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EVALUATION
IN-SERVICE PROGRAM FOR
PROFESSIONAL DEVELOPMENT

by
Aida Colon

A Thesis

Submitted in partial fulfillment of the requirement of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
June, 2003

Approved by

Professor

Date Approved

May 15, 2003

Abstract

Aida Colon

Evaluation In-Service Program
for Professional Development
2003
Dr. Dennis Hurley
School Administration

The purpose of this study was to determine if an in-service would help the staff gain knowledge and experience in dealing and interacting with different languages and cultures that are represented in the school.

The staff was given an in-service part of which placed in different situations and required them to think and react to how they felt in that situation. There was a group of twenty students from different languages and cultures. The students spoke on how they felt being in a country where they did not understand the new culture and language. There was also a question and answer session for staff and students.

The findings from this in-service confirmed that the staff is in favor of having this type of in-service. They especially enjoyed the input from the students. The staff felt that the students are an untapped resource for them in learning about different cultures and languages represented in the school.

Mini-Abstract

Aida Colon

Evaluation In-Service Program
for Professional Development
2003
Dr. Dennis Hurley
School Administration

The hypothesis of this study was to determine if an in-service on multicultural diversity would be beneficial to the staff

The results indicated that the staff value the multicultural diversity of the students and feel that they would benefit from this in-service.

The staff feels the multicultural students enhance and compliment academic subjects and provide opportunities for the staff to use them as a resource for learning.

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Chapter 1

Introduction

Focus of the Study

The focus of the study is to conduct an in-service for the high school staff and administration to help them gain knowledge and experience in dealing and interacting with the different cultures that are represented in the school.

Purpose of the Study

The purpose of this study is to describe and evaluate the effectiveness of teacher in-service to help teachers deal with the different cultures and languages that are represented in the school district. The study will result in a feasibility report to inform teachers, administrators, board members, and parents. The use of this study will provide teachers and administrators with an opportunity to innovatively and creatively interact in the learning process, while using time-on-task in an efficient manner.

Definitions

Stakeholders: Teachers and administrators who are interested in this in-service.

Population: These are the teachers who will participate in the in-service.

Limitation of the Study

The limitation of the study is the sample population that is unique because there are many teachers who are familiar with different languages. However, not all of the population may be aware of the different cultures. The sample population may

be large since there may be approximately fifty teachers who may wish to participate in the in-service. The selection of the population to participate is voluntary.

Setting of the Study

The Greater Egg Harbor Regional High Schools District is comprised of two high schools, Absegami High School in Galloway Township and Oakcrest High School in Mays Landing. The school district is a regional high school district that services six townships with a land area of 272 miles. Both high schools in the regional district serve students from grades nine through twelve. Absegami and Oakcrest High Schools coexisted in the same building until Absegami's own building was completed in September, 1982.

The Greater Egg Harbor Regional High School District's Board of Education structure consists of a Superintendent, an Assistant Superintendent, and a Business Administrator and nine Board of Education members. There is also one Principal and three Vice Principals for each of the two high schools. With the exception of one or two years, the school budget has been approved for the last twenty years. However, the school budget for the 2002-2003 school years was defeated.

The school district is located in a middle class, rural-suburban community ten miles from Atlantic City and fifty miles from Philadelphia. Major highways, such as the Garden State Parkway and the Atlantic City Expressway make it very convenient to access these metropolitan areas. The economic base of the community is primarily small industry, trades, agriculture, and tourism. The taxpayers are white, blue collar workers and laborers. The advent of the casino industry and the construction of a large retail shopping district have contributed to the economic development and

revenue of the community. Not only have the casinos and shopping districts added to the economics, they have also contributed to the rapid population growth in the high schools. This population growth has increased dramatically over the past ten years.

This growing economic base supports an extensive educational system consisting of kindergarten through 8th grade school districts, one regional high school district comprised of Absegami and Oakcrest High Schools, and a district alternative school (Duberson). Within the regional school district there are also two educational facilities of higher learning. The first is located in Mays Landing and is adjacent to Oakcrest High School, the Atlantic Cape Community College. This community college offers a two-year associate degree in several fields of study. From time to time, the Greater Egg Harbor Regional High School District has shared sports facilities and educational opportunities with Atlantic Cape Community College. The second is The Richard Stockton College of New Jersey which is located in Galloway Township and is within three miles from Absegami High School. The Richard Stockton College is the area's only four-year college. It offers a variety of majors leading to a bachelor's degree as well as a limited master's degree. Furthermore, because The Richard Stockton College lies within the Greater Egg Harbor Regional High School District the college has enabled both Absegami and Oakcrest High School students to take advantage of its many facilities and to participate in its cultural events. Another educational facility located in Mays Landing which is not a facility of higher learning, and is located only a few minutes from Oakcrest High School, is the Atlantic County Vocational School. The Greater Egg Harbor Regional High School District may also take advantage of some of these vocational programs.

