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AN EVALUATION OF THE EFFECTIVENESS OF A DIVERSITY EDUCATIONAL PROGRAM

by

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DISSERTATION

Submitted to the Graduate School

of Wayne State University,

Detroit, Michigan

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Approved by:

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Advisor   Date

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DEDICATION

I dedicate this dissertation to my beloved husband, Stephen M. Berkley, and my beloved children; Gary W. Gantt Jr., Nakia Rushton, Brittany Berkley, Amber Johnson-Berkley, Robert Berkley, Kayla Johnson-Berkley, Thomas Berkley and Madison Berkley. I would also like to dedicate this dissertation to my son-in-law, Donald Rushton, and my daughter-in-law, Erica Gantt, and especially to my grandchildren, Breanna, DJ, Mia, and Gary III. They have been very patient, understanding and supportive throughout my pursuit of a higher education. You all are my strength and greatest love.

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There are several individuals who provided support, guidance, encouragement and inspiration throughout this process. Dr. Mary C. Sengstock, my dissertation advisor, offered assistance and suggestions. She also provided information that helped me to grow academically as a professor of Sociology. Thank you so very much. Thanks to witnessing her academic dedication while serving as her teaching assistant, my desire to become a professor grew and my confidence as an instructor was strengthened. I carry in my heart the first advice she gave me upon completion of the teaching assistantship program; she told me I was ready to teach a class on my own. I told her I was especially nervous and she said, "You're ready to teach and remember you know more than your students do, so go out there with confidence and do what you've been trained to do!" Dr. Sengstock has been my mentor and role model. She taught me how to be self-confident in my field of study and to stand firm for what I believe in. Most of all, she taught me how to be a help to others. Because of her leadership, I strive for professionalism in my teaching style. Thank you so very much. I also wish to express my sincere appreciation to my committee members whose interest in my topic motivated and directed me to strive for excellence: Dr. Leon Wilson, Dr. Heather Dillaway and Dr. Velma Ward.

I would like to thank my mother, Betty Kendrick who encouraged me to always do my best. She taught me to love knowledge and when obstacles got in my way, she empowered me to keep going until I overcame them. I love you Mom!

The dynamics of my immediate family, being an interracial couple, adoptive parents and a blended household, has taught me that respect and commitment to one another is of the utmost importance. I hope we have all learned from one another and I hope it will help us to become more caring and understanding human beings.

To my host of friends in the Department of Sociology at Wayne State University: I want to thank you for always being there for me. I hope I have returned the love and friendship you have shown me.

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CHAPTER ONE

INTRODUCTION

One can only imagine the uneasy feelings many young people experience when preparing for a new school term, or sometimes just attending on a day-to-day basis. Students worry about other issues in addition to whether or not they can make the grade. Many worry about being accepted by their peers as well as their teachers. Others have concerns with acceptance relating to their clothing fashions, hair styles, body types, speech, and even whether or not their race or ethnicity will play a part in their success in the school's setting.

Schools perform important functions in society which include educating and socializing young people, transmitting culture from generation to generation and influencing student success in the education system (Brym and Lie, 2005: 462). Our society's population is constantly changing as various groups of people from around the world make America their home. According to the 2000 census, one-third of United States citizens who reported were non-white. This ever-changing population creates societal struggles with gaps found in the educational system in areas such as: educational attainment, content of curriculum, educational deficiencies (for example, poor counseling, overcrowded classrooms and insensitive teachers) in the number of students who receive high school diplomas and the stunning statistics such as "nearly twice the proportion of Whites holding a college degree as Blacks in 2000" (Schaefer, 2004: 235).

"Today's discrimination is much more subtle than it used to be, but it still walks among us" (Henslin, 2005: 348). Henslin (2005: 348) also stated, "The United States has the potential to become a society in which racial-ethnic groups not only coexist, but also respect one another and thrive as they work together for mutually beneficial goals." One reason the U.S. has become so diversified is due to the increased number of immigrants that arrived between 1981 and 1990.

More than 7.3 million people immigrated to the United States, a 63 percent increase over the previous decade (Davis-Wiley, 2002: 52).

In American society, past research shows that racial issues and cultural diversity programming in the educational system are of great interest to many (Greene & Heflin, 1992; Irvine & Irvine, 1983; Knowles & Prewitt, 1969). The institution of education is an intricate part of the social system and contributes to the development of individuals from their entrance into the school system until their departure. It is a social structure in which knowledge, skills, values and social behaviors are reinforced, and where social interactions occur.

