DOCUMENT RESUME

ED 392 272 FL 023 616

AUTHOR Kraft, Richard; And Others
TITLE Grass Roots Middle School Reform: Culturally and Linguistically Diverse Students in a Low SES District.
INSTITUTION National Clearinghouse for Bilingual Education, Washington, DC.
SPONS AGENCY Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE 95
CONTRACT T295005001
NOTE 73p.
AVAILABLE FROM NCBE, 1118 22nd Street, N.W., Washington, DC 20037.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Change Strategies; *College School Cooperation; *Cultural Pluralism; Economically Disadvantaged; Educational Change; *Educational Innovation; *High Risk Students; Inservice Teacher Education; Intermediate Grades; Junior High Schools; *Low Income Groups; *Middle Schools; Program Descriptions; Program Effectiveness

ABSTRACT

Design and implementation of a program to improve education for a culturally diverse middle school population in an economically disadvantaged area are described. The program involved cooperation of the University of Colorado-BUENO Center for Multicultural Education and a nearby school district. In the two participating middle schools, students ranked low in the state in academic achievement and were at high risk for dropping out of school. The federally-funded program was designed to increase student achievement and self-esteem through teacher and paraprofessional development courses, affective education, funding for Spanish and English literacy instructional materials, support for mentoring, and a 2-week study program in Mexico for teachers. The report first provides background information about new national educational goals, principles for work with limited-English-proficient students, approaches to systemic reform, changing demographics and resulting needs, and educational research and theory on achievement. It then describes the program, including school-level needs, nature of school/university collaboration, resources and needs assessment, objectives, project model, key program elements (affective, bilingual, and multicultural coursework for teachers, book fairs and workshops, mentoring program, school tutorial and enrichment programs, study in Mexico, affective education curriculum), and lessons learned. The program is not formally evaluated here. Contains 42 references. (MSE)

NCBE

RESOURCE COLLECTION SERIES

Grass Roots Middle School Reform: Culturally and Linguistically Diverse Students in a Low SES District

Richard Kraft
Leonard Baca
Lorenso Aragón
Carmen de Onís

SPRING 1995

The National Clearinghouse for Bilingual Education (NCBE) is funded by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) and is operated under Contract No. T295005001 by The George Washington University, Center for Education Policy Studies/Institute for the Study of Language and Education. The contents of this publication are reprinted from the NCBE Resource Collection. Materials from the Resource Collection are reprinted "as is." NCBE assumes no editorial or stylistic responsibility for these documents. The views expressed do not necessarily reflect the views or policies of The George Washington University or the U.S. Department of Education. The mention of trade names, commercial products, or organizations does not imply endorsement by the U.S. government. Readers are free to duplicate and use these materials in keeping with accepted publication standards. NCBE requests that proper credit be given in the event of reproduction.

Graduate School of Education and Human Development

GRASS ROOTS
MIDDLE SCHOOL REFORM:

Culturally and Linguistically Diverse

Students in Low SES Districts

Richard Kraft
Leonard Baca
Lorenso Aragón
Carmen de Onís

BUENO Center for Multicultural Education
University of Colorado, Boulder

Spring 1995

TABLE OF CONTENTS

PART I

Grass Roots Middle School Reform in a Low SES District:

Strategies for Working with Culturally and Linguistically Diverse Students

Leonard Baca & Richard J. Kraft, Professors of Education

INTRODUCTION

Since the 1983 publication of the National Commission on Educational Excellence, *A Nation at Risk*, the American educational system has been involved in one wave after another of reform. While some of the reports have pointed to the changing student demographics, most ignore the very real educational challenges facing the students who are most at risk in today's schools. Children who live in poverty, those who suffer from high mobility rates as is the case of most migrants, and students with disabilities, have generally not been the focus of most reform efforts to date. Students from diverse linguistic and socioeconomic backgrounds have received very little attention in the education reform literature. The Innovation in Education Project (IEP) reported on in this document was a serious attempt to address both the theoretical and practical underpinnings necessary to enact effective, bilingual/multicultural restructuring in two lower socioeconomic middle schools with student bodies made up of 50% Hispanics/Latinos.

A strong case can be made that many school reforms, advocated and implemented over the past twelve years, have impacted negatively on minority for children in general and specifically on children with Limited English Proficiency (LEP). While efforts have been made to; establish higher standards, lower dropout rates, increase basic skills, prepare better teachers, align the curriculum to fit students, improve school attendance, implement the use of technology, focus on site-based management, and provide for parental choice and participation, little has been done to meet the unique needs of LEP students. In fact, with the publicity of English Only Movements in various states, along with growing attacks on affirmative action by prominent academics and the congressional cutting of federal programs which serve the poor and the underprivileged, such as "Head Start" and bilingual education, we are inclined to join Jonathan Kozol (1991) in suggesting that "savage inequalities" are inherent in our educational system, more so today than at the inception of the current reform movement.

After having reviewed the literature related to the Goals 2000, it is our belief that this initiative was developed primarily for political expediency and without adequate consideration of the student population of the 1990s, particularly that segment of the population labeled as language minority students. Furthermore, it is apparent that in its inception, little or no attention was paid to the sociocultural context in which schools operate and how this impacts on educational practice. In short, the goals have been built on questionable assumptions that create a mismatch between the goals and the students and schools they wish to reform (Baca, Escamilla, & Carjuzaa, 1994).

Failure to take a grass roots or bottom up approach to reform by considering student needs and community characteristics as the center of this reform has led researchers such as Cardenas (1991) and Ogbu (1992) to assert that these initiatives are not sufficient for the development of a comprehensive plan addressing current educational problems. Cardenas summarized these concerns by stating that they fail to address the most severe problems of the educational system: the perception of atypical students as being deficient, the inability to distinguish between lack of experience and lack of capability, low levels of expectations, and incompatible materials and methodology between schools and students. If the Goals 2000 and other current reform initiatives do not provide direction, support and resources to address these inadequacies in existing schools, efforts at reform will continue to yield disappointing results.

THE NATIONAL EDUCATION GOALS

Although the National Education Goals (1994) currently driving the educational reform movement indirectly point to the challenges and needs of our poor, minority and LEP student populations, given the new political and economic realities of our nation, e.g., the present cuts by Congress to programs such as Head Start, the likelihood of significant reforms coming to pass are minimal. Further analysis of these goals will serve to shed light on this dilemma.

Goal (1) calls for all children to start school ready to learn, through provision of quality preschool programs for children in need, parental training and support, and nutrition and health care. This goal is nearly impossible to meet, in a time of balanced budget amendments, shifting costs from the Federal to the state and local governments, and calls for the cutting back or elimination of Head Start, Women's Infant and Child Health and Nutrition Programs, and most welfare programs. In addition, this goal presupposes a deficit mind set applied to certain populations of students entering school at the Kindergarten level.

Whereas **Goal (2)** seeks to raise the high school completion rate to 90% by the year 2000, given the 30-50% minority and LEP dropout rates in many urban areas and the continuing cutbacks in state and local funding, to say nothing of the life chances of being stuck in a minimum wage job even with high school graduation, this goal too appears to be unrealistic. Narrowing minority and majority achievement gaps along with the improvement of citizenship called for in **Goal (3)**, seems unlikely to be accomplished in light of the current "high stakes" standards guiding the national curriculum movement and the examination boards. In spite of the rhetoric about authentic assessment and site based management and political movements to return power to the states, there is equally strong pressure towards a more nationally controlled educational system.

The call to raise the percentage of students who are competent in more than one language has obvious implications for LEP students. Regrettably this goal is generally interpreted as teaching monolingual English speakers a second language (L_2) and LEP students English, rather than the maintenance of primary language (L_1) competence on the part of native speakers of Spanish, Chinese, or the many other languages which LEP students bring to the classroom. Practices such as these

and teacher preparation are considerations in the instruction of these students. Other than a perfunctory call for teachers to be prepared to teach increasingly diverse student populations, **Goal (4)** ignores the decreasing number of teachers of color entering the profession and says nothing about the need for teachers to be competent in more than one language.

Goal (5) calls for being number one in the world in science and mathematics. It sounds equally irrelevant to children who haven't been given a chance to learn basic communication or arithmetic skills. Adult literacy and lifelong learning is **Goal (6).** At a time when K-12 programs are seeing rising class sizes and a diminution in local, state and federal funds and when college loan and grant programs are facing massive cutbacks or elimination, poor, minority and LEP students are at even greater risk of falling behind their more affluent classmates. The call for safe, disciplined and drug-free schools in **Goal (7)** is welcomed by every parent, educator, and citizen of the country, but the futility of reaching the goal through *Just Say No, DARE, Three Strikes and You're Out*, prisons, delinquency centers, and minimal gun control, is all too clear. The inclusion of "bilingual" parents in the greater involvement of parents in the schools in **Goal (8)** is the only direct reference to the millions of LEP persons in our society.

WORKING WITH LIMITED ENGLISH PROFICIENT STUDENTS

In contrast to Goals 2000, recent meetings of national panels on LEP students do provide a series of recommendations which need to be addressed by the current reform agenda (August, 1994). Among the recommendations are:

1) The inclusion of persons knowledgeable and concerned about the education of LEP students on all national, state and local panels.

2) Content standards should reflect the best available knowledge about how LEP students learn and about how the content can be most effectively taught to them.

3) The standards should acknowledge the importance of the abilities in the non-English languages of LEP students, through the development of foreign language standards that accommodate these students for whom another language is their native language.

4) High expectations for all children will further the cause of educational equity.

5) LEP student who are instructed in their native language should be assessed in that language and these assessments should parallel content assessments and performance standards in English. Modifications in assessments and procedures would be encouraged to enable LEP students to take content assessments in English.

6) States should develop systems of school and LEA accountability that fully incorporate LEP students. States should set a limit on how long LEP students can be waived from taking the same performance assessments in English as their English-speaking peers.

7) There is a need for research and development if LEP students are to be equitably and fully incorporated into systemic reform.

8) Native Americans must participate in the formulation of plans, standards and assessment in the areas of Native American language and culture, and also in coordinating plans, standards and assessments.

9) Assessments of workforce skills should be developed and conducted in the native languages of students substantially represented in the United States.

Suffice it to say, that if these recommendations are followed, we believe that many of our concerns about the past twelve years of educational reform will be alleviated and the possibilities of educational equity will be greatly enhanced.

SYSTEMIC REFORM

We do not wish to take a completely negative tone on the current attempts at systemic national reform, but do sincerely believe that far too little rhetoric, to say nothing of action, addresses the needs of most LEP students. The current educational reform movement and the national political scene do not appear to be very receptive to the needs of poor, minority and LEP students and a strong case could be made that the educational reform movement of the past twelve years has failed to make a difference, precisely because it has ignored this needy and growing proportion of the student population. The question still remains as to why little attention has been given to such well-documented areas of need and why proven interventions such as Head Start, bilingual education, and parent-education programs are under constant attack, rather than receiving the support that might begin to solve some of the broader social problems facing our society. Sarason (1990, 35-36), in his provocative book *The Predictable Failure of Educational Reform*, comes up with a possible explanation:

> Any educational reform that does not explicitly and courageously own up to issues surrounding changing patterns of power relationships is likely to fail ... that the strength of the status quo--its underlying axioms, its pattern of power relationships, its sense of tradition and therefore what seems right, natural, and proper--almost automatically rules out options for change in that status quo.