The site of this study is Absegami High School which is a large comprehensive high school. Absegami was built to overcome the rapid population growth in the school district and was originally able to accommodate 1200 students. By 1990, an addition was already needed to accommodate the new population of 1800 students. This addition provided ten classrooms for arts and crafts, industrial arts, five new offices for guidance counseling, and a career room. There was a new sports field and an enlargement of the administrative facilities. In 2002, another population increase of students forced a second addition to Absegami High School's building. This recent addition, which is just now being completed, accommodates the approximate population of 1,985 students and modernizes the high school building. The addition, which is expected to be completed in 2003, consists of fourteen classrooms and two additional science labs. There is also a new, state-of-the-art performing arts center that seats 800 people and an additional cafeteria that has a seating capacity of 150 students. Structurally, the building is attractive and well maintained.

Instructionally, the High School offers a traditional academic curriculum in grade 9 through 12 in English, Social Studies, Mathematics, Science, Health and Physical Education. Additionally, the school presents elective offering for the students in the fields of Business, Drama and the Performing Arts, Music, Technology, and the Visual Arts. The Media Services provides an extensive resource for the students through printed material, as well as through computer technology and internet access to various libraries and colleges. The school based television production studio provides hands on opportunities for students interested in the field

of communications. The library and the computer lab houses CD-Rom terminals with internet access for teachers to use as a resource, for class work and for student use as well. The Special Education Department meets the educational needs of approximately 14% of the student population (New Jersey School Report Card, 2000-2001) who have been identified as needing special services. The High School also offers twelve Advanced Placement courses in which students may earn college credit for the rigorous courses such as English, European History, U. S. Government & Politics, United States History, Psychology, Calculus, Biology, Chemistry, Physics, French and Spanish. The students are well prepared for the Advanced Placement Program's examination with over 78% of the examinations taken resulting in the awarding of college credit for courses taken at the High School level. Honors courses are offered in English, History, Mathematics and Science. The amount of time students are involved in instructional activity is 5 hours and 53 minutes as compared to the state of 5 hours and 46 minutes (New Jersey Report Card, 2000-2001). The extra-curricular offering at the High School are equally extensive providing 44 extra-curricular activities and 12 interscholastic athletic teams. There is also an intramural program open to the students who desire to participate in the intra-school competitions.

The Principal of Absegami High School has served the school for one year. There are three Vice Principals who handle all of the discipline and supervise the various activities. There are five building administrators who service as supervisors

for the various educational departments. The faculty consists of 130 staff members, including eight guidance counselors. The faculty education of Absegami High School demonstrates that 30% have earned more education than a Bachelor's Degree. The breakdown of this education is as follows: 70% have their BA/BS degrees, 28% have earned their MA/MS degrees and 2% have earned their PhD/EdD degrees. There are also teacher's aides for the library, the media arts and the Special Education Department. The number of students to faculty for Absegami High School is 12.8:1 and the state average was 11.8:1. The faculty attendance rate in 2000-2001 was 96.6% and the state average was 96.3%.

The students who attend Absegami High School are residents of Galloway Township and Egg Harbor City. They come from diverse racial, ethnic, and socioeconomic backgrounds. The student population is broken down into 61% white, 15% Afro-American, 13% Asians, 9% Hispanics and there are only three Native Americans which are Native Indian or Alaskan. The student mobility rate in 1996-97 was 25.5% as compared to the 2000-2001 of 13.9% is a major difference to the school (New Jersey Report Card, 2000-2001). The student population is approximately 1,985 of which 584 are freshmen, 532 are sophomores, 461 are juniors and 408 are seniors. Of the entire student body, 12% are identified as having special needs and 2% or identified as Limited English Proficient (New Jersey Report Card, 2000-2001). Student attendance was 92.8% as compared to the State average of 92.7%. The dropout rate of the students at the High School was 2.4% as compared to the State Average of 3.0%. The Statewide Assessment (HSPT) results demonstrated

that 87.8% of the 11th grade students passed the test in October and April as compared to the state average of 85.8%. Transportation is provided for the students; however, approximately 300 students walk to the High School. Transportation is also provided for the after school programs as well as the extra-curricular activity.