As the effects of society's racism disseminates into the schools, board members, administrators and educators have been encouraged to take on the responsibility of working towards improving racial and social interactions in their school settings. A frequently proposed solution to improving social interactions in school settings has been to implement diversity centered programs. It is important to note that most of the literature on diversity programming suggests that the perception held by a school's administration of what constitutes an all encompassing racial and cultural diversity program plays an important role in its implementation and success. That imperative is strengthened by the demographic reality that U.S. society is becoming increasingly multicultural and multiracial with a burgeoning minority birth rate and immigration levels above one million annually (Schafer, 1989; Stover, 1990).

TOPIC OF THE STUDY

The study focused on evaluating how the Edison Senior High School Academy implemented its diversity program, and the affect that the educators' and administrators' interpretation of the term "diversity" had on the diversity program's success. The purpose of the study was to explore the effectiveness of the Edison School's diversity educational program.

Work for this study was conducted in three phases from 1999-2004. The first phase (1999-2000 school terms) consisted of participant observations in nine of the educators' classrooms and face-to-face interviews with those teachers and the school's administrator.

The second phase (2000-2001) consisted of interviews from thirty-four students and utilized the jointly told tales approach. This approach allowed students to give their perceptions of the Edison diversity program implemented in their own words, which was incorporated into the body of the report without modifications. Phase three, the last phase, occurred during the 2003-2004 school terms and involved revisiting the diversity program carried out at the Mount Clemens High School after the Edison Program was phased out. The Edison students and educators were merged into the traditional public school setting. Several of the educators who participated in phase one of the study were also respondents of the looking back segment (phase three) of the study, and addressed the likenesses and differences they observed between the diversity programming of the 1999-2000 school terms versus the 2003-2004 school terms. In addition, seven new educators and one administrator participated in the third phase of the study, which revisited face-to-face interviews and classroom observations.

THE IMPORTANTANCE OF THE STUDY

This study utilized a variety of methods to evaluate the diversity program and to provide insight into how the program was implemented. This evaluation helps determine if the school, as an educational institution, understands its role in successfully motivating and educating students in our society. In order to achieve social integration and promote a sense of identity in the students' school experiences, the students would need to identify with the educational institution and its way of thinking. The educational success of the student may be affected if the academic materials and activities, interactions between educators and students, or the school environment

itself were not perceived as conducive to learning. Additionally, if the learning environment fails to provide students with a sense of belonging, or recognize and embrace their differences, that can also have a negative impact on the student's educational success. Students' perceptions of their school setting and academic experiences will significantly influence their educational outcomes. A multicultural approach to education encourages intergroup relations among diverse groups of students. Incorporating a variety of diversified curriculum materials and activities, as well as providing educators with on-going diversity training, may enhance the students' academic experience and success.

EDISON SCHOOL AS AN AVENUE FOR CHANGE

Our society is constantly changing and the Edison School of choice said it was created to meet the challenges of a competitive world. We, as a society, believe that a good education should help our students reach their highest level of achievement. The Edison format required several changes from the way the traditional public school operates in areas such as the way it was organized, its scheduling process to curriculum materials, professional development and administrative practices.

The Edison Program implemented accountability targets, whereas the Mount Clemens Public School did not. The Edison Program not only focused heavily on preparing their students for the challenges of college and career tracks, but also provided additional help for the school district and community. The program also required demanding academic content, delivered in a manner tailored to the students' needs by highly qualified teachers. A key component of the Edison Program was their use of technology (innovation in education by incorporating computer based educational instructions and processes). Each classroom had several computers, and each student in the program was given a computer for their home.

The Edison Program also said its focus was to help school districts meet federal and state mandates. One of the federal mandates required schools to incorporate multicultural education into the school experience. Edison's commitment to a multicultural educational setting entailed recruiting and training the best educators available, nurturing a school culture that supported every student's learning ability, providing student-focused curriculum and professional management.

The Edison Program was designed to provide educators with the resources, training, and ongoing support they would need to improve their educational skills and increase academic achievement for their students. The teachers' instructional development was unique compared with the traditional Mount Clemens public school because the training was comprehensive (i.e., the program's lesson plans were devised by the corporate leaders) and ongoing. All new teachers received pre-training through the Edison Teacher Academy, which immersed them in the school's design model. This was achieved by continually developing teachers through annual instructional leadership conferences, professional growth plan requirements, performance metrics and in-house rigorous instruction. Edison educators were also required to attend periodic conferences and gatherings where additional teacher training was provided (www.Edisonschools/achievevment, p.1).

To improve learning outcomes, the Edison Program had assessment benchmarks designed and incorporated into its format, which were administered monthly to assess students' strengths and weaknesses. The utilization of multiple variants, such as technology to deliver learning materials, additional support for the teachers by implementing relevant assessment content and engaging educators in on-going quarterly training, enabled teachers to focus on necessary instructional responses to improve academic outcomes.