To seriously confront the issues of multicultural and bilingual education would force a rethinking of power relationships in American society, to say nothing of changing a wide range of educational traditions. Thus it was perhaps predictable that most of the problems identified 12 years ago have proven intractable and almost impervious to the attempted reforms. It is not sufficient, however, to blame the politicians, as educational researchers and policy analysts promised far more than they could deliver and subsequently scapegoat the practitioners in the schools for not being able to solve societal problems caused by forces outside the control of the school. Clark and Astuto (1994) conclude that:

> The education reform movement of the 1980s and 1990s has produced disappointing results. Policy makers who have labored over Federal, state and local reform initiatives blame these results on the reluctance or incompetence of practitioners. Educators who work at the school and classroom levels blame policy makers for their lack of understanding of the real life of schools. Many of the parties involved blame the victims. . . . Everyone wants to blame the delivery systems that fragment the social, medical, psychological, nutritional, and educational resources and services provided for children.

While the Innovation project did not seek to tie all the delivery systems together, it did make a serious attempt to deal with a range of factors in the schools, rather than just one small component. Most reform documents advocate giving LEP and minority children "more of the same" (i.e., that which has not worked for them in the past). If these students have not mastered English through ten years of regular English classes, then is it likely that two more years of the same English classes will solve the problem? If they are dropping out of middle and high schools at totally unacceptable rates, then will toughening attendance laws and raising entrance and exit requirements at various levels improve the situation? If they are performing at lower levels than their majority, English speaking peers, then will tougher assessments lead to higher performance? Will new curricular standards make any difference, if the curriculum remains fragmented into 50 minute periods? Will teacher's attitudes be changed and alienation lowered if they are still confronted with up to 150 students per day? It appears that there is an ever increasing number of LEP and students from low socioeconomic groups failing, which in turn serves to perpetuate the status quo. Neither the political nor educational establishments of this country have made any serious attempt to confront the special needs of these students during the past decade of the educational reform movement. With the recent changes in Washington and the national political climate, we fear the abandonment of these children at a time when society can ill afford to not educate them for the complexities of the twenty-first century.

CHANGING DEMOGRAPHICS

With the massive immigration of the past two decades, the immigrant experience is still fresh in the minds of millions of new American adults and children. This experience has seldom been a pleasant one in either the broader society or the school. For most immigrant children throughout our history, the curriculum and pedagogy of the school can be considered anything but friendly. Only with the advent of whole language programs, constructivist approaches to instruction, and scaffolding upon students' prior knowledge, has the dominant culture begun to permit the lived-experiences of students to enter the classroom. Unfortunately, these hopeful signs are limited to lived-experience as expressed in the English language. Too often, the language and culture of the family have been ignored or put down and an alien or imposed reality substituted. Children are still forced to choose between family and school and go on to become "cultural schizophrenics" (Nieto, 1992).

While it would be foolhardy to claim that bilingual education, multicultural education or any other program will solve the broad economic, political, social and educational challenges facing our society today, it is equally naive to believe that educational reforms which ignore the research on language and culture can be other than doomed to failure. It is not just the minority or LEP students who are being deprived of the benefits which result from this knowledge, but also the dominant culture, English speaking students who will never experience a truly multicultural, bilingual education. There are a range of theories or explanations for differential achievement by various ethnic and linguistic groups in the United States and it is important to once again reiterate these, as the Innovation in Education project reported on in this document attempted to confront some of the issues raised by researchers and theoreticians.

EDUCATIONAL RESEARCH AND THEORY ON ACHIEVEMENT

One of the needs addressed by the Innovation in Education program was the gap in achievement between the majority and minority students in the two middle schools. Many of the components reported on later in this document were designed to address this problem. There are many theories which attempt to explain achievement differentials and we shall quickly summarize these. The role of teacher interactions and expectations of students in student achievement was coined by Merton (1948) and popularized by Rosenthal & Jacobson (1968) in their important, but controversial book, *Pygmalion in the Classroom.* The effect of teachers' expectations on the academic achievement of students has been taken seriously now for the past quarter-century, whereas previously failure was likely to be ascribed wholly to individual failure or family factors. The heredity theory has been around for centuries, but was again popularized by Jensen (1969) and more recently by Murray and Herrnstein in *The Bell Curve* (1994). These theorists and researchers suggest that variations in intelligence and achievement are the result of hereditary differences in conceptual and problem-solving skills and in symbolic thinking.

Anthropologists tend to reject simplistic racial and ethnic categories, holding that race is a cultural construct dependent more on the classifier's own cultural norms than on any biological unit of nature.

Throughout the civil rights movement of the fifties and sixties, the cultural deprivation theory became the dominant explanation for the gap in achievement. The Coleman Report (1966), *Equality of Educational Opportunity*, was perhaps the most influential of all the major reports of this era; and Moynihan (1965), now Senator from New York, attributed some of the differential to poor home environments and the cultural backgrounds from which children came. Parents were "blamed" for not providing the appropriate cultural, cognitive, linguistic and other skills necessary for their children to succeed in school. While the words "cultural deprivation" are used less today, particularly among scholars, the concept is still used in much of the political rhetoric. The reverse, "cultural advantage," also entered the explanatory causes of differential achievement through Schwartz (1971) and Vernon (1982), among others. This was put forward to help explain the success of some minority groups as compared to others. Parental control and authority, achievement motivation, family honor and a range of other cultural variables were given as reasons for success. The concept of the "good" minorities, that is those whose cultures more closely matched the dominant society, entered the discussion during this period.

Structural factors in schools have become increasingly important in explaining differential achievement. The tracking of minority students, particularly those with limited English proficiency, has been documented by numerous studies. Braddock (1990) found that the practice of ability grouping was much more prevalent in schools with large populations of Latino and African-American childre ı. Other research has pointed to the over representation of LEP students in special education and low track classes. Testing is a second area in which minority and LEP children are affected and it is one of the reasons that the bilingual community has called for improved and more equitable assessment procedures. The treatment of minorities in textbooks has been studied for many years, but as recently as 1991, Sleeter and Grant found women and people of color still under represented in school texts and portrayed in more limited roles than white males. They also found few books dealing with contemporary race and ethnic relations. Other structural factors affecting school achievement have been identified such as the curriculum, disciplinary procedures, the physical structure of the schools, the teaching methods used by teachers, and the involvement of parents in their children's education. Many of these structural factors were addressed by the Innovation in Education Program.

Cultural conflict theorists reject the cultural deprivation model and argue that children do well or poorly in school, depending on how similar or different their culture is from the mainstream culture and attitudes. When the home and school are in conflict, children's achievement and other measures of school success suffer (Valentine, 1968). Numerous other researchers have studied such things as learning style differences (Witkin, 1962; Stodolsky & Lesser, 1971), communication style (McDermott, 1982), and "wait times" (Tharp, 1989), to mention but a few of the cultural conflicts.

Societal and school discrimination is a structural explanation used by such theorists as Bowles & Gintis (1976) and contemporary neo-Marxist critics. Ogbu (1978), emphasizes the perceptions of opportunity and the feeling on the part of many minorities, particularly what he calls "cast-like" or "involuntary" minorities--African-Americans, Latinos and American Indians--to not be allowed to compete for the most desirable roles in the society. These groups begin dropping out in alarming numbers by their sophomore year in high school (Rumberger, 1991).

Continued practices of curriculum differentiation, ability grouping, and tracking has negatively impacted on Mexican-American students and made them the most segregated group in our nation's public schools (Donato & Onís, 1994). Not only do these students physically drop out in high school, but as early as "the fourth and fifth grade, many Mexican-Americans become psychological dropouts, appearing to withdraw mentally from school. This withdrawal is characterized by boredom, failure to work, inattentiveness, and behavior problems" (Ogbu & Matute-Bianchi, 1992, p. 115).

These issues, as well as the theoretical differentials discussed in achievement, played an integral part in not only the inception of the Innovations in Education Project, but in its actual implementation at the middle school level. Student self-concept and motivation, pedagogy in the classroom, the structure of schooling, interactions between staff, parents and students, and cultural and linguistic knowledge were components of the educational innovation effort. Part II of this monograph details just how this took place and highlights the successes and failures in addressing the following five identified needs:

1. To provide a delivery system to avoid fragmentation of the curriculum and equitable learning for all students among and between grade levels;

2. To develop a system of articulation and sharing among all classroom teachers, programs and administrative staff;

3. To train all staff in strategies in multicultural education for developing students' linguistic literacy skills;

4. To improve school climate through affective learning experiences, and the development of students' positive self esteem; and

5. To lessen the gap in achievement between the majority and minority students.

PART II

THE INNOVATION IN EDUCATION PROJECT

Middle School Reform:

A Collaborative Effort Between
The University of Colorado - BUENO Center
And Franklin School District 10

Carmen de Onís & Lorenso Aragón

PROJECT SUMMARY

The University of Colorado-BUENO Center for Multicultural Education, Boulder, Colorado, and a neighboring school district, Franklin School District 10, participated in an Innovations in Education Project (IEP) designed to serve students from low socioeconomic and linguistically diverse backgrounds at Grant and Lincoln Middle Schools. These students rank amongst the very lowest in academic achievement for the State of Colorado and many drop out of school at an early age. Due to an increase in immigration to this area during the past five years, the demographics have changed dramatically with the Hispanic/Latino population reaching 50% throughout this school district.

The IEP Grant was implemented during the 1993-1994 academic school year and was designed to increase the academic achievement and self esteem of these students by means of school site based reform in both affective and bilingual/ multicultural restructuring at the middle school level. This effort was implemented at Franklin School District 10 in collaboration with the University of Colorado-BUENO Center, with funding secured through the US Department of Education, Secretary's Fund for Innovation in Education.

The main thrust of the grant was to assist students, paraprofessionals, and teachers via activities which included: 1) university course work, 2) methods and strategies in English/Spanish as a Second Language (ESL/SSL) and bilingual/ multicultural education, 3) affective education, 4) stipends for purchasing materials for the promotion of literacy across the curriculum in both Spanish and English, 5) professional leave and pay for teachers and paraprofessionals to attend workshops, mentor students and conduct outside school activities with students and parents, and 6) a two week study abroad of Mexico's public education system.

The purpose of this section is to provide a past and present day perspective of school reform at the middle school level utilizing a "bottom-up" approach to school reform. The focus being the primary participants in the schools and the university in a secondary position serving as a facilitator, with support from federal funding.