The parents and community are given a voice in the operations of Absegami High School through several organizations. The Principal's Advisory Council consists of students, parents, community members, school board members, faculty, and administration. The Principal's Advisory Council meets regularly to share concerns with the Principal regarding the operations of the school. The group establishes goals for the entire school community. There is also the Parent Teacher Student Association (PTSA) as well as the booster club for Performing Arts and many of the athletic programs.

Significance of the Study

The significance of the study is that this in-service will help teachers understand the different cultures and languages that are represented in the school district. This experience will help the teachers with meaningful connections between the cultures and languages in the school.

Organization of the Study

The study will be outlined in further detail in the following chapters.

Chapter Two will review the literature in support of teacher in-service and how it can benefit the teachers.

Chapter Three will detail the design of the in-service.

Chapter Four will contain the results of the in-service.

Chapter Five will contain the conclusion of the in-service, its implications, and need for further study.

Chapter 2

Review of Literature

Introduction

This study is to describe and evaluate the effectiveness of teacher in-service to help teachers deal with the different cultures and languages that are represented in the school district.

Review on the Problem

Some teachers are reluctant to work with non-English or English as a Second Language students.

Review on Major Concept Related to the Problem

American society has experienced a tremendous change over the years and the school system is no different. Within the school system teachers, administrators, and school board members must consider differences in areas such as language, social class, gender and ethnicity between the staff and the students. These factors may result in potential problems to effective teaching and interventions that need to be done to overcome the barriers such variables may produce in the helping of students of Limited English. There is an all-encompassing reality for any particular cultural groups and that is that all people from that group act, feel, and think in a homogenous fashion (Lee, 1998). Such an impression invariably leads to a monolithic perspective on the experiences of a specific group of people as well as to stereotypic thinking, in which individuals are considered indistinguishable in terms of attitudes, behaviors, and values. Teachers and administrators run the risk of approaching students not as distinctive human beings with individual experiences but, rather, merely as cultural

stereotypes. Teachers and administrators who are not aware of cultural diversity and their impact on psychosocial developments of students from diverse backgrounds may run the risk of engaging in unethical conduct in their interactions with students.

In many instances, in-service training experiences provide opportunities for teachers and administrators to develop a new level of awareness and an updated knowledge base to address the culturally and linguistic diverse students. No handbooks can be realistically developed for working with culturally diverse students. Therefore, schools must begin to rethink in-services or professional development to take into account the need for teachers to work effectively with students learning English as a Second Language. Because students must use language to acquire academic content in mainstream classes, second language and cultural diversity must be integrated with the social, cultural, and political contexts of language use (Gonzalez and Hammond, 2002).

Teachers of English as a Second Language and the foreign language teachers need to form strong partnerships that allow for the sharing of information, curricula, strategies, and support across disciplines, departments, schools, and levels. Teachers have expressed frustration about their ability to nurture the high abilities of some students with limited English proficiency. Some of the barriers faced by the students when they first enter school are ((Frazier, 1995) :

- an environment that is different to any of their experiences
- a disconnection between home and life outside the home
- a curriculum that seems irrelevant to their lives
- instruction that is often irrelevant to their needs

- a sense of alienation
- an assumption that because they are limited in English proficiency, they are less able

These children feel alienated, and often get lost in remedial programs. Schools with large Limited English Proficient students such as Asian, Chinese, Japanese, Indian and other minority populations have habitually clustered these students into low ability tracks without consideration of their actual abilities or potential for academic success. The result of this discriminatory practice is the severe under representation of minorities in advanced science and mathematics classes, and thus, in careers requiring advanced level science or math skills. Hispanics in particular tend to leave school prematurely. Three quarters of Chinese students have a bilingual background. The inability to communicate well in English contributes to low self-esteem and self-consciousness. In Chinese families, the parents often choose their children's careers. (Sue, 1997). Another common phenomenon among learners is a passive role they assume in the process of learning – they rely on teachers too much and are reluctant to develop a sense of responsibility for the outcome of their learning. It is unreasonable to expect that encouraging a Limited English student to become more independent, or autonomous, in acquiring language skills will bring about any tangible changes. The limited English proficient student has to be taught the skill “how to learn”. Learning this skill is a slow process and can only be perfected in a step-by-step manner (Kavaliauskiene, 2001).