Parental involvement was a valued core component of the Edison Program. The school culture required parents and students to sign quarterly contracts that they would be actively involved in the education of the student. The system of quarterly student learning contracts enhanced the accountability by involving teachers, students and their families in the performance review, setting of specific goals and expectations, and the action plans. Students were allowed to submit verbal/written concerns about their education program curriculum and school environment during the quarterly reviews.

The Edison Senior High School Academy and the Mount Clemens High School were housed in the same facility, but did not share the same administrators or faculty from 1998-2003. While the Mount Clemens traditional public school did not have the funding necessary to offer a new teacher academy or ongoing instructional leadership, they did, however, extend planning periods to support intentional, rigorous instruction. Educators staffed by the traditional public school were not given the opportunity to attend periodic formal gatherings and conferences provided for continuous teacher training in the Edison Program.

The quarterly parent-teacher-student contracts and conferences were also not part of the traditional school's programming. Students in the traditional public school were not provided with computers in their classrooms nor their homes. There were also significantly different physical characteristics between the Edison Senior Academy classrooms and those of the traditional public high school. The Edison Senior Academy classrooms were the size of two standard classrooms, newly furnished, painted annually and carpeted. In contrast, the traditional classroom consisted of one standard sized classroom, chipped paint on the walls, old furnishings and tiled floors. The educators were not offered ongoing instructional training or supervised mentoring. The public school's funding did not allow for the type of in-depth professional

development during the three in-services provided by the district, as the Edison Program provided.

DIVERSITY IN THE NEAR FUTURE

Researchers have stated that today's schools' enrollment levels have reached 53 million, of which 35 percent are students from diverse racial and ethnic minority groups (Futrell, et al., 2003: 1). The demographic findings projected that by the year 2050 the percentage of minority students will reach 51 percent. Results also indicated that the U.S. has not successfully guaranteed that every child has access to a good educational experience or school environment, which enables every student to have an equitable opportunity to succeed.

Futrell, et al. (2003: 382) believed that unless policy makers and school administrators make a committment to provide the necessary additional resources for professional development in poorer school districts, differences in academic achievement will persist. The authors believed, "This demonstrates a lack of commitment on the part of policy makers and communities to close the persistent achievement gap that plagues us" (Futrell, et al., 2003: 383).

Romo (1997:1) stated, "Many patterns of racial and ethnic group relations in schools are based on how members of a given group have been included or excluded in U.S. society." She stated that understanding such patterns requires, "consideration of slavery, the discrimination faced by Southern European immigrants, the conquest of American Indians and Mexicans, the relocation of Japanese citizens during World War Two, and the experiences of Cuban and Vietnamese refugees and other recent immigrants" (Romo, 1997: 1). Romo (1997) believed any effort to diversify schools required administrators, educators and students to participate in cooperative joint activities and instructional learning techniques.

In the article titled "The New Racism," Stover (1990: 14) discussed reports of increased incidents of racial and prejudicial crimes occurring in schools across America. Stover stated that, "Hate and prejudice come in some new guises in schools today, but their manifestations are as ugly as ever". One such incident shared in the article occurred in Livermore, California. Students displayed a white doll dressed in Ku Klux Klan garb holding a black doll with a noose around its neck. Other incidents noted across the nation's schools "range from exchanges of racist epithets to violence along racial lines" (Stover, 1990: 14). According to some researchers, U.S. schools are experiencing a disturbing increase in incidents of racism and prejudice causing concern to mount among educators as well as community leaders (Murray and Clark, 1990; Prutzman, 1994; Stover, 1990).

Positive social interactions can help individuals develop a greater understanding and tolerance of others' differences (Durel, 1994; Rankin & Parrish, 1994). Schools across the nation have implemented programs to increase social awareness and promote equality. Many schools seek to improve racial and cultural relations in order to provide an opportunity for all students to succeed academically and to excel in an atmosphere that welcomes differences (Anson et al., 1991; Fox & Gay, 1995; Gill, 1991).

Racial and cultural diversity programs in educational institutions promote social awareness, tolerance, and alleviate inequality (Grant, 1992; Rios, 1993). Thus diversity programming alleviates deficiencies created by inadequate educational systems. Henslin (2004: 236) stated, "Several of these problems could be addressed with more adequate funding." In addition, he argued that a home environment that is favorable to learning helps to promote student success. Henslin (2004: 236) believed, "The problem is that schools are failing to meet the needs of students, not that students are failing."

In this study, I explored a school's diversity programming ideology, the way it defined and integrated that ideology into the school's curriculum and staff training and whether or not the program successfully promotes a better understanding and tolerance for others' differences. This study also focused on interpersonal communications and behaviors between educators and students. It explored the link between administrators', educators' and students' perceptions in regards to their interpretation (understanding) of the term "diversity." and their school experiences as important factors in the program's success. In addition, the study also focuses on how the school copes with potential diversity problems while maintaining some aspect of order in the educational setting.

The study was conducted at Mount Clemens High School. This school is geographically located approximately ten miles northeast of Detroit, Michigan. Forty-eight percent of the school's population consists of minority students.

PROBLEM STATEMENT

The key question addressed was: How can a school's diversity programming ideology, and the way it defines, integrates, and supports the program affect its success? There are a number of subsidiary questions addressed as part of the above key question: How does the school construct its definition and ideology of diversity? How do its meanings (mental constructs, ideas, and stereotypes) affect ideas about diversity? How is diversity programming implemented into the educational curriculum and staffing? How is diversity training implemented for educators and students to increase awareness? Does the program successfully promote a better understanding and tolerance for others' differences? How does the school system cope with potential problems and maintain some aspect of order when problems occur.

THE RATIONALE OF THE STUDY

WHY SHOULD ANYONE CARE ABOUT THIS RESEARCH?

The transition towards a diversity program that encompasses all racial and ethnic groups is a worthwhile study endeavor. Mount Clemens high school has been a beneficial program in which to do field observations and interviews based on the area of interest. This research is significant because it examined the school's diversity program's understanding of the term diversity, and how it integrated racial/cultural programming into its curriculum.

Researcher Maruyama noted in his pre-k through twelfth grade model of collaboration concerning issues of race and poverty that unless disparities are reduced, it will mean the difference between skilled and unskilled jobs because of educational disadvantages. He believed the under performance noted among students of color versus other groups in educational achievement, treatment and preparation experiences, "fundamentally conflict with core principles underlying public education and should be avenues of opportunity where they have chances of succeeding through hard work" (Maruyama, 2003: 1).

He stated that because of education disparities, students of color often fall behind, achieve lower scores, experience higher drop out rates and take jobs with little chance for growth or advancement. He believed schools held some of the responsibility of whether or not students obtained educational success. Educational accountability, commitment to educational opportunities and addressing disparities in regards to race/ethnic differences are issues that could not be ignored in the public school setting. Social issues effect students' education as well as socioeconomic achievement.

Lankard (1994: 1) stated that in today's society, because increasing numbers of employees are expected to work in teams and schools are becoming more culturally diverse, "it

is imperative that vocational and career educators prepare students for future interactions in a culturally diverse workplace." The 2000 Census records noted that 281.4 million people reside in the United States. Of that figure, approximately 27 percent of the U.S. population is under 18 years of age. Research indicates that more white children live in increasingly mixed neighborhoods and are experiencing an increase of minority populations moving in. In contrast, the average African American or Hispanic child is likely to live in neighborhoods where at least half of the neighbors belong to the same racial or ethnic group. Thus, these children tend to have fewer opportunities to interact with members of other groups in their schools, sports teams and friendship networks (Lankard, 1994: 215).

Lankard (1994: 217) stated, "In order for children to do well in school and succeed in the future labor market, where both the demand for advanced training and the prospect of upward mobility are high, educational curricula must provide information and knowledge that prepares them for the future or they will become trapped in permanent poverty" (1994: 217). According to Lankard, succeeding in school is pertinent to students securing positions in society that will provide sufficient income, status and advantages and not becoming trapped in permanent poverty.

The site chosen allowed interpretive information to be collected that may have helped enhance the Mount Clemens educational diversity program, but can also be used as a tool to ensure racial and ethnic academic success and equality in education for all students throughout the nation. In an examination of the administration and educators definition of what diversity meant to them five years ago, they all appeared to have a universal interpretation of its meaning. Diversity was basically interpreted as being accepted by others, and through acceptance, working together in harmony. This interpretation of the term diversity was supported by several

researchers as well as incorporated into the study (Coyle & Withcher, 1992; Dickson, 1995; Grant, 1992; Stockdill et al., 1992).

According to the educators and administrators who participated in the earlier phase of the study, they believed existing problems in the classroom stemmed from students' lack of interest and peer distraction. This phenomenon warranted additional exploration. What if the students in the program perceive that they are being picked on or singled out because of their racial identity or various other reasons? In order to gain a better understanding of why certain behaviors and a lack of motivation exists in their classrooms, student narratives of their experiences were incorporated to further enhance the dissertation study. Data that may offer alternative reasons for negative classroom behaviors, and positive (as well as negative) student-teacher interactions may surface.

Researchers Gibson and Follo (1998: 1) stated that many people in the United States regard the pursuit to instill multicultural education in the school systems as just another fad "emanating from people who are misled in their liberalist views" (1998: 1). Many educators informed them that they felt students should be regarded as simply Americans and then work to meet their individual needs without focusing on their race or ethnic differences.

A survey they conducted in Michigan, in which 252 schools responded, indicated that many school districts in Michigan are providing support for all students to succeed and the curriculum has incorporated content of civil rights and the contributions of minorities. In addition, their survey revealed that many educators, predominantly white, still act out ethnocentric behaviors. Therefore, Gibson and Follo (1998) concluded that school districts need to increase sensitivity to students' needs and have more staff development in-services to advance their understanding of issues pertaining to cultural diversity for students as well as educators.

Gibson and Follo (1998: 6) noted, "Most districts still have little, if any understanding of the broader implications of multicultural education." They believed the majority of Michigan school districts have a long way to go and suggested that school districts should go beyond talking about multicultural education to observing exemplary programs so they can implement changes that will help transform their districts. In turn, this will provide the ability to achieve academic success and create educational opportunities for all students, allowing them the chance to learn about, accept, and appreciate themselves as well as others.

CHAPTER TWO

LITERATURE REVIEW

The issue of racial and cultural programming in the school system is not a new concern in American society. The educational system. as a major institution, has been scrutinized and challenged since the Brown vs. the Board of Education decision in 1954 (Rheams & Gallagher, 1995; Rose, 1976; Van der Silk, 1970). One area of concern is whether or not schools are taking positive steps towards eliminating racial and cultural intolerance and improving academic success (Anderson, 199;, Winter, 1994-1995).

Schafer (1993) studied the nationwide opinion polls conducted by Andrew Greeley and Paul Sheatsley (1971) over the past twenty-six years and quoted their findings in his text, "Attitudes are not necessarily predictive of behavior. A man may be a staunch integrationist and still feel his neighborhood is 'threatened'" (Schafer, 1993: 51-52). Schafer (1993: 51), analyzing Greeley and Sheatsley's (1971) data, noted that by 1970, 74% of Americans supported integrated schools, and by 1991, 93% of American's polled responded positively. Some researchers believe the most effective way to reduce racial and cultural intolerance is through education and more inter-group contact (Kunjufu, 1993; Schafer, 1993; Wiley, 1993). Gill (1991: 19) stated, "By the year 2000, one in every three U.S. citizens will be nonwhite."

Weiler (1998: 7) stated that even though segregation ended with the Brown vs. Board of Education court case, segregation still exists under the guise of tracking. She found that many educators questioned the extent to which they should attempt to promote racial and ethnic integration. Weiler (1998) believed diversity programs needed to devise measures of equity that would help reduce the academic gap which exists between whites and minorities in order to improve the education experience for students of color.

HATE CRIMES AND ACTS OF VIOLENCE

Schaeffer (2004: 39) said the government defines a hate crime as "A criminal offense committed against a person, property, or society which is motivated, in whole or part by the offender's bias against a race, religion, ethnic/national origin group, or sexual-orientation group." In regards to hate-related crimes in educational settings, many educators believe the implementation and reinforcement of stiff penalties on those who violate the law may reduce the number of school violence cases reported. Since the educational system must adhere to federal laws just as other sectors of society, it too is affected by rulings made in various court cases: in how offenders are handled or whether or not its citizens obey the laws. For example, Hook (1992) feared that the unanimous vote to disallow a hate crime ordinance in St. Paul, Minnesota, close to the end of the June 22, 1992 Supreme Court term would have serious repercussions on society. The city passed an ordinance that the use of free speech, in which speakers expressed views on disfavored subjects and targeted certain community groups, constituted a hate crime. The city felt compelled to make such a ruling because they feared if it were not prohibited, it would create anger, alarm and resentment among some of its community's members.

However, the Supreme Court ruled that the "First Amendment did not permit St. Paul, Minnesota, to impose special prohibition on speakers who expressed certain kinds of offensive expressions" (Hook, 1992: 1882). They struck down the hate crime law saying that it violated free-speech rights. As a result of this ruling, Hook (1992:1882) was concerned that Legislation (HR 4797, S 2522) which had already been introduced in Congress by Rep. Charles E. Schumer, D-New York and Sen. Paul Simon, D-Illinois, "constitutionally may be undercut." Cook noted that this legislation required stiffer penalties for crimes if there was evidence that the crimes were motivated by racial bias or other prejudices. She argued that some analysts believed the

June 22, 1992 ruling would cause an increase of violent acts. The only law she felt was not affected by the June 22, 1992 ruling was the 1990 federal law, in which congress required the Justice Department to gather and publish statistics on hate crimes.

According to the U.S. Department of Justice (1998: 1), the statistical hate-crime reports released in 1996 support Hook's (1992) concerns discussed in her 1992 article, that not imposing stiffer penalties, would increase hate related crimes. The hate-crime reports for the United States in 1996, shows that 8,759 bias-motivated criminal incidents were reported to the FBI by 11,354 law enforcement agencies from 49 states and the District of Columbia, which voluntarily participated under the Hate-Crimes Statistics Act of 1990. Out of the 8,759 crimes reported, 5,396 were motivated by racial bias, and 940 were motivated by ethnicity/national origin bias. Six of every ten victims were attacked because of their race. Of the hate crimes reported in 1996, nine percent of the offenses occurred in schools across America. "Due to the substantial increase in the number of participating law enforcement agencies, an accurate comparison between the data submitted for 1995 and 1996 is not feasible" (U.S. Department of Justice, 1998: 1).

According to reports by De Voe et al., (2004: 1), the increase in school violence across America from July 1, 1999 through June 30, 2000, contributed to 32 incidences of violent deaths occurring while the victim was in school. In 2002, about 88,000 students between the ages of 12-18 were victims of non-fatal, but serious crimes at school. In 2003, 12 percent of students ranging in age from 12-18 reported that someone at school had called them a derogatory word motivated by their race, ethnicity, religion, gender, disability, or sexual orientation. Also in 2003, 1 percent of students reported being victims of violent incidents while at school.

In comparing the U.S. Justice Department findings of 1996, of which 9 percent of hate crimes occurred in schools, to the 2003 findings of 12 percent, one can conclude that the rate of occurrences appears to have increased. These findings reinforce the necessity of implementing diversity programs in schools in order to raise awareness, tolerance, and understanding of others' differences. The data also suggest the need for educators to consider hate crimes as a growing, serious social issue in the school environment.

As a result of the increased violence in schools, integrating multicultural material into the school curricula has become a matter of priority in many school districts. The hope is that educating students about their differences would promote tolerance, and thus, decrease the number of school hate crimes. Some communities have already made their schools more reflective of its diverse population. However, there are critical reforms that are still needed nationwide, in all aspects of education (Grant, 1992; Kozol, 1991; McNeil et al., 1995).

Wallace (2000: 9) believed reducing many forms of violence in schools throughout the U.S. and focusing on social justice, in order to improve interaction between students and educators, would improve the overall atmosphere of the school community. She believed successful diversity programming adhered to empathetic listening, asking well-timed and appropriate questions, or entering into an on-going dialogue with an individual member of a cultural group other than one's own in order to gain or improve diversity competence.

HOW EXISTING LITERATURE DEFINES DIVERSITY

Another factor impacting the outcome of the diversity program is how the school interprets its meaning (Banks, 1992; Shaw, 1995). Educators' interpretation of diversity, which determines the way the program is implemented in the school, is an important issue (Boutte et al., 1993; Elrich, 1994). According to Wiley (1993), although the Supreme Court's decision

supposedly desegregated schools, many discrepancies exist in the way diversity programs are presently implemented (Coyle & Witcher, 1992; Hollins, 1996). Research has shown that more in-depth studies are needed of specific groups and inter-group contacts to understand why some groups are in a position to dominate others, even when they are not the majority (Burkey, 1978; Jaynes & Williams, 1989; Olsen, 1997).

Much of the existing literature defines diversity as a reform movement designed to bring about educational equality for all students, including those from different races, ethnic groups, and social classes (Chisholm, 1994; Durel, 1994; Grant, 1992). Banks (1992: 21) argues that it is necessary to create a society in which all people work together for the common good, an action that would require all community members to work together to make changes. He said, "Multicultural education is not about dividing a united nation, but about uniting a deeply divided nation." The importance of including all racial and cultural groups in diversity models was stressed repeatedly (Coyle & Witcher, 1992; Dickson, 1995; Stockdill et al., 1992).

Banks (1992) was supported by Lee and Saini (1996: 21) in their research and noted that between the 1970s and early 1980s, "A predominant theme emerged: that multicultural education should be an integral part of all curriculum developments, and not just added on as extra material" (Lee and Saini: 21). They recommend the utilization of conceptual frameworks, which take into consideration the importance of analyzing an entire school's perspective of diversity, an approach which requires taking into account the school administrators' and educators' understanding of what a diversity program should entail (Marshall 1989; 1996). Their perception is an important dynamic in determining whether or not the school offers an education equally accessible to the entire student population.

This approach allowed certain relevant curriculum needs and related assessments of state policy, which were not being met by the school's present diversity program, to surface. This is important information that would have gone undetected if educators and administrators had not participated in individual and small-group sessions, thus supporting the assumption that educators' perspectives influence a diversity program's success. The qualitative approach described above, which was utilized by Marshall (1996), improved the school's diversity program, making it a pertinent method to emulate in subsequent research (Lee & Saini, 1996; Paley, 1979; Stipek, 1988).

Wallace (2000) referenced Goodwin's (1997: 3) work that stated, historically, multicultural teacher education programs have evolved through three distinct phases: exclusion, inclusion, and infusion. Her findings disclosed that the majority of teachers in U.S. schools have been described as Euro-American, middle class and from cultures different from their students. Wallace felt this consequence created an unequal match. In other words, educators were assigned to teach groups of students of whom they were often unfamiliar with their cultural backgrounds and unaware that their behaviors as educators influenced the students' opportunity for a quality education.

She also indicated that teacher preparation institutes rarely trained teacher candidates in strategies for teaching linguistically and culturally diverse students. Wallace (2000: 5) also included Short's (1999) view in her work which stated, "The lack of familiarity with their students' cultures, learning styles, and communication patterns translates into teachers holding negative expectations for students, while inappropriate curricula, assessments and institutional materials are used with these students, compounding the problem."

Wallace (2000: 9) defined diversity as existing or living in a condition or state where there are many or multiple cultural influences. She believed the media and technical advancements increased our perception of diversity and allowed us to feel what it means to live in a global community that is diverse. In addition, Wallace (2000) believed there needed to be a shift that focused on increasing knowledge, changing attitudes and beliefs, as well as a shift in the behavior of faculty and administrators who have not yet embraced diversity as a necessary tool that will help accomplish equality in students' academic achievements.

WHY DIVERSITY EDUCATIONAL PROGRAMMING IS IMPORTANT

Holm and Horn (2003: 1) argued that embracing diversity is a high priority for educators because "the importance of knowing who those students are and how they learn is one of the most critical factors emerging as we become a global society." They believed teachers enter their classrooms filled with their own range of learning and life experiences just like their students. Their learning and life experiences shaped and molded their thinking and behaviors. Therefore, the teacher program should focus on addressing, "the diverse learning need of each student by examining prior learning and by providing a program that highlights and builds on inherent strengths (Holm and Horn, 2003: 1). In addition, they give prospective teachers ongoing opportunities to consider multiple viewpoints and different cultural perspectives in order to gain a deeper appreciation for the wide-ranging cultures, backgrounds, and personalities they will encounter in today's society" (Holm & Horn, 2003: 2). Thus, embracing diversity programming may improve relationships between educators and students, while reducing ill treatment based on one's gender, race or ethnicity.

Equally important, Holm and Horn (2003: 2) indicated how crucial it is that students endeavor to understand, respect, and value diversity as they learn from and with students who

may be of a different race or ethnic group from themselves. They said, "One of the greatest challenges of teaching is also one of the most rewarding; creating and orchestrating learning experiences that motivate students and lead them to becoming lifelong learners."

Hansman et al. (1999: 2) acknowledged that most schools have some degree of diversity programs present in their institutions, but believed the presence of pluralistic practices are not sufficient. They believed institutional racism was still a major problem in the educational setting and permeates "not only personal attitude and behaviors of staff, faculty, and administrators but also institutional attitudes and behaviors." They felt there is some hope that multiple exposure to and participation in multicultural programs can increase awareness and assist change within the institutional culture. They stated, "Everyone, from administrators to faculty members, has the potential of being actively involved in changing institutional culture."

Hansman et al. (1999: 5) reviewed the Crossroads Training Manual to determine whether or not institutional racism has been maintained through the systems and processes implemented in U.S. schools. They found five structures that maintain status quo and levels of institutional racism: mission and purpose statements, organizational structure, constituency, policy and practices, programs and personnel. Mission statements often do not reflect actual practice within institutions. Quite often, these statements give lip service about cultural diversity changes that are never implemented. Constructing a definition of racism helps the school district gain insights concerning who has power and privileges, and how power and privileges are used to oppress others. Thus, it could help participants begin to understand how much they know about building a culturally diverse community so they can know what steps to take in dismantling racism on a personal, cultural, and institutional level. They also stated that educators need to allow for a "process to begin- a process that promotes awareness and understanding of the fundamental

nature of institutional racism." They believed without critical dialogue and making changes to achieve cultural diversity, plus understanding and commitment, change will not occur.

Growe et al. (2002: 1) stated in their work that the key aspect school districts needed to focus on was to create a learning environment in which students from various racial, ethnic, and social groups believe they are heard and are valued; an environment in which the students experience respect, belonging, and encouragement. They believed school principals were key in supporting diversity programming because if principals do not support the program, the teachers, staff, students and parents are also affected. A major component of a principal's responsibility is to evaluate tracking, labeling practices and grouping practices in order to develop a school atmosphere which promotes equality.

Madsen and Mabokela (2002: 1) reviewed data which explored the perceptions of administrators and their role in leading teachers of color and European American teachers to work collectively to meet the needs of the school's diverse population. They stated, "As educators, it is important to understand the meaning and implications of teaching ethnically diverse students in response to their learning needs." In order for a school district to successfully influence the educational experiences and outcomes of students of color, they believed it would require school administrators to foster new meanings about diversity. Madsen and Mabokela (2002: 1) also cited the work of Riehl (2000) and Shields (2000), both of whom said it was pertinent that a successful diversity program take a new direction that incorporates establishing an inclusive culture, and considers issues relative to democracy, social justice, teaching and learning. Therefore, a new leadership framework should focus on the impact of diversity dimensions that involve strategic, structural, cultural, and personnel considerations in managing schools.

Thus, as this study revealed, "the leaders' ethnicity had an impact on how they interacted with and were perceived by their followers. Therefore, in leading a diverse workforce, school administrators need to be sensitive to workplace differences and must be able to reduce negative stereotypes" (Madsen & Mabokela, 2002: 2). They believed in order for schools to create inclusive and responsible school environments, administrators need to embrace various communities, where both minority and majority groups can be nurtured and flourish.

EDUCATORS' ROLE IN THE DIVERSITY PROGRAM

Other researchers contributed significant information in reference to the role educators' play in the success of a school's diversity program. In the literature, an important dynamic was revealed and is relevant to the influence of an educator's social and economic background on their teaching style. One of the greatest challenges observed was the absence of synchronization between the culture of schools and the various cultures many students brought to schools (Irvine, 1990; Kunjufu, 1993; Marshall, 1996). Researchers suggest, with the growing cultural and racial diversity occurring in American society, educators should continue to turn to multicultural formulas in an effort to give all students the academic experience that will make them better prepared for the twenty-first century (Grant, 1992). Some researchers argue that one of the reasons many educators are unable to interact well with minority children emanates from the lack of diversity training in teacher education programs (Newby et al., 1996; Piland et al., 1995).

Holm and Horn (2003) state that if teachers are to become a recognized profession, ongoing understanding and reflection play a critical role. Their study reviewed the standards put in place by the National Council for Accreditation of Teacher Education (NCATE), the National Board for Professional Teaching Standards (NBPTS) and the Interstate New Teacher Assessment and Support Consortium (INTASC) to assess what a professional teaching model should

encompass. Their research indicated that in order to create a context of learning that meets the needs of diverse learners, five core propositions should be in place. The five propositions noted were: Knowledge and understanding of the content of the disciplines and of the instructional strategies that can be used to create powerful learning experiences; An understanding of the role of assessment and how to design assessments that will inform, practice and guide student learning; Knowledge and skills that will help them know and understand who their students are and how they learn; Habits of reflection; and a collaborative approach to their work with colleagues, families, and communities. The National Standards Organization believes that when schools utilize the proposed standards mentioned above, they equip teachers with a better understanding of the expectations and realities of the teaching profession in the changing face of today's students.

INCORPORATING DIVERSITY MATERIALS INTO CURRICULUM

Research indicates that many misconceptions are centered on the idea that diversity materials would be too time consuming to include in daily classroom coursework. These misconceptions hinder the progress of educational institutions in becoming more equitable for all students (Kunjufu, 1993; Rankin & Parrish, 1994; Rios, 1993).

Finkel and Bollin (1996) reviewed a college program in which the education faculty revised their class syllabi and courses to enhance diversity training with pre-service teachers as well as in-service teachers. The college's purpose for incorporating diversity as a part of its core curriculum centered on their belief that most college programs have failed to provide a multicultural education component which meets the needs of all groups of people. They said, "higher education's initial strategy of offering specialized courses taught out of schools of arts and sciences often reflected a single perspective, for example, African American Studies or

Women's Studies. This movement to curriculum transformation challenges teachers to examine not only their course content and teaching methodologies, but also their own understanding and acceptance of diversity" (Finkel & Bollin, 1996: 1).

Finkel and Boolin (1996) believed the curriculum transformation approach for restructuring education programs, in order to better prepare teachers for diversity, is the most reasonable way. They hoped it would help teachers move from ignorance and innocence about racial and cultural issues to understanding aspects of diversity. They found that white privilege did exist and as the course went on, issues of race, class, gender, and disability discourse and resistance among the white students emerged. Many of the white pre-service teachers commented that they were not prejudice, treated everyone the same and an individual's disability did not matter.

Students were required to read various journals, texts and articles assigned in the courses. After reading the material, many white students noted that they had subconsciously seen differences between and among races which allowed them to realize the process of racial identity to begin. Some students began to talk more openly acknowledging their personal prejudices and shared stories of family myths, stereotypes, and biases. At the end of the semester, the pre-service teachers were given an anonymous written survey about the impact of integrating issues of class, race, gender and culture in the courses and on their understanding of diversity. The majority of the students reported that they had gained an increased understanding of the issues. Forty one percent reported changing "very much"; 46 percent reported changing "considerably"; and 13 percent reported "some change" (Finkel & Bollin, 1996: 4). They noted that the shift in teaching methodologies changed the content of their courses, which students stated made them more interesting. Equally important, they believed the shift managed to transform their program

enough to at least encourage their pre-service teachers to develop an increased understanding of race, culture, class, and gender issues.

DIVERSITY TRAINