of color.

[Critical Issues in Preservice Education: Educating Teachers for Diversity](#) Linked to NCREL's [Pathways to School Improvement](#) , *Educating Teachers for Diversity* identifies key elements of effective teacher education for diversity, identifies exemplary practices with case studies, and provides links to web resources.

[The Multicultural Pavilion at Curry School of Education](#) One of the most comprehensive collections of information on multicultural education. Contains wealth of resources, articles and links. Developed at the University of Virginia.

[Creatively Teaching Multicultural Art](#)

Article by Marvin Bartel

[CARTS: Cultural Arts Resources for Teachers and Students](#) This is a commercial site, but does have some free resources for teachers.

[Teaching Tolerance](#) A curriculum for K-12 classrooms.

[Multicultural Perspectives in Mathematics Education](#) Multicultural Perspectives in Mathematics Education is maintained by the Department of Mathematics Education at the University of Georgia as a tool for furthering an understanding of multicultural perspectives in mathematics education. Look for an [Annotated Bibliography](#).

From National Association for Multicultural Education <http://nameorg.org/>

Journals, Magazines, and Newspapers

[African Voices Magazine](#) is dedicated to highlighting the rich artistic heritage of people of color. The magazine offers an exciting mix of short stories, poetry, book and music reviews, historical profiles and features on such contemporary artists and musicians as playwright August Wilson and jazz great Max Roach.

[American Legacy Magazine](#) focuses on the historical and cultural achievements of African-Americans throughout history. Each issue offers first hand accounts of historical moment where African-Americans made a significant difference.

[American Indian Culture and Research Journal](#) The foremost refereed research journal of American Indian Studies is released quarterly by the UCLA American Indian Studies Center Publications Unit. Each issue is packed with timely, well-researched articles, haunting lyrical literature, and the latest reviews of the academic literature available—in short, a vista on the world of American Indian Studies.

[American Indian Quarterly](#) - The complexity and excitement of the burgeoning field of Native American studies are captured in American Indian Quarterly (AIQ), a peer reviewed interdisciplinary journal of the histories, anthropologies, literatures, religions, and arts of Native America. Wide-ranging in its coverage of issues and topics, AIQ is devoted to charting and inciting debate about the latest developments in method and theory. It publishes original articles, shorter contributions, review articles, and book reviews.

[Asian Week](#)

[Asian Voices](#) is an annual publication of the [Asian Cultural Union](#) at [New York University](#). The original intent of the magazine was to allow Asian students to express their ideas and opinions. However, all Asian-related topics are welcome for submission.

[Black Issues Book Review](#) is the ultimate guide to the astonishing range of fiction and non-fiction now being published by and about people of African descent.

[Black Issues in Higher Education](#) Black Issues in Higher Education is a robust, glossy magazine with beautiful photographs and top-notch writing.

[Electronic Magazine of Multicultural Education](#)

[HispanicOnline](#), a Latino Web pioneer, includes 36 channels of new content, updated daily, and services ranging from stock and weather reports to online chats and discussion boards.

[International Journal on Multicultural Societies](#) “The International Journal on Multicultural Societies (IJMS) is a scholarly and professional journal, published by UNESCO. It provides a platform for international, interdisciplinary and policy-related social science research in the fields of migration, multiculturalism, and minority rights. Established by UNESCO’s social sciences research and policy division in 1998, it aims at improving the linkages between academic communities in various regions and across different social science disciplines. One of its particular features is to promote the policy-relevance of social science research. Each issue is devoted to a coherent thematic debate on a key issue in the field of migration and multiculturalism. All articles published in the IJMS are refereed in external peer-review.”

[Multicultural Education Abstracts](#) -Multicultural Education Abstracts is a current awareness service which draws on a wide range of international sources in order to serve the information needs of those throughout the world, concerned with multicultural education. The coverage of the service is broad in order to include the many diverse types of material that are relevant to study in this area. With the aid of an author and subject indexes in each issue, readers are able to quickly identify publications of particular interest to them. All the major international journals and books are scanned, and other original sources and cataloguing services regularly searched, for appropriate items. Abstracts are prepared by an international team of experts, are non-evaluative in form, and are accompanied by detailed bibliographical citations. An annual cumulative author and subject index is bound in the final issue of each volume.

[New California Media](#)

[Rethinking Schools Online](#)

[Skipping Stones](#)

[Studies in American Indian Literature](#) -”The purpose of the organization shall be to promote study, criticism, and research on the oral traditions and written literatures of Native Americans; to promote the teaching of such traditions and literatures; and to support and encourage contemporary Native American writers and the continuity of Native oral traditions.”

[Tribal College Journal](#) – On behalf of the [American Indian Higher Education Consortium’s member tribal colleges and universities](#), our culture-based publication addresses subjects important to the future of American Indian and Alaska Native communities. Tribal College Journal features both journalistic and scholarly articles.