Understanding the complex role of culture and diversity is a challenge for schools and teachers. The definition of “culture” is “the customary beliefs, social

forms, and material traits of a racial, religious, or social group” (Lee, 1998). Through an in-service, teachers will begin to understand that culture is a multidimensional concept that encompasses the collective reality of a group of people. It is from this collective reality that attitudes, behaviors and values are formed. Schools and teachers must be able to understand this concept in order to be able to interact with Limited English students who come from so many different cultures. The teachers and school must also be aware of “acculturation” of the limited English Student. This “acculturation”, (Lee 1997), refers to the degree to which an individual identifies with or conforms to the attitudes, lifestyles, and values of the European-American-based macro culture. For the individuals of the ethnic minority groups, it is generally a process of willing or unwilling attitudes and behavioral changes brought by the social, educational or economic forms. Some students are willing to accept acculturation; however, teachers must be aware that there are those that do not want to accept acculturation because they are afraid of losing who they are and continue to nurture the cultural customs of the “old country” (Lee, 1998). In Arab families, children are raised in a manner that ensures that they will respect their parents. (Jackson, 1997). According to Jackson (1997), like other ethnic minority groups in American society, Arab Americans face daily challenges to their overall development and well-being. These challenges take the form of discrimination, stereotyping, and general negative reactions to them as an ethnic group. Children are raised in a manner that ensures that they will respect their parents. In an Arabic culture, good children show respect for their parents, as well as for all adults. However, peer pressure in schools, for example, has begun to compete with parental influence

(Jackson, 1997). The relationship between a sense of ethnic identity and the degree of acculturation for any person may be influenced by a number of variables such as age, gender, ethnic group, length of time in the United States, level of education, extent of experience with racism, and socioeconomic status. The dynamics of ethnic identity and acculturation is very important, because this process can serve as an important piece of information in dealing with and understand the ethnic minority students.

In-service programs that work have resulted from collaboration by the teachers and have addressed the needs of those who are to be affected by this new population. Effective in-service training has the necessary flexibility to respond to the changing needs of the staff. Because in-service programs must reach their intended audiences, it needs to be implanted during the in-service days (Ornstein and Hunkins, 1998). Open discussion of this in-service allows teachers and administrators to voice their objections or concerns and there become willing and have the skills necessary to deal with non-English students and will be willing to have the English as a Second Language in their class.

Conclusion

An in-service program for teachers to develop a skill and understanding of the Limited English student is very important. Cultural diversity and the realities of the American society clearly suggest that a focus on the multicultural and multilingual student is of the utmost importance. Through an in-service, the cultural dynamics that shape personality among people of ethnic minority backgrounds must be considered as important theme in teaching.

Chapter 3

Design of the Study

Research Design

This research was designed to describe and to evaluate the effectiveness of a teacher in-service to help teachers deal with non-English or Limited English Proficient students. Some teachers at Absegami High School do not have the skills or knowledge to work with this population. This is very significant and very important because teachers are getting more students from such diverse backgrounds and are feeling frustration at the lack of information pertaining to this population. The staff has presented concerns to the administration that they were feeling frustration and that an in-service would benefit them. For this in-service, research was gathered on presenting a teacher in-service on multicultural diversity.

Development and Design of the Research

The design of the in-service was two hours long. There was a discussion on the diversity of the school and how the student population was represented. The in-service began with an exercise on the participants feelings in being in an elevator and how they would react when different people entered the elevator (Appendix A). A true story was told of what happened to a mother and daughter while they were speaking in a different language (Appendix B). There was a panel of twenty students representing cultures from Turkey, Pakistan, India, Dominican Republic, Peru, Mexico, Puerto Rico, a student of mix race of Black and Hispanic, a student of mix race of Black and Jewish, Venezuelan, Hong Kong, and Taiwan. Each of the students

was given questions that would give them preparation ideas as to what they should say about themselves, their country, school and culture (Appendix C). Some of the students were even dressed in their native dress, which added to presenting their cultural differences. After the students gave their presentation, there was a question and answer session. This was a time for exchanging ideas, voicing concerns, or sharing frustrations by the students as well as by the teachers. Keeping the teachers informed of the concerns of the students helps them be motivated and committed to helping this population.

Sampling Technique Used

The half day in-service was on October 11, 2002 at Absegami High School. This in-service was one of a variety of choices from which the teachers could choose. The teachers participated in the in-service on a voluntary basis and it was opened to the entire staff.

Data Collection

At the conclusion of the in-service, teachers received an “In-service Evaluation Form” (Appendix D) which contained ten questions. The teachers evaluated the questions from excellent to poor. The questions were:

1. Overall, the content of the workshop was?
2. The facilitator’s level of preparedness was?
3. The length of time available was?
4. I will be able to use what I learned in my classroom?
5. Are you interested in a follow-up session?

6. The best thing about the workshop was?
7. The workshop could be improved by?
8. Additional topics I would like training in are?
9. How can this workshop be used to increase student achievement in the Core Curriculum Standards?
10. Comments.....

Data Analysis

The information gathered showed that there is a need for this type of in-service in Cultural Diversity. The teachers gave feedback on the presentation of the in-service as well as information on what they learned from it. Within the survey, the teachers were able to state what they felt was the best thing about the in-service. The evidence gathered was presented on a percentile scale. This data proved that this project is having an impact on the students and staff. Another question that is very important is if there is a need for another in-service or other topics that they would like incorporated into this in-service. The teachers stated that they will be able to use this information in the classroom. They also stated what was the best thing about the in-service and how can it be improved. The responses and comments from this evaluation form established that such an in-service in cultural diversity is much needed.

Chapter 4

Presentation of the Research Findings

Results

Absegami High School has many languages and cultures. The purpose of this study was to determine if an in-service would help the staff gain knowledge and experience in dealing and interacting with these different languages and cultures that are represented in the school.

The number of staff members that attended this in-service was 1:13. During this half day in-service ten different choices were available. Although teachers participated on a voluntary basis and the workshop was offered to the entire staff, many of the staff members had no choice because they were departmentalized or involved in curriculum development. A half day in-service did not provide sufficient time for additional workshops. However, in the future, this in-service on Multicultural Diversity will be presented on a full day in-service, so that more staff members could attend. There were staff members who were not given the choice to attend. However, the next time the workshop is given they plan on attending because they felt this was a very important issue that needs to be addressed in the school.

The findings reveal that:

1. 100% of the staff that attended felt the in-service was well presented
2. 100% of the staff that attended felt that they would be able to use what they learned in the classroom.

3. 100% of the staff that attended felt that a longer in-service would have been more valuable to them.
4. 100% of the staff that attended felt that this in-service was very significant, especially when the students described their experiences with the new school culture.

The findings confirmed that the staff is in favor of having this type of an in-service.

What did it mean?

The positive effect of this in-service in the educational process of students can be very significant. What came out of this in-service was:

1. The staff that attended felt the interaction and question and answer exchange between the staff and students was very significant.
2. Having the students describe their experiences and backgrounds gave the staff an awareness of some of the difficulties that these student encountered coming to this high school. Especially significant were racial discrimination, language barrier and adjustments to a new school in a new country.
3. These students bring the world to our doorstep. By incorporating their culture into lesson planning, school climate and learning will improve.

The staff that attended this in-service felt the input from the students was very valuable. They felt that the students are an untapped resource for them in learning about the different cultures and languages that are represented in the school.

Chapter 5

Conclusion

The research for this study was to describe and to evaluate the effectiveness of an in-service to help teachers deal with different cultures and languages that are represented in the school community.

The results indicated that the staff and administration found the in-service very beneficial. The staff demonstrated an eagerness to learn how to work with different cultures and languages and expressed an interest in having the in-service offered again.

Implication

The research proved that an in-service such as this was important to staff. This in-service also gave the students that participated in the in-service a sense of belonging and importance. It gave the staff an opportunity to know how the students felt, to learn about their customs and to develop resources they can use in the classroom.

Leadership Development

The in-service was initiated and effectively managed. It effectively produced an awareness of the multicultural and multilingual diversity within the school population. Throughout this in-service, human relation skills were used in interacting effectively with other staff members, guidance counselors and administration. The staff that participated was now better able to provide for the needs of these students in the educational process. The staff's interest in learning with and about the multicultural/multilingual students contributed to the success of this in-service.

Organizational Change

The staff experienced change because they now felt more comfortable and knowledgeable in dealing with multicultural/multilingual students. There should be less frustration from staff in dealing with this population since the in-service.

Another factor in the school that may have impacted positively on the success of the in-service was that the students were able to speak to teachers and staff about their frustrations in school and how they are treated by other staff members and students. Hopefully, both groups will be able to function more successfully with each other.

Further Study

The need for further study and more in-services was apparent. Having the staff say that the best thing about the in-service was having students describe their experiences and backgrounds was important. The fact that these students bring to our school their world as an untapped resource can help improve school climate and their learning. By stating their personal experiences to the staff, the students created a learning environment for them. From this study and staff responses, an in-service such as this would help staff gain knowledge and experience in dealing and interacting with the multicultural/multilingual student.

Since the in-service was limited to only a certain number of participants, it is important that it be repeated for new faculty. Similarly repeating the experience using more multicultural and multilingual students will tap new resources within the multicultural and multilingual population

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Appendix A
Take the Elevator



Proxemics and U.S. culture

by Judie Haynes
1 Mar 2001

Have you ever heard anyone say "They're in the U.S. now, let them do it our way." This activity demonstrates how deeply ingrained our cultural behavior is and how difficult it would be to change it.

Rules for Personal Space in the U.S.

Proxemics is the study of the rules in a culture about space. How far away to people stand during different types of conversations? Have you ever heard of the American "bubble?" Most Americans feel most comfortable when people keep an arms-length away during conversations. Personal distance, which is the space between colleagues during a normal conversation, is usually about 20 to 36 inches. If the person is not well known to us, we will stand from 2 to 4 feet away during a conversation.

The rules of space proxemics are well defined in all cultures. These attitudes about space are very hard to change. They also offer an opportunity to demonstrate how culture affects our behavior.

Take the Elevator!

Imagine that you are in an elevator in a hotel in the United States. All of the other occupants are unknown to you. Read and answer the questions and discuss them in your groups.

- What are the rules for standing in the elevator? Where do people stand when there are only two or three people? What happens when a fourth person enters the elevator.
- How would you feel if there were two people on the elevator and a third person entered and stood right next to you?
- What happens when the elevator becomes more crowded and there are now four or more people?
- How close will people stand? What is allowed to "touch?"
- What do people look at in a crowded elevator?
- When is it permissible to talk to the other people?

Responses to "Take the Elevator!"

Elevator behavior in the United States is very rigid. Compare your responses with those below.

- 1. If there are only two or three people on an elevator, each person usually leans against the walls. If a fourth person boards the elevator, the four corners are normally occupied.**
- 2. This would be a breach of our personal "space." We would feel very uncomfortable and move or get off the elevator at the next stop.**
- 3. When there are more than four people on an elevator, the occupants begin to follow a complex set of rules for behavior. Everyone turns to face the door. Hands, purses, and briefcases hang down in front of the body. People usually scrunch up, rounding their shoulders, so that they take up as little space as possible.**
- 4. People don't touch each other in any way unless the elevator becomes very crowded, and then they only touch at the shoulders or upper arms. If you see an overcrowded elevator, you will probably choose to wait for the next one.**
- 5. Everyone usually looks at the floor indicator located above the door.**
- 6. It is unusual for people (who are strangers) to speak to each other in an elevator unless they are sharing some kind of similar experience. (Such as a conference) People who do know each other will usually speak softly. When a group of people enter the elevator and do not follow these rules, other occupants usually feel very uncomfortable.**

If you think this behavior is exaggerated, the next time you are on an elevator, don't face the door. Turn around and face toward the other occupants. See what their reaction is. If you really want to upset everyone, give them a big grin.

Appendix B
In Service Presentation

. Given the complexity and diversity of students and families in our school, we must continuously reevaluate our approaches and learn new ways of observing, listening and providing support for the newest members of the school community.

One of the first steps to becoming culturally skilled is to understand Cultural Diversity -

In Service

Slide 1 – Understanding cultural differences - picture of different people

Becoming culturally skilled is an active and ongoing process be conscious of our own culturally-based values, traits, practices and worldviews. Some are more obvious than others, so it doesn't hurt to do an accounting. For example, in America we emphasize individualism, equality and independence. The nuclear family is paramount; however, the roles of family members are flexible. Both parents participate in child rearing and domestic chores. Power and opportunities are equal (or nearly equal) for both sexes, and most women are employed outside the home. We value competitiveness, democratic ideals, free market economics, mass media entertainment and material success. We are religious, but religion is constitutionally barred from government while freedom of individual religious expression is guaranteed.

Americans tend to be friendly, outgoing, outspoken, "in-your-face" people who enjoy having and voicing opinions, don't automatically defer to any age, group or class, and can be exceedingly compassionate and generous when their neighbors (both foreign and domestic) are in trouble.

Given this rough profile it is easy to see how an American teacher or counselor might view a modest, respectful Asian student as lacking in motivation or self-confidence. Or how a child from a less gregarious society might be seen as overly shy and withdrawn.

As educators, we should be sensitive to and have knowledge of our own cultural and personal values, along with similarities and differences between ourselves and the culturally different student with whom we work. Several variables are worth keeping in mind when getting to know a culturally different student:

- historical background
- religious beliefs and practices
- family educational levels
- language – (monolingual, bilingual, multilingual)
- values/traditions
- level of acculturation
- social class background
- gender roles and expectations
- attitudes toward assimilation

explaining The changing population of Absegami High School and the growing multicultural and ethnic diversity of our students woman did not speak too much English. The daughter was some of have challenged our staff. It is the intent of this in-service to provide teachers with information on multicultural diversity and how to best understand this diverse student population.

Now, let me tell you a true story. There was this woman and her daughter watching her son playing football. They were speaking in Spanish because the older the things that were going on. A stranger sitting in front of them turned around and said to them, “**Why don’t you go where back to you came from!**” This woman and daughter were in shock. They did not know what to say. The older woman since this situation apologizes for speaking in English because she does not know too much.

My question to this was, “Where did I come from?” This statement has haunted me and has made me think. Up to this point, I thought that I was where I was supposed to be. Then I began to do a little research and I found that I am where I am supposed to be. (Put on Board History)

Slide 2 – A little History - Review

With this information, I became interested in Multicultural; because I can understand how these families feel when they come here from China, India, Peru, Mexico, San Salvador, Korea, etc...

Slide 3 - What is Multiculture?

What is Multicultural? (Write on the board ideas from the group)

After discussion – *if - race, gender, sexual orientation, social class*

are not mentioned----ask

Why were these not mentioned?

According to Nitza Hidalgo, there are 3 levels of culture:

Slide 4 – The 3 Levels of Culture

1. the concrete
2. the behavioral
3. the symbolic

The **concrete** is the most visible and the most tangible:

- clothes
- food
- music
- festivals/celebrations

2. The **behavioral** – how we define social roles

- language
- non-verbal behavior
- reflects our values
- gender roles, family structure, political affiliation

3. The **Symbolic** – is our

- values and beliefs
- how we define ourselves
- value system
- customs
- spirituality/ religion
- worldness
- beliefs, mores

Look over the categories and categorize the items into these categories. How is each related or how individuals define themselves.

After they are listed, and participants raise their hands if they consider the items listed under that category to be the most important dimensions in how they define their own culture or the culture of others and why.

For the “symbolic” why is it more important than other levels?

Questions on this-----

1. When you meet somebody, which of these items under any of the categories do you use to understand them culturally?
2. Is your attempt to understand other culturally consistent with how you want to be viewed and understood?
3. What forces in our society might contribute to our simplification of the culture of others, even though we don't want to be defined simplistically ourselves?

As I said before, at Absegami we have students representing these ethnic backgrounds. We have students who are Mexican, and Puerto Rican, we have students from China, Korea, India, Pakistan, Vietnamese, Russian, Irish, and Italian. We have students who are Afro American and others that come from Central and South America. As you can see our school is culturally mixed.

So, how do we begin to understand and acknowledge these differences? I do not know the culture of all of these countries, but I have students here who may help us begin to understand.

Introduce students

I have been asked many times by different people, “What is the difference between a Latino and a Hispanic?”

Hispanic/American refers to people whose culture and heritage have ties to Spain.

Latino refers to people from Latin America but not all are Hispanics.

It does not matter one or the other.

However, “What does it mean to be a Hispanic?”

- Hispanics come from Central America, South American, Mexico, Puerto Rico, Cuba, Dominican Republic, Spain
- Many are a mix culture – European, African
- We are not all the same -- {we are not all P.R.}

Each has their culture and heritage.

Hispanic is in all walks of life, from music, theatre, education, art, and so on.... We are not ALL farm workers, migrant workers, factory workers, and drug addicts, all are on Welfare or standing on the street corner.

Show Pictures of different Hispanics.

There is something that you need to know about the Hispanic world. Here in the United States, there is the lower class, there is the middle class, upper class, rich class. In the Hispanic world there are only 2 classes. You are either poor or rich. One does not necessarily cross the other. The poor do not mix with the rich and the rich definitely do not mix with the poor.

If we begin to try to understand the students that come from these countries, you will find that they come from the poor to the rich, here in the United States, we

have the middle class. They want what all other generations have wanted – to get an education and get money to live better, to give our children more than what they had. Does this idea seem strange to you? This is what America has stood for. And so, this is what Latinos, Hispanic, Asians, , Asian, and others also want. You also need to understand the mentality of some of the Spanish students. Some that come from poor families will feel that they will never be able to cross that line to be a middle class because they come from a poor background. So for them this is a difficult idea to try to get across to them.

Let me tell you another story.

I come from what we have here a middle class Puerto Rican family. My father's family had cattle, and they sold to the government and stores, beef, milk, cheese, etc. My father wanted more than having his children work for the family. He wanted his children to get an education. He wanted his children to see more of the world than just Puerto Rico. So, he takes his wife and 4 children and brings them to the U.S. We feel that we are poor. My father works hard. We move to Egg Harbor. We go to church in Egg Harbor. I raised my children going to St. Nicholas Church, Spanish community. The people in the Spanish community think of my parents as rich and the family as rich. Why?????? The background and the education that their children have.

So, when you see a Hispanic/Latino student, you need to understand his way of thinking, because if he comes from a poor family, working class family, he is going to feel that he is not going to move out of that class. Some that come from a social class that is not rich and not poor, they know that they will move from one social class to the other. These students know and feel that they need to get an education.

Let's take a quiz --

Appendix C
Student Profile

Student Profile
For
Teacher In-Service

1. Say your name.
2. What country do you come from?
3. Did you live in a major city or outside the city?
4. What language do you speak? (or more than one language say it.)
5. What language do you speak at home?
6. How long have you live in this country, or other country
7. What religion do you practice?
8. Do you feel accepted by other students?
9. Do you feel prejudice in the school?
10. Do you feel accepted by the teachers?
11. What is similar to our school?
12. What is different to our school?
13. Which holiday do you follow?
14. How is the dress the same or different?
15. How is the family structure the same or different to this country?

Appendix D
In-Service Evaluation

Name _____

DEPARTMENT _____

**September 25, 2002
IN-SERVICE EVALUATION**

I attended the For Items marked with an *, please list the topic in the space marked with an *

- | | | |
|---|---|---|
| <input type="checkbox"/> Autism & New Law | <input type="checkbox"/> Physical Science Demos | <input type="checkbox"/> Wireless Internet & More |
| <input type="checkbox"/> Class XP | <input type="checkbox"/> Project Adventure | <input type="checkbox"/> When the Chips are Down |
| <input type="checkbox"/> Distance Learning | <input type="checkbox"/> Right to Know | <input type="checkbox"/> Virtual Librarian |
| <input type="checkbox"/> Ebsco Learn | <input type="checkbox"/> Substance Abuse & Family | <input type="checkbox"/> Cohort Teams* |
| <input type="checkbox"/> Federal Law & Classroom | <input type="checkbox"/> 10 Commandments Parent Conf. | <input type="checkbox"/> Classroom Strategies* |
| <input type="checkbox"/> Integrate | <input type="checkbox"/> Understanding Diversity | <input type="checkbox"/> Vertical Teaming* |
| <input type="checkbox"/> Para-Professional Training | <input type="checkbox"/> Web Mail | * _____ |

Please Rate the Workshop you attended

- | | | | | |
|--|------------|-----------|-----------|------|
| 1. Overall, the content of the workshop was: | Excellent | Very Good | Good | Poor |
| 2. The facilitator's level of preparedness was: | Excellent | Very Good | Good | Poor |
| 3. The length of time available was: | Just Right | Too Long | Too Short | |
| 4. I will be able to use what I learned in my classroom: | Yes | Sometimes | Maybe | No |
| 5. Are you interested in a follow-up session? | Yes | No | | |

6. The best thing about the workshop was _____

7. The workshop could be improved by _____

8. Additional topics I would like training in are _____

9. How can this workshop be used to increase student achievement relating to the Core Curriculum Standards?

10. Comments _____

Biographical Data

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High School: Central Commercial High School
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Undergraduate Degree
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