SCHOOL REFORM

Problems of Practice:

Reform strategies have historically been innovations imposed on schools from outside agencies (e.g., higher education research projects, top-down projects imposed by the central administration offices, district policy changes, etc.). Many of these reform programs have subsequently failed because they did not consider several critical features. These include whether or not; the reform addressed specific student needs, the reform was supported by the community, teachers and school administration, the school had the mechanisms to sustain and support the reform effort, and if this effort was context specific (Comer, 1980, 1988).

As a result of the above, such "innovative programs" have often failed to improve student achievement or school climate, and in some cases have also negatively impacted school staff. Perceived failure of an innovation causes schools and teachers to lose heart and become passive and non-developmental. Moreover, professionals working in this type of environment are not empowered to take responsibility for the success or failure of a specific innovation since they had little or no input into the decision to implement it (Walker, Hood and Rodgers, 1991).

Schools that are forced into using pre-packaged solutions for improvement usually implement them in a rote and proceduralized manner (Levine & Cooper, 1991). These schools, as a result, are not self-directing environments which can assume responsibility for their own renewal and innovation (McDonnell, 1989). Walker, Hood & Rodgers (1991) and Cummins (1989) found that meaningful change in educational environments is highly correlated with the following factors: 1) the teaching staff has to "buy-in" to the proposed innovation and has to cooperate in its implementation; 2) the innovation has to be context specific and be directly related to the students and staff at a particular school; 3) the school's administration must support the proposed change; and 4) the school must have the human and monetary resources necessary to support and sustain efforts at innovation.

In keeping with this theoretical framework, the staff and administration at both Grant and Lincoln Middle Schools identified the goals for this Innovations in Education Project. Although they had been in the process of implementing them since 1989, the district had not had the necessary human and monetary resources to completely implement and evaluate their reform efforts.

This project provided the additional resources necessary to support the school-identified reform effort which included: 1) instructional strategies related to the improvement of linguistic literacy, 2) an improved affective educational environment for students and staff development which focused on high expectations for all students, and 3) more collaboration among staff members within and across school sites. The project then set about to provide systemic change at the middle school level of a lower SES school district which was already in the process of school reform and needed additional assistance to meet its goals.

UNIVERSITY/SCHOOL COLLABORATION

A Grass Roots Approach:

The IEP Project was conducted utilizing a bottom up approach (i.e., from the district on site at the two middle schools, to facilitation at the university level). All participants collaborated to provide input through surveys, questionnaires and actual participation in course work, mentoring, the piloting of strategies, as well as school wide activities. Together, school and university personnel specifically addressed such issues as: teacher attitudes, classroom methods in affective education, English as a Second Language (ESL) and bilingual strategies, along with the overall improvement of school climate and student academic achievement.

This Innovation in Education Grant took place at Franklin School District 10, located north of the Denver Metropolitan area, in one of the largest industrial-based communities in Colorado, which in part accounts for the significant increase of immigrant population over the past five years. The city's population served by Franklin School District 10 is 25,000, with a student population of 6,139.

Due to the increase of immigration and a fast growing birthrate (Chapas & Valencia, 1993), in no other place is the increase in Hispanic/Latino population more evident than in the schools (Donato & Onís, 1994). Meeting the needs of these students has become a district wide imperative. Out of a total of 2,481 students enrolled in Franklin School District 10 during 1992-1993, 50% were of Hispanic/Latino origin. Fifty percent (50%) of this population indicated that they use a language other than English in the home. Out of those who speak another language (for the most part Spanish), 10.7% or 658 students were categorized as limited English proficient (LEP). Out of this number, 325 LEP students were at the elementary schools, 210 at the middle schools, and 123 at the high schools (Colorado State Department of Education, 1992).

THE SCHOOLS

Grant and Lincoln Middle School/Franklin School District 10:

Franklin School District 10 operates one high school, an alternative high school, two middle schools, the Burger King Academy, seven elementary schools, and one pre-school. Although the district has had a previous history of collaboration with the University of Colorado, low student academic performance persists and is well below the national average. Many students live at or below the poverty line and there is an abundance of teen pregnancies and extended families.

All District 10 schools have been involved in an overall school improvement plan since 1989. The five areas designated by Franklin School District 10 as crucial to effective schooling are: academic excellence, positive learning climate, organization and management of the instructional setting, instructional effectiveness, and parental/community involvement. Focusing on these initiatives, schools provide a

yearly report on each of these areas. In the arena of pedagogy, both middle schools have been working on instructional practices for bilingual and at risk students.

During the 1993-1994 school year, Grant Middle School through a Carnegie Grant began developing a comprehensive health program. Three paraprofessionals were hired for each of the two middle schools. IEP course offerings throughout the school year and summer, focused on both affective and bilingual/ multicultural strategies for working with limited English proficient (LEP) students, as well as at risk students at the middle school level.

THE UNIVERSITY

The BUENO Center:

The University of Colorado-BUENO Center for Multicultural Education is located in the School of Education at the University of Colorado, Boulder. The Center has received numerous grants used to fulfill its mission of promoting bilingualism, cultural pluralism, and cross cultural educational opportunities for diverse populations. A number of notable programs are funded under their umbrella by the US. Department of Education, Office of Special Education, Migrant Education, and OBEMLA.

Founded in 1975, BUENO has been responsible for special projects and educational opportunities for students, teachers and staff, and has served communities and universities nation wide. The goal of the BUENO Center is to provide educational equity, bilingual/multicultural education and equal educational opportunities for diverse populations that have been historically underserved in our educational system. The Center strongly promotes quality education with an emphasis on research, training and service projects.

AVAILABLE RESOURCES AND NEEDS ASSESSMENT

At the inception of the IEP Grant, both middle schools were equipped with computer labs and specialized staff consisting of counselors, nurses, psychologists, special educators and child advocates. Bilingual programs and bilingual paraprofessionals were in place at the elementary level. At the middle schools there was one bilingual paraprofessional at Grant Middle School and one English as a Second Language (ESL) teacher at Lincoln Middle School. The regular high school had a bilingual paraprofessional, but as in the case of the middle school, had no bilingual program.

Screening of limited English proficient (LEP) students was done at both the elementary and the secondary level using the Language Assessment Scales (commonly known as the "LAS"). The administration of this test has primarily been done by paraprofessionals. Although there are bilingual programs in the elementary schools, the tendency at the secondary level has been to immerse LEP students into mainstream English classes as soon as possible. Services rendered to

these students have primarily consisted of pulling out the students for tutorial assistance (by the paraprofessional) and the translation of lessons, with no program orientation whatsoever or respective planning with classroom teachers. The implementation of the IEP Grant and continued restructuring efforts by the school district has greatly improved this situation.

The staff and administration at both Grant and Lincoln Middle Schools, by means of a needs assessment survey, identified the goals for this Innovations in Education Project focusing on staff collaboration, increased parental involvement, improved school environment, high expectations for all students, instructional strategies for linguistic literacy, English as Second Language (ESL), and bilingual/multicultural education. Taking into consideration the district blueprint, it was evident that they had been in the process of implementing strategies for dealing with these concerns for several years. However, as previously mentioned, the district did not have the necessary human and monetary resources to completely implement and evaluate these reform efforts. The IEP Grant provided the additional resources necessary to support this school-identified reform effort which included: instructional strategies related to increased linguistic literacy; improved affective education for students; and staff development which focused on encouraging more effective collaboration among staff at each of the school sites.

The Innovation in Education Project focused on seven objectives in three major areas:

OBJECTIVES

Instructional Objectives:

1. To improve overall student achievement across the curriculum for students in grades 6-8 in Grant and Lincoln Middle Schools;

2. To reduce the gap in achievement between minority and non-minority students; and,

3. To improve student self-esteem and overall school climate through the implementation of after school enrichment and tutorial activities.

Instructional Delivery Objectives:

4. To implement a school schedule that provides focused and integrated learning opportunities for middle school students and maximizes staff collaboration and team building; and,

5. To implement teaching strategies which meet the needs of diverse students.

Staff Development Objectives:

6. To provide opportunities for teacher enrichment and other means to improve the status of teachers; and,

7. To guide staff in developing collaborative team-planning systems in order to establish a system of peer support and cooperation.

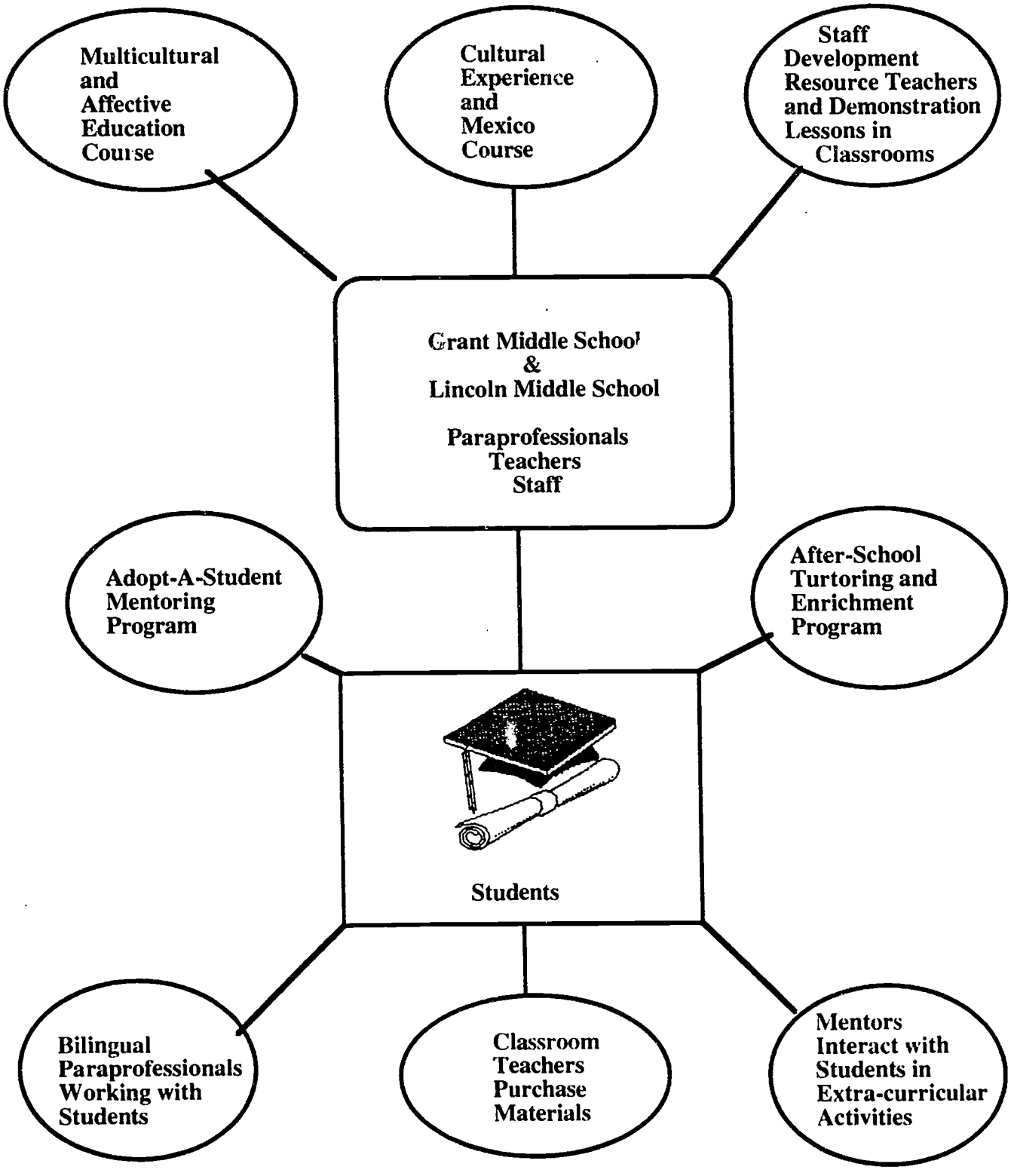
Specific activities for accomplishing project objectives may be found in Appendix A, Plan of Operation.

PROJECT MODEL

Joining Theory & Practice:

Interventions began in the Fall of 1993 and were carried out through the Summer of 1994. In October of 1993, two staff development resource teachers and six bilingual paraprofessionals were hired to assist regular classroom teachers in meeting the academic and social needs of at-risk students. Since the program's philosophy was based on a grass roots approach, staff from both middle schools were provided opportunities to create and articulate a training model which follows.

Innovations in Education Grant Model



The model proposed by the staff emphasized the working relationship between the regular classroom teacher and the bilingual paraprofessionals. Staff felt strongly that reform should begin with course work which would prepare them to meet the academic needs of their students, especially in the area of literacy development. Staff were also interested in learning strategies for developing students' self esteem. Taking into account the needs of the staff, two courses dealing with *ESL, Bilingual/Multicultural and Affective Education* were provided in the Fall of 1993 and Spring of 1994. Enrollment in these courses was offered to all certified and classified staff at the two middle schools. A component of these courses was the development of a system for peer coaching in which the staff development resource teachers would demonstrate lessons for teachers and paraprofessionals. In the Summer of 1994, staff participants were provided the opportunity to study language and culture in Mexico.

In addition, staff development resource teachers provided teachers and paraprofessionals feedback on teaching strategies learned in class. Furthermore, staff were encouraged to team-teach and to share these strategies with their colleagues. An end product of this course work was the development of an affective education curriculum to be used at Lincoln Middle School, 1994-1995.

Throughout the year, specific programs and extra curricular activities directly benefit students were developed by the staff. These included an Adopt-A-Student Program, an After School Tutoring Program and an After School Enrichment Program. The Adopt-a-Student program provided opportunities for teachers and paraprofessionals to mentor students. Mentoring activities included going out to dinner, taking tours of the airport and the University of Colorado campus, attending a cultural performance, going out to the movies, or helping students with homework. The After School Tutoring Program provided students one-to-one assistance with homework. The After School Enrichment Program was designed to allow students opportunities to explore their talents in the areas of computer technology, art and dance.

KEY ELEMENTS

By November, 1993, all components of the Innovations In Education Project were underway at both the middle schools: 1) two staff development resource teachers were in the schools on Tuesday and Thursday of each week visiting and working with students and teachers in classrooms; 2) six bilingual paraprofessionals (three at each school) were hired to work with staff and students; 3) the Multicultural and Affective Education Course was underway; 4) the Adopt-A-Student Mentoring Program was begun with each mentor working with one or two students for four hours each week.

AFFECTIVE, BILINGUAL AND MULTICULTURAL EDUCATION COURSE WORK

All teachers, paraprofessionals and administrators from both Grant and Lincoln Middle Schools were provided the opportunity to receive university/ college credit for course work conducted by the staff development resource teachers and outside consultants to meet the needs of the schools both in the traditional university class setting and within the schools. The course work spanned three terms and was designed around a survey (see Appendix B) conducted the fall of 1994 whereby teachers gave input as to their interest and prior knowledge of affective and bilingual/multicultural methodology.

Teacher responses were tabulated into five categories in bilingual education and seven in affective education. The following topics served as the underpinning to the development of the university course work:

Bilingual Education:

1) Hands-On Approaches to Learning
2) Cooperative Learning Strategies
3) Interdisciplinary Learning Strategies
4) Multicultural Education
5) Alternative Assessment

Affective Education:

1) Self-Responsibility & Empowerment For Students
2) Working With Students From Dysfunctional Families
3) Motivational Strategies
4) Creating/Altering School Climate
5) Students Who Push Our Buttons
6) Conflict Mediation
7) Adventure/Outdoor/Challenge Education

The courses (see Appendix C and E) were formulated from the above categories. Although some adaptations took place, these descriptions serve to profile the course work content and approximate the timing of its delivery over two semesters and a summer.

Included in course work were topics dealing with cooperative learning techniques, theories of affective and bilingual/multicultural education, and ESL/SSL strategies. Staff participants took part in outdoor experiences such as "challenge courses" and were given an opportunity to pilot lessons in their classrooms with their own students using the methodology presented in the course.

Many of these students have experienced little success in the public school system. California Test of Basic Skills (CTBS) scores for these middle school students show that they have trouble with basic math computations, literacy, and generally fall well below the 50% academically. In addition to this, few have experienced any activities beyond the confines of the industrial city in which they

live. In addressing this situation along with motivation and behavioral problems within the classrooms themselves, extensive attention was given to not only providing outside school experiences for these students, but creating positive learning environments through active student participation by means of: 1) hands-on/cooperative learning techniques, 2) heterogeneous grouping, 3) the honoring of students' language/culture, and 4) the utilization of second language practices (e.g., mini Spanish lessons were piloted to entire classes utilizing a sheltered approach).

During the 1993-1994 academic year, teachers were involved in a "grade clustering" concept in which teachers were provided opportunities to plan with one another by grade level. This planning time provided the vehicle for the development of thematic units across the curriculum utilizing such technology as videotaping student presentations and computer projects to enhance students' oral and written skills.

Additional activities that came from "grade clustering" included a unit of study on the Olympics, a Renaissance and Multicultural Fair, and outside environmental experiences at the YMCA Camp of the Rockies. Extensive collaboration and interactions between students and staff, (pictures, videos, and elaborate bulletin boards exemplified these events), provided sharing with teachers, students, administrators and parents alike. Participants in the class received credit for the development of affective, bilingual/multicultural curriculum, reflective journals and shared-experiences in the implementation of model lessons demonstrating the methods and strategies.

BOOK FAIR/WORKSHOPS

Participants in the Innovations Project consulted on how grant money was to be spent and worked to set up experience-based activities to maximize the resources found in the area. In addition to this funding, the IEP Grant provided each paraprofessional, teacher and administrator, counselor, special educator and nurse in the class $250 to buy materials. Additionally, the two libraries received approximately $2,000 to purchase appropriate affective and bilingual resource materials and books to augment both teaching and learning in the areas of literacy, science, math, social studies and the arts.

A book fair, conducted by the staff development resource teachers, assisted class participants in the selection process and sampling of materials for use in their own classrooms prior to purchase. The publications chosen were authentic in nature, many written in Spanish (depicting prominant Hispanic/
Latino figures as Cesar Chavez), appropriate to and matching the grade level curriculum already in use. To maximize these stipends, many class participants chose to pool their resources (e.g., in one case an administrator, a paraprofessional, and a teacher were able to buy a whole set of Spanish encyclopedias).

Additional workshops were provided during the school day for middle school teachers and paraprofessionals. The staff development resource teachers provided sample lessons in English/Spanish as a Second Language (ESL/SSL), and the content areas of Social Studies, Math, Language Arts, and Science. "In kind

services" were provided by the school district through the hiring of one of the staff development resource teachers to do a series of afternoon sessions to train paraprofessionals from the entire school district. Since paraprofessionals and teachers at the two schools felt that they had little or no training in reading, nor the materials to teach this subject matter, the main focus of these classes was on linguistic literacy (in both English and Spanish), exploring a variety of contemporary approaches including "whole language," literature based reading, basic phonetics and "reading recovery."

MENTORING PROGRAM

Adopt-A-Student:

A component of the Innovation in Education Project was the implementation of an "Adopt-A-Student" program. Briefly outlined, the "Adopt-A-Student" program was designed to provide students opportunities to interact with teachers outside the normal school day and was intended for students who were having difficulty being successful in school due to academic, behavior, or family problems.

Ten staff (teachers, paraprofessionals, counselors, etc.) from each middle school were selected to pilot the program. In most cases selected mentors were each assigned two students. These individuals were asked to spend at least four hours per week, outside of the school day, with their mentees. They were paid $10 per hour for their efforts. Additional funds were provided to pay for mentoring activities.

Students who could most benefit from the Adopt-A-Student program were selected by a committee composed of staff from each participating school. Selection was based on absenteeism, grades, referrals to the office and other factors deemed important by the selection committee.

A log of mentoring activities was kept on each mentee and included the following information:

1. Documented time spent with each mentee.
2. Identified student needs and records of students' progress.
3. Home contacts made and results of such visits/calls.
4. Non-academic activities completed.
5. Attending after school activities with the student.
6. Taking the student to a movie, a cultural event, bookstore, etc.

Forms used to monitor progress and to document the success of the Adopt-a-Student program may be found in Appendix D.

SCHOOL PROGRAMS

From its inception, the Innovations in Education Project (IEP) was designed as a grassroots effort. Staff and building level administrators at both schools were encouraged to implement programs that directly affected the social, emotional, and educational growth of their students. Two such programs that were designed by staff were an *After School Tutorial Program* and an *After School Enrichment Program.*

Tutorial Program:

The *After School Tutorial Program* at Grant Middle School began in November of 1993. While the program was open to all students, services were targeted at students who were having difficulty in math, language arts, science or social studies. Tutorials were held Monday through Thursday from 3:00-4:30 p.m. The program was supervised by Grant Middle School's assistant principal. Eight teachers each trimester were recruited to assist with the tutoring. Four teachers tutored on Monday and Wednesday, while the remaining four tutored students on Tuesday and Thursday. All teachers were paid an hourly rate of pay for their services.

Teachers at Grant Middle School were asked to assist in identifying students who were in need of tutorial assistance. Before formally recommending students for the program, teachers talked to individual students about the program to encourage their participation in after school tutorials. Once students agreed that they would like to attend tutorials, the teacher completed a referral form and submitted it to the assistant principal. The assistant principal then spoke with each student about program expectations. A parent consent form was required before students were allowed to attend tutorials. Parents who were unwilling to sign the form were contacted by the assistant principal to further discuss the program. In all cases, this contact proved beneficial as parents agreed to allow their child's participation in the program.

The tutorial program at Grant Middle School had many positive results. Report cards showed that students who attended tutorials raised grades in all areas. Furthermore, teachers saw a decline in negative behavior from students who attended the after school program.

Enrichment Program:

Staff at Lincoln Middle School felt that an *After School Enrichment Program* would most benefit their students. After much discussion and input from students, it was agreed that the *Enrichment Program* would focus on computer technology, dance and art.

The computer technology program was held on Monday afternoons. The after school dance program was held on Tuesday afternoons and the art program on Wednesday afternoons. All after school programs were from 3:30-5:30 p.m. Students had an option of participation in one or in all of the programs. All three

after school enrichment activities were staffed by school personnel who were provided additional pay for their time. A budget of $250 was provided to each staff member to purchase supplies for their particular program.

A total of thirty two (32) students participated in the computer technology program. Twenty six (26) students participated in the dance program and thirty eight (38) students participated in the art program.

Students participating in the dance program were involved not only in learning traditional Mexican dances, but were also involved in designing their costumes. Parents became involved in sewing costumes. As a culminating activity, an all-school "Cinco de Mayo" celebration was held. At an all-school assembly, students shared with pride their language and culture with their parents and peers.

Students who participated in the Art and Computer enrichment activities sponsored an Open House for their parents. Art work was displayed in the school gymnasium and students demonstrated their computer skills to parents in the school's computer lab. Refreshments were served in the school's cafeteria.
Parents indicated a high degree of satisfaction with this program and recommended to school administrators that the enrichment program be offered the following year.

MEXICO STUDY ABROAD TRIP

Because of staff's desire to further study the language and culture of the students with whom they work, the IEP Project Director sponsored a two-week Study Abroad program in Puebla, Mexico. On June 2, 1995, ten teachers from Grant Middle School and eight teachers from Lincoln Middle School boarded a plane headed for Mexico City, in route to Puebla, Mexico.

While in Puebla teachers participated in a course entitled *Studying Culture* (see Appendix E for course syllabus). The course was based on the premise that culture was best learned by being immersed in it. Teachers selected an element of culture they wished to explore and were grouped accordingly. Following specific guidelines, each group was directed to observe and interact with Mexican people and to journal their findings. As a culminating activity, each group shared findings about their study.

Another component of the Study Abroad Program was a two-week exposure to Mexico's public educational system. Working closely with the "Heroes de Nacorazi" Public School, teachers were assigned to classrooms to teach Mexican students English as a Second Language (ESL). Daily ESL lessons were approximately 45 minutes in length. In addition, teachers from Grant and Lincoln Middle School were provided opportunities to observe teaching methods used by Mexican teachers.

Finally, teachers were involved in the learning of Spanish. Unique to the course was the premise that language was best learned through acquisition of language versus learning about the language. Textbooks were not used. Instead, participants learned survival Spanish phrases and vocabulary that they would encounter or need when visiting the city of Puebla. Although the program was only two-weeks in length, all teachers rated this as one of the most beneficial experiences in their educational careers.

AFFECTIVE EDUCATION CURRICULUM

In the summer of 1995, a team consisting of eight teachers met to formalize an affective education curriculum for use in the district during the 1995-96 academic year. With the assistance of an outside consultant, teachers began their development of the curriculum by first identifying needs and then writing a *vision* and *mission* statement based upon identified needs. After meshing the identified needs to the vision and mission statement, objectives for the Affective Curriculum were generated in the following areas:

1. Celebrating diversity in people and culture.
2. Responding to the needs of the individuals and to individual differences.
3. Reading for high standards in student and school performance.
4. Transforming educational delivery systems/services so that all students meet success.

Lesson plans, including activities, were developed for each objective in the four major areas. Evaluation, activity sequence, class management, visuals and audio materials were identified and flow charts for lesson delivery were developed. The end result of this activity was the development of an Affective Curriculum that is presently being piloted in the district at the two middle schools.

PROJECT FINDINGS

Outcomes, Comparisons and Recommendations:

In accord with the Franklin School District 10's district blue print to provide better services and appropriate curriculum to better match the needs of its students, the IEP Grant was instrumental in furthering the district's restructuring movement. These plans stretch into the year 1998 with continued staff development and additional resources in the areas of bilingual/multicultural education, increased parental involvement, and improvement of student achievement. The rehiring of the paraprofessionals and the funding of additional workshops (1994-1995) shows a continued commitment by the school district, as does the adoption of the affective middle school curriculum.

Since the beginning of 1989, the district plan stressed change first at the elementary school level (which is a common strategy in the national reform agenda for LEP and diverse students), then subsequently at the secondary level. The IEP Grant funding widened the vision of the district by including and implementing change at the middle school level. In addition to the vision shared in the district blue print, the IEP Grant was able to capitalize on such structural changes as teacher planning by "grade clusters." This, along with the IEP Newsletter (Appendix F), provided a setting by which articulation of the vision and methods presented to the participants of the university class could be disseminated to the rest of the faculty and genuine ownership of the grant could be engendered throughout the schools.

This then led to participatory activities ranging from mini Spanish lessons, sheltered English and cooperative learning to such school wide activities as the Multicultural Fair. Instructional support was further augmented by the IEP Project by paying staff for the academic tutoring of students, and providing funding for outside school activities for the students and their parents. In addition to the above mentioned outcomes, programs such as the after school tutorial and enrichment program, as well as the environmental education program at the Rocky Mountain National Park remain in place at both middle schools It is important to note that a significant number of individuals at the two middle schools participated across the board in all or most of the components of the grant thus maximizing their experiences and that of their students by: 1) taking the classes; 2) serving as academic mentors; 3) involvement in affective education development, cultural events; 4) participation in after school tutorials, extra curricular activities such as field trips to the University of Colorado and the "Y" camp; and 5) attending the summer project in Mexico.

The Need For Additional Support and Models:

Nationwide, to date, there have been few projects such as the one described herein. Another model for consideration is "Project Theme" in California. Although a longer term project spread over several years, it dealt with many of the same dimensions as those imbedded in the Colorado Innovations in Education Project. Eugene Garcia, who evaluated the project, found that "effective" instruction for language-minority students included the following: de-emphasis on tracking; heterogeneous grouping; integrated curriculum; emphasis on higher order learning; linguistic skills across the curriculum; peer tutoring; cooperative learning; and literacy activities that integrated curriculum revolving around themes of culture, the fine arts, the Olympics, career choice, and AIDS. Further quantitative data indicated that Project Theme students' attained academic success and also improved their self-esteem.

Changing The Odds:

The commonalties of these two projects in the schools at the middle school level serve to further inform practitioners, academics, and legislators as to the validity and transferability of the strategies with students who are culturally and linguistically diverse. It also lends encouragement and calls for continued support for more research and models at the intermediate level. Students, the poor and Hispanics/Latinos (Orfield, 1986), who have been scandalously absent from the school reform agenda need to be made visible and valued in our society by providing the means by which they can attain the necessary skills (Delpit, 1988) to share in the "American Dream" of upward mobility.

Lasting School Reform:

Given the dimensions cited by Standford's Elliot Eisner (1994) in his book, *Cognition & Curriculum*, there are five essential components to any lasting school reform movement: 1) the intentional, 2) the structural, 3) the curricular, 4) the pedagogical, and 5) the evaluative. To this list a sixth and perhaps the most important, that of a "grass roots" approach, is indispensable not only in terms of initial ownership and implementation, but in maintaining long term effects. Projects ultimately must remain in the hands of the schools involving as their constituency the students, teachers, administrators, staff and parents. Change can only endure if the participants have a shared vision, are involved from the inception, play a significant role in the development and implementation of the project over time, and have a stake in its continued evolution.

While formal evaluation of the project is still pending, looking critically at the IEP Grant in terms of establishing long range change, it is apparent that extensive work was accomplished in most of the categories mentioned here. Although evaluation formed part of the lesson plans, emphasis was placed on providing students with tools and not necessarily preparing them to "pass tests." The focus was on building student's self esteem, and the exploration of successful methods and strategies in dealing with students at the middle school level who do not traditionally do well in the public school system (Donato & Onís, 1994).

Although the value and use of portfolios as a means of qualitative assessment was modeled and discussed in the university course and participants collected artifacts to profile school activities and student work, the IEP project did not attempt to deal with the issue of quantitative evaluation. Certainly this essential dimension needs to be addressed in future studies, particularly when dealing with students who have historically been ill-served by testing (imbedded with cultural and economic biases), which have served to limit their educational opportunities by placing them in low level tracks by the junior high level (Gonzalez, 1990). As long as the evaluation methods do not reflect the reforms implemented in the schools, change cannot be adequately measured. "To embark on the reform of schools in order to achieve particular ideals while using forms of assessment or evaluation that conflict in spirit, or in fact, with those ideals is to scuttle one's chances for success" (Eisner, 1994).

In order for reform efforts to deal with such issues as evaluation and alternative assessment at the middle school level, additional projects and evaluations will need to be conducted. Unless substantial Federal Grants such as the one that funded the Innovations In Education Project continue to provide money at the middle school level, or funding from the private sector is secured, this will not happen. As demonstrated in this monograph, school districts alone cannot provide needed changes for the rapidly changing demographics in the public schools.

BIBLIOGRAPHY

Bibliography

August, D. (1994). For all students: Limited English proficient students and goals 2000. *Focus: Occasional papers in bilingual education #10.* Fall, 1994.

Baca, L., Escamilla, K., & Carjuzaa, J. (1994). Language Minority Students: Literacy and Educational Reform. In eds.*Literacy, A Redefinition.* Lawrence Erlbaum Associates, Publishers, 1994, Hillsdale: NJ.

Bowles, S. and Gintis, H. (1976). *Schooling in capitalist America.* New York: Basic Books.

Braddock, J. (1990). *Tracking: Implications for student race-ethnic subgroups.* Report #1. Baltimore: Johns Hopkins University, Center for Research on Effective Schools for Disadvantaged Students.

Cardenas, J. (1991, June). Strategies for the education of the disadvantaged within our reach. *Intercultural Development Research Association Newsletter.*

Chapa, G., & Valencia, R. (1993). Latino population growth, demographic characteristics, and educational stagnation: An examination of recent trends. *Hispanic Journal of Behavioral Sciences, 15,* 165-187.

Clark, D. and Astuto, T. (1994) Redirecting reform: Challenges to popular assumptions about teachers and students. *Phi Delta Kappan, Vol.* 75: 7, 1994. pp. 513-520.

Coleman, J.S. (1966). *Equality of educational opportunity.* Washington D.C. U.S. Government Printing Office.

Colorado State Department of Education. (1992)*Pupil number member and related information,* Denver, Colorado.

Comer, J. 1980. *School Power: Implications of an Intervention Project.* New York: The Free Press.

Comer, J. 1988. Educating poor minority children. *Scientific American*, November.

Cummins, J. 1989. *Empowering Minority Students.* Sacramento, CA: California Association for Bilingual Education.

Delpit, Lisa D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children. In *Harvard Educational Review, 58,* (3).

Donato, R., & Onís, C. (1994). Mexican Americans in Middle Schools: The Illusion of educational Reform. In *Rethinking Middle Schools:* Theory Into Practice, *33* (3), pp. 173-182.

Eisner, Elliot W. (1994). *Cognition and curriculum reconsidered.* Second Edition. Teachers College Press: New York.

Garcia, Eugene (1992). Project THEME: Collaboration for School Improvement at the Middle School for Language Minority Students. In *Proceedings of the third national research symposium on limited English proficient student issues: Focus on middle and high school issues.* United States Department of Education, Office of Bilingual Education and Minority Language Affairs.

Jensen, Arthur A. (1969). How Much Can We Boost IQ and Scholastic Achievement? *Harvard Educational Review, 39,* (1).

Kozol, J. (1991). *Savage Inequalities.* New York: Crown Publishers, Inc.

Levine, D. & Cooper, E. (1991). Small is beautiful: Innovation from the inside out. Phi Delta Kappan. *72,* (7).

McDermott, T. (1982). Achieving school failure: An anthropological approach to literacy and social stratification. In *Doing the Ethnography of Schooling: Educational Anthropology in Action,* G. Spindler (Ed.) New York: Holt, Rinehart and Winston.

McDonnell, L. (1989). *Restructuring American schools: The promise and the pit fall.* Paper presented at Education and the Economy: Hard questions, hard answers, conference, The Institute on Education and the Economy of Columbia University, Brewster, MA.

Merton, R. (1948). The self-fulfilling prophecy. *The Antioch Review, 8.* 193-210.

Moynihan, D.P. (1965). *The Negro family: The case for national action.* Washington, D.C: Department of Labor.

Murray, C. and Herrnstein, R. (1994) *The Bell Curve.*

National Commission on Excellence in Education. (1983). *A nation at risk.* Washington, DC: U.S. Government Printing Office.

Nieto, S. (1992). *Affirming diversity: The sociopolitical context of multicultural education.* New York: Longman.

Ogbu, John U. (1992). Understanding Cultural Diversity and Learning. *Educational Researcher, 21* (8).

Ogbu, J.U. (1978). *Minority education and caste.* New York: Academic Press.

Ogbu, J., & Matute-Bianchi, M. (1992). Understanding sociocultural factors: Knowledge, identity, and school adjustment. In *Beyond language; Social and cultural factors in schooling minority students* (pp.73-142). Sacramento: California State Department of Education.

Orfield, G. (1986). Hispanic education: Challenges, research, and policies. *American Journal of Education, 95,* 1-25.

Rosenthal, R. and Jacobson, L. (1968). *Pygmalion in the classroom.* New York: Holt, Rinehart and Winston.

Rumberger, R. (1991). Chicano dropouts: A review of research and policy issues. In R. R. Valencia (Ed.), *Chicano school failure and success: research and policy agendas for the 1990's* (pp.64-89). New York: Falmer Press.

Sarason, S.B. (1990), *The predictable failure of educational reform*. San Francisco: Jossey-Bass, 1990.

Schwartz, A. (1971). The culturally advantaged: A study of Japanese-American pupils. *Sociology and Social Research , 55* (3), 341-5.

Sleeter, C. and Grant, C. (1991). Race, class, gender and disability in current textbooks. *The Politics of the Textbook*. In M. Apple & L. Christian-Smith (Eds.) . New York: Routledge and Chapman Hall,

Stodolky, S. and Lesser, G. (1971). Learning patterns in the disadvantaged. In Challenging the Myths: the Schools, the Blacks, and the Poor. Reprint Series #5 Cambridge, MA: *Harvard Educational Review*.

Tharp, R. (1989). Psychocultural variables and constraints: Effects on teaching and learning in schools. *American Psychologist, 44* (2), 349-359.

The National Education Goals Panel. (1994). *The national education goals report: Building a nation of learners*. Washington, D.C: U.S. Government Printing Office.

Valentine, C. (1968). *Culture and poverty: Critique and counter-proposals*. Chicago: University Press.

Vernon, P. (1982). *The abilities and achievement of Orientals in North America*. New York: Academic Press.

Walker, B. J., Hood, S. & Rodgers, F. (1991). *ASAP schools: New ideas and structural realities*. Paper presented at the AERA conference, Chicago, April.

Witkin, H.A. (1962). *Psychological differentiation*. New York: Wiley.

APPENDIX A

PLAN OF OPERATION

PLAN OF OPERATION
SCHEDULE OF ACTIVITIES
YEAR 1 - 1993-94

COMPONENT #1 (Objectives 1-3) - Instructional Goals

Objective #1 To improve overall student achievement in literacy at Grant and Lincoln Middle Schools (grades 6-8);
Objective #2 To reduce the gap in achievement between minority and non-minority students;
Objective #3 To improve student self-esteem through the implementation of a consistent affective education program.

ACTIVITIES	PROCEDURES	EVALUATION	TIMELINE	RESPONSIBLE PERSON
1. Select staff development specialist.	* Solicit applications from school. * Form committee of school site staff to select staff develop. spec.	*Staff development specialist employed.	August, 1993	* Project Director * Site Principals * Dist. 10 Bil.Director
2. Arrange to offer course titled: "Literacy in the Middle School: An Inter disciplinary Approach." (Fall Sem. 1993) and "Multicultural Infusion Strategies in content Area Courses" (Sp. Sem. 1994)	* Offer course at Grant Middle School first semester and Lincoln Middle School second semester.	* Classes approved for graduate credit at the University of Colorado, Boulder, and undergraduate credit at Aims Community College. * End semester evaluation of course. * List of participants.	August, 1993	* Project Director * Principal Investigator * Project Secretary
3. Pre-coaching observations of classrooms.	* Observe participating teachers and paraprofessionals.	* Observation checklists of each participating teacher and paraprofessional completed.	Oct. 1, 1993	* Project Director * Staff Develop. Spec. * Principals * District 10 Bilingual Director
4. Schedule demonstration lessons and coaching activities to complement coursework.	* Each participating teacher and para to get one demonstration lesson. * Each participating teacher and para to teach two lessons with feedback from a peer. * Each participating coach teacher and para will serve as a coach.	* Teacher and paraprofessional evaluation of demonstration lesson and coaching experience via surveys and end-of-semester interviews.	Oct.-Dec. 1993	* Staff Development Specialists * Participating Teachers and Paraprofessionals * Project Director * Principal Investigator
5. Post-coaching observation of classrooms to observe implementation of literacy methods.	* Observe participating teachers and paraprofessionals.	*Observation checklists of each participating teacher and paraprofessional completed.	May 15, 1994	* Project Director * Staff Dev. Specialists * Principal Investigator * Dist. 10 Bil. Director

ACTIVITIES	PROCEDURES	EVALUATION	TIMELINE	RESPONSIBLE PERSON
6. Evaluate the impact of course work combined with coaching.	* Compare pre and post classroom observations. * Analyze staff surveys and interviews of coaching and coursework.	* Results of comparison surveys and interviews.	May 1994	* Project Director * Staff Develop. Spec. * Principal Investigator * Principals * Dist. 10 Bil. Director
7. Schedule 8 in-service days related to affective education models/contract consultants.	* Offer inservices at Grant and Lincoln Middle Schools (4 days each site).	* List of participants. * Participant evaluations of sessions.	Oct. 1993 - May 1994	* Project Director * Staff Develop. Spec. * Consultants * Principal Investigator * Principals
8. Select 12 teacher committee to finalize affective education curriculum.	* Committee selected via volunteers to choose 12 teachers (6 from each school) to finalize affective education curriculum.	* List of committee members from each school.	May 1994	* Staff Develop. Spec. * School Site Staff * Principals * Project Director * Dist. 10 Bil. Director
9. Schedule and conduct summer work project on affective education curriculum by teacher committee of 12.	* Agendas for each day for the curriculum writing project. * Site for committee to work. * Agenda for summer pre-service for all staff.	* List of dates for committee meetings. * List of committee members attending (by day). * Affective education curriculum document.	June 1994	* Staff Development Specialists * Committee of 12 teachers * Project Director * Principal Investigator * Principals
10. Schedule and conduct pre-service for school site staff on methods and strategies for implementing the affective education curriculum.	* Organize speakers, agendas and activities for 2 day pre-service. * Copy and distribute affective education curriculum to all staff at both school sites.	* Dates, time, place of pre-service. * Agendas for pre-service. * List of participants at pre-service. * Participant evaluations of pre-service sessions.	Aug. 1994	* Staff Development Specialists * Committee of 12 teachers * Project Director * Principals * Principal Investigator
11. Choose teachers and students for "Adopt-A-Student" Program.	* Form committee to select teachers and students. * Create selection criteria. * Choose students. * Implement orientation for teacher mentors.	* List of 20 teacher mentors and list of up to 100 students mentees. * Agenda from mentor orientation and list of participants.	Oct. 1993	* Staff Development Specialist * Selection Committees * Project Director * Principals * Bilingual Director

NOTE: The affective education curriculum will be implemented and evaluated during the second and third project years.

ACTIVITIES	PROCEDURES	EVALUATION	TIMELINE	RESPONSIBLE PERSON
12. Implement "Adopt-A-Student" Program.	* Mentor/mentee journals. * Documentation of activities.	* Results of interviews with mentors and mentees, analysis of achievement of students in program and school attendance and behavior.	Oct. 1993-June 1994	* Staff Development Specialist * Teacher Mentors
13. Provide each classroom with $250.00 to use to purchase materials in English and Spanish to supplement literacy instruction in each middle school.	*Bring catalogs of materials to staff meetings. *Have teachers share materials at staff meetings. *Invite distributors of educational materials to staff meetings. *Teachers bring back materials from conferences to share.	* Classroom accounts of types and amounts of materials purchased.	Oct. 1993-May 1994	* Staff Development Specialist * Classroom Teachers * Building Principal * Project Director * Bilingual Director
14. Summary report of instructional strategies activities.	* Prepare report.	* Completed report submitted as part of 1st year's project results.	June 1994	* External Evaluator
15. Identify students for summer university programs from middle schools.	* Select teacher and staff committee. * Identify 40 students. * Match students to university summer programs.	* List of students and programs attended. * Interview students to assess impact. * Follow students in years 2 and 3 to assess achievement.	Jan. 1994 - Aug. 1994	* External Evaluator

PLAN OF OPERATION
SCHEDULE OF ACTIVITIES
YEAR 1 - 1993-94

COMPONENT #2 (Objectives 4-5) - Instructional Delivery Goals

Objective #4 To create and implement a school schedule that provides focused and integrated learning opportunities for all middle school students and maximizes staff.

Objective #5 To create and implement a model for delivery of instructional services that is classroom based and allows for the needs of diverse students to be met within the basic classroom.

ACTIVITIES	PROCEDURES	EVALUATION	TIMELINE	RESPONSIBLE PERSON
1. Implement the team building project to improve collaboration and staff utilization.	* Identify interdisciplinary teams at each grade level at each school site. * Identify team building consultants, contract and schedule team building dates, times and agendas. * Evaluate the team building project. * Pre/post observation of team planning times to assess impact.	* List of interdisciplinary teams, specialists and paraprofessionals. * Document consultant used, dates, times, places, and topics of team building experiences. * Participant evaluations of team building experiences. * Analysis of pre/post observations to assess impact.	Oct. 1993 - March 1994 Oct. 1993 (Pre-observation) April 1994 (Post observation) May 1994 Evaluation Report	* Staff Development Specialist * School Site Principals * Consultants * External Evaluator * Project Director * Principal Investigator * Bilingual Director
2. Implement innovative instructional methods via 3T approach.	* Combine coursework and classroom application (see Goals 1 and 2).	* Participant evaluation of six unit course.	Oct. 1993 - May 1994	* Project Director * Staff Develop. Spec. * School Site Staff * Principals
3. Implement the visitation program to other middle schools.	* Identify middle schools implementing block scheduling and collaborative teaching and planning. * Select staff to visit other middle schools. * Staff to share results of visits at team planning sessions.	* List of school visits and teachers participating. * Summaries of visits. * Copies of shared information from team planning sessions.	Jan. 1993 - May 1994	* Staff Develop. Spec. * Interdisciplinary team members from each school * Project Director * Principals

ACTIVITIES	PROCEDURES	EVALUATION	TIMELINE	RESPONSIBLE PERSON
4. Employ bilingual paraprofessionals.	* Interview and select 12 bilingual paraprofessionals. * Involve paraprofessionals in collaboration and team building meetings. * Document paraprofessional activities with students. * Invite paraprofessionals to attend literacy course and peer coaching.	* Paraprofessionals employed and on staff. * Lists of paraprofessionals at team building sessions and their evaluation of sessions. * Collect paraprofessional lesson plans regarding activities with students.	Sept. 1993 Oct. 1993 - March 1994 Dec. 1993 - June 1994	* School Site Principal * Staff Development Specialists * Interdisciplinary teams of teachers * Principals
5. Implement the bonding program by having one team per school follow the same students from grades 6-8.	* Identify one team per school. * Follow and collect data on teachers and students for three year project period. * Collect annual data on student achievement attendance, and attitudes toward bonding project and extracurricular activities. * Collect annual data of staff attitudes (teacher, resource specialist and paraprofessional) toward bonding project. * Collect same data for teachers and students NOT in bonding project for three year period.	* Compare data collected for students in bonding program to other middle school students. * Analyze data for students and teachers doing the entire three year bonding project.	Sept. 1993 - Aug 1994 Final report - December 1994	* Staff Development Specialist * School Site Principals * Project Director * Interdisciplinary Team Teachers * External Evaluator

PLAN OF OPERATION
SCHEDULE OF ACTIVITIES
YEAR 1 - 1993-94

COMPONENT #3(Objectives 6-7) - Staff Development Goals

Objective #6 To provide opportunities for teacher enrichment and other means to improve the status of teachers;
Objective #7 To assist the staff in the complete implementation of their classroom based integrated instructional program.

ACTIVITIES	PROCEDURES	EVALUATION	TIMELINE	RESPONSIBLE PERSON
1. Provide teachers and paraprofessionals the opportunity and incentive to complete coursework for graduate and undergraduate credit.	* Disseminate info. about coursework opportunities. * Select teacher participants and enroll them in coursework (grad. credit for teachers/under-graduate credit for paras). * 1st year class - "Literacy in the Middle School" An Inter-disciplinary Approach and "Multicultural Infusion Strategies in Content Area Courses". * During coursework provide discussion on theories of peer coaching.	* Number of staff and paraprofessionals who successfully completed the course. * Tchr/para evaluation of coursework via evaluation forms and interviews.	Oct. 1993 - May 1994	* Project Director * Staff Develop. Spec. * Principal Investigators * Staff * Bilingual Director
2. Provide teachers and paraprofessionals enrolled in coursework with peer coaching experiences.	* Observe classes of participating staff (pre-observ). * Conduct demonstration lessons (one per classroom) in classes of participating staff. * Conduct peer coaching observation and feedback for participating teachers and paraprofessionals (four lessons for each teacher). * Teachers and paraprofessionals conduct peer coaching sessions for other teachers (one per sem.)	* Comparison of pre/post observation instruments. * Participant eval. of coaching experience via end of semester eval. and interviews.	Oct. 1993 - May 1994	* Staff Develop. Spec. * Project Director * Participating Tchrs and Paraprofessionals * Principals * Bilingual Director
3. Provide teachers incentives to improve instruction via additional funds for supplementary classroom materials.	* Provide teachers with $250 per classroom to purchase supplementary instructional materials.	* List of materials purchased by each classroom teacher.	Oct. 1993 - May 1994	* Staff Develop. Spec. * Project Director * School Principal * Staff * Bilingual Director

ACTIVITIES	PROCEDURES	EVALUATION	TIMELINE	RESPONSIBLE PERSON
4. Implement the team building project to improve collaborative team planning and teaching.	* Identify interdisciplinary teams at each grade level at each school site. * Identify team building consultants, contract and schedule team building dates, times and agendas. * Evaluate the team building project. * Pre/post observation of team planning times to assess impact.	* List of inter-disciplinary teams, specialists and paras. * Doc. consultants used, dates, times, places, and topics of team bldg. exp. * Participant eval. of team building exp. * Analysis of pre/post observations to assess impact.	Oct. 1993 - March 1994	* Staff Dev. Spec. * School Site Principals * Consultants * External Evaluator * Project Director * Bilingual Director

APPENDIX B

SURVEY

INNOVATION IN EDUCATION PROJECT

A Collaborative Effort Between
The University of Colorado - BUENO Center and
Franklin School District 10
Fall 1993

Interest and Familiarity Survey

Please rank order your level of interest (1 = highest level of interest) and your degree of familiarity with the following concepts and programs:

Bilingual Education Strategies:

1 = I always use in my classroom
2 = I sometimes use in my classroom
3 = I am familiar with . . .
4 = I am vaguely familiar with . . .
5 = I am totally unfamiliar with . . .

1.	____	Sheltered English Approach (using a content focused curriculum with second language learners).	1	2	3	4	5
2.	____	Primary Language Instruction (Instructing students in their primary language).	1	2	3	4	5
3.	_____	Concurrent Approach (using both English and primary language for instruction).	1	2	3	4	5
4.	_____	Alternate Day Instructional Approach (using students' primary language and English on alternate days).	1	2	3	4	5
5.	_____	Multiculturalism in our schools.	1	2	3	4	5
6.	_____	Use of bilingual paraprofessionals in the classroom.	1	2	3	4	5
7.	_____	Hands-on approaches to learning.	1	2	3	4	5
8.	_____	English-as-a-Second Language Strategies.	1	2	3	4	5
9.	_____	Alternative Assessment (e.g., portfolios, journals, projects).	1	2	3	4	5
10.	_____	Cooperative learning strategies.	1	2	3	4	5
11.	_____	Interdisciplinary learning strategies.	1	2	3	4	5
12.	_____	Whole Language approaches to learning.	1	2	3	4	5
13.	_____	Process Writing	1	2	3	4	5
14.	_____	Others:	1	2	3	4	5
15.	_____	Others:	1	2	3	4	5

Affective Education

1.	____	Assertiveness training (setting limits and boundaries in the classroom).	1	2	3	4	5
2.	____	Team Building activities for schools.	1	2	3	4	5
3.	_____	Support groups for students.	1	2	3	4	5
4.	_____	Motivational strategies for students.	1	2	3	4	5
5.	_____	Motivational strategies for students.	1	2	3	4	5
6.	_____	Examining our beliefs and assumptions about learning.	1	2	3	4	5
7.	_____	Creating/altering a school climate.	1	2	3	4	5
8.	_____	Self-responsibility and empowerment for kids.	1	2	3	4	5
9.	_____	Working with students from dysfunctional families.	1	2	3	4	5
10.	_____	Stress-reduction/relaxation in schools.	1	2	3	4	5
11.	_____	Shifting student focus of control.	1	2	3	4	5
12.	_____	Peer coaching/mentoring relationships for staff.	1	2	3	4	5
13.	_____	Reframing student behavior.	1	2	3	4	5
14.	_____	Reflective practice for teachers.	1	2	3	4	5
15.	_____	Adventure/outdoor/challenge education.	1	2	3	4	5
16.	_____	Self-critique through audio/video taping.	1	2	3	4	5
17.	_____	Students who push our buttons.	1	2	3	4	5
18.	_____	The role of emotions in learning.	1	2	3	4	5
19.	_____	Enabling in the school setting.	1	2	3	4	5
20.	_____	Experiential education.	1	2	3	4	5
21.	_____	Others:	1	2	3	4	5
22.	_____	Others:	1	2	3	4	5

Questions:

1. As a teacher, what is your main concern and focus for SY 93/94?

2. Describe your level of participation and involvement in the Franklin 10 community.

3. Describe the level of parent and community involvement in your school and classes.

4. What are your feelings about pull-out programs to accommodate differences in the student population?

5. Are you considering taking the Innovations in Education courses offered through the grant?

   _____ Yes _____ No

   If so, what are your expectations about how these courses could facilitate your teaching?

Demographic Information:

Name (optional): _ _____

Race/Ethnicity: _ _____

School: _____

Role in school: _ _____

Do you live within Franklin District 10 boundaries? _____ Yes _____ No

Number of years teaching experience (total)? _____ In Franklin 10 _____

APPENDIX C

COURSE DESCRIPTIONS

COURSE SYLLABUS
School Year 1993-94

Date	Topic	Assignments
Sat. Nov. 20	Team Building, Planning, Goal Setting West Pines Hospital Peer Coaching	Bring notebook, journal and pen, dress warmly: hats, gloves, sweaters, coats, sunglasses.
	Bilingual and ESL Skills Development through Demonstration Lessons and Practice	Keep a daily journal of your efforts and observations with monolingual and bilingual students. Find a peer coach.
Tues. Dec. 7	Bilingual Skills, Strategies, Methods Paraprofessionals will share their experience	Bring your experience and journal to class.
	Bilingual and ESL Skills Development through Demonstration Lessons and Practice	Observe and journal about effective methods of working with monolingual and bilingual students. Compare two strategies and describe the pros and cons of each.
Tues. Jan. 11	The Community as a Resource Parents, Businesses, Community Members The School as a Culturally Diverse Community	Bring the name of one parent and one business/community member who is willing to support the school's efforts. Compile a human resource database for the school.
	Bilingual and ESL Skills Development through Demonstration Lessons and Practice	Form relationship with student thru Adopt-A-Student or tutoring; journal on motivational strategies and observations.
Tues. Jan. 25	Motivation and School Climate; Cooperative Learning and Peer Coaching; Creating a Community of Learners	Bring journal and experiences to class; complete school climate survey.
	Bilingual and ESL Skills Development through Demonstration Lessons and practice	Observe which kids push your buttons; describe the situation; outline possible solutions and strategies; look for cultural components of the situation.
Tues. Feb. 15	Those Kids that Push Your Buttons: Setting Limits and Boundaries Cultural Discontinuities and Incongruencies	Bring experiences and journal to class; bring "Kid that pushes your buttons" Case Study to class; include cultural component.
	Bilingual and ESL Skills Development through Demonstration Lessons and Practice	Make a home visit; describe your conflict mediation and problem solving efforts in your journal; write a case study about your experience.

COURSE SYLLABUS
School Year 1993-94

Continued

Date	Topic	Assignments
Tues. Mar 8	Conflict Mediation Training Problem Solving and Decision Making Cultural Discontinuities and Incongruities	Define your conflict mediation style; practice expanding your range of conflict mediation strategies.
	Bilingual and ESL Skills Development through Demonstration Lessons and Practice	Work with students to build protection and resiliency factors; observe and journal which empowerment strategies work with which students.
Tues. Mar 29	Self-Responsibility, Empowerment, and At-Risk Populations; Teacher Expectations/Student Achievement; Labeling; Reframing Student Behavior	Describe and/or chart student self-esteem in your journal; use a student you adopt, tutor, or mentor. Design a flow chart of empowerment strategies based on your experience.
	Bilingual and ESL Skills Development through Demonstration Lessons and Practice	Observe and reflect on your own personal and professional growth; map out your professional growth plan for the next year and the next five and ten years.
Sat. April 23	Outdoor/Adventure Education and Empowerment West Pines Hospital	Bring your notebook, pen, and journal. Dress warmly: hats, gloves, sweaters, coats, sunglasses.
	Bilingual and ESL Skills Development through Demonstration Lessons and Practice	Create three alternative assessment strategies and bring copies to class for colleagues.
Tues. May 10	Alternative Assessments and Portfolios; Empowerment through Competencies; End of Course Celebration	Share your portfolio with your colleagues; discuss what works and what doesn't; share alternative assessment methods.

APPENDIX D

MENTORING FORMS
Format Courtesy of Dr. Anita Salazar
Fort Lupton Public Schools

Record of Student Goals

Academic Coach _____ Student _____

Date Goal(s)

Progress toward goal(s):

Record of Weekly Student Contacts

Name of Academic Coach _____ Name of Student _____

Date	Time of Incident	Length of Incident	Brief Description of Anecdotal Incident

Record of Monthly Family Phone Calls

Name of Academic Coach _____ Name of Student _____

Date	Time	Length of Incident	Summary of Incident

Record of Family Home Visits

Name of Academic Coach _____ Name of Student _____

Date	Time	Length of Incident	Summary of Home Visit

MONTHLY MILEAGE SUMMARY REPORT

NAME _____

Month _____ Year ____

Date	Destination (From - To)	Miles (RT or 1 way)	Date	Destination (From - To)	Miles (RT or 1 way)
1			17		
2			18		
3			19		
4			20		
5			21		
6			22		
7			23		
8			24		
9			25		
10			26		
11			27		
12			28		
13			29		
14			30		
15			31		
16					

Total Monthly _____
Miles

Account Number _____ $ .20 x _ Total Miles = $_____

_____ _____ _____ _____

Applicant's or Employee's Signature | Date | Director's Signature | Date

Record of Tutoring

Name of Academic Coach _____ Name of Student _____

Date	Time	Length of Incident	Summary of Tutoring & Results

Student Survey
Career Exploration Project

I am interested in the following careers:

If possible, I want to learn more about these careers in the following ways:

If possible, I would like to use my career exploration experiences to help fulfill some course requirements in the following class(es):

Class	Teacher

Record of Career Exploration Experiences

Date	Length of Incident	Description and Summary of Experiences

Student Career Exploration

Reaction Sheet

Student Name _____ Current Date _____

I learned the following from my two career exploration experiences:

The things I liked best about my career exploration experiences included the following:

The things I liked least about my career exploration experiences included the following:

If I would do the career exploration experiences over again, I would make the following changes:

Project Findings/Outcomes

Summary

APPENDIX E

Study Abroad Program
(Course Syllabus)

Mexico Study Abroad

Summer, 1995

STUDYING CULTURES - ANT 210
3 Semester Hours
Daily 8:00 - 10:00 a.m.
Field Experience Practicum 10:00 - 12:00 noon

Course Description: Introduction to fieldwork in cultural anthropology. Study techniques of learning about culture by first-hand investigation.

Required Text: Assigned readings will be provided by the instructor.

Course Objectives:

1. All students will be introduced to terms and concepts pertaining to qualitative research methods.

2. All students will learn about and employ the technique of Participant Observation.

3. All students will study and learn about a culture distinct from their home culture.

4. To provide students an experience that will enhance their abilities to more readily recognize cultural characteristics their own students manifest, and to accommodate to those characteristics.

Course Requirements:

1. Completion of assigned readings.

2. Attendance and participation.

3. Participation in a group to carry out a micro study of a social setting selected with the instructor's input.

4. Preparation of a draft report of your micro study to share with the class in an oral presentation.

5. Preparation of a final report of micro study.

Attendance/Participation--Though there will be a focus on "doing," to miss scheduled class sessions and team/mentor meetings will be impossible to make up.

Group Participation--This course is designed for participants to derive maximum benefit by getting involved. In order to do so, cooperation and accepting responsibility are essential.

Oral Report--All members of a given group are expected to participate in this activity, barring illness, hospitalization, or other major calamity. It's intended to be a time to share your cultural insights.

Final Report--No, it won't be a "full-on" ethnography! What it should be is a thoughtful, reflective composition based upon systematic gathering and analysis of data

Possible points		Point System Grades
- Attendance/participation	20	100-90 = A
- Participation in study group (based on self evaluation)	30	81-90 = B
		71-80 = C
- Oral report	30	61-70 = D
- Final report	20	

Schedule

Wednesday May 18/23	- Distribute materials - Course overview - Discussion on culture
Sunday, June 5	- Confirmation of schedule - Cultural activity - Assignment to teams
Monday, June 6	- Lecture/discussion: Qualitative research - Lecture/discussion: Culture - Discussion: Participant Observation - Review/adjustment, team assignments
Tuesday, June 7	- Nitty-gritty: How will we accomplish this? - Assignment of teams to Mentors - Team meetings - Reconvene: Any questions?
Wednesday, June 8	- Field Research Projects - Team sessions with mentors
Thursday, June 9	- Field Research Projects *Team/mentor meetings (sign up)
Friday, June 10	- Field techniques seminar (whole group) - Field Research Projects
Saturday, June 11 Sunday, June 12	- We know. "It's the weekend . . . !" Great opportunity to pass up altogether, unless your social situation has a day off.
Monday, June 13	- Field Research Projects *Team/mentor meetings (sign up)
Tuesday, June 14	- Field Research Projects - Team sessions with mentors
Wednesday, June 15	- Field Research Projects *Team/mentor meetings (sign up)
Thursday, June 16	- Oral Report Presentations
Friday, June 17	- Feedback: Instructor and Mentors meet with individual teams
Saturday, July 9	- Meet to return Final reports, feedback

APPENDIX F

INNOVATION IN EDUCATION PROJECT

NEWSLETTER

INNOVATION IN EDUCATION PROJECT

A Collaborative Effort Between The University of Colorado - BUENO Center
and
Franklin School District #10

news

Volume I, #3, January 27, 1994

INNOVATIONS IN EDUCATION CLASS COMPLETES FIRST SEMESTER

The staff development resource teachers ask all educators enrolled in the IEP BUENO class on multicultural and affective education, to please invite them to visit your class and share with them your grant-related work and activities before February 17. Also bring your journal/notebook in so that it can be reviewed. Staple together any pages that are private. Please share with the staff development resource teachers and your colleagues your successes, accomplishments, and frustrations so that we can all learn from each other. Your grade will be based on attendance, your class participation, your implementation of grant related ideas and curriculum, and your journal.

Those enrolled in the first semester course (3 semester hours) will receive grades sometime after February 17, 1994. We enjoyed working with you during our first semester!

Lincoln Middle School Implements Activities Program

Lincoln Middle School has implemented an after school program which involves 20 students in each of the following programs: 1) ballet folklorico, 2) computer science, 3) theater and drama, and 4) cartoon art. Thanks to all individuals involved and for getting this program going! Keep up the excitement and hard work!

January 27, 1994 Class to Focus on Bilingual Skills, Strategies, and Methods

The Multicultural Studies/Affective Education Class will be held at Lincoln Middle School, 3:30 p.m. on January 27. The focus of the class will be bilingual skills, strategies, and methods. Please bring your ideas, accomplishments, successes, and questions to class with you. See you there.

IEP Class Participants Are Asked To Order All Materials Through Continental Book Company

Each teacher enrolled in both semesters of the IEP grant course entitled "Multicultural Studies and Affective Education" are authorized to spend up to $250 for books and materials at Western Continental Book, Inc., 625 East 70th Avenue, Denver. The account has just been established and we will give you additional information about how to order as soon as the details of the ordering process are worked out. Western Continental Book has assured us that they are able to obtain books and materials from any publisher. We have made this decision in order to simplify and expedite the ordering process. We will let you know how and when you can begin submitting your orders. Thanks.

About the Authors

Dr. Richard Kraft is a professor in the School of Education at the University of Colorado, Boulder. He is also director of a Title VII Doctoral Fellowship Program. Kraft is known nationally for his work in experiential education and has worked extensively in Mexico and Central and South America over the past several years in the areas of teacher education and education reform.

Dr. Leonard Baca is a professor in the School of Education at the University of Colorado, Boulder. He is also director of the BUENO Center for Multicultural Education. He has taught graduate and undergraduate courses for the past twenty years in both bilingual and bilingual special education and has written many articles and texts on these subjects.

Lorenso Aragón is an associate director of the BUENO Center for Multicultural Education. He has extensive experience working with teacher training programs at the University of Colorado, Metropolitan State College, the University of Northern Colorado, and Aims Community College. He has taught university level courses in bilingual education, English as a second language, reading, and Spanish.

Carmen de Onís is a doctoral candidate in education at the University of Colorado, Boulder. She is also a staff development specialist at the middle school level for the BUENO Center. She holds an M.A. in second language acquisition from the University of Northern Colorado, Greeley, and has extensive middle school and university teaching experience in Washington, Colorado, and California

Grass Roots Middle School Reform: Culturally and Linguistically Diverse Students in a Low SES District

Since the 1983 publication of *A Nation at Risk* by the National Commission on Educational Excellence, the American educational system has been involved in one wave after another of reform. While some of the reports have pointed to the changing student demographics, most ignore the very real educational challenges facing those students who are most at risk in today's schools.

Children who live in poverty, those who suffer from high mobility rates as in the case of most migrants, and students with disabilities, have generally not been the focus of most reform efforts to date. Students from diverse linguistic and socioeconomic backgrounds have received very little attention in the education reform literature. The Innovation in Education Project (IEP) reported on in this document was a serious attempt to address both theoretical and practical underpinnings necessary to enact effective, bilingual/multicultural restructuring in two lower socioeconomic middle schools with student bodies made up of 50 percent Hispanics/Latinos.

NCBE

National Clearinghouse for Bilingual Education
1118 22nd Street, NW · Washington, D.C. 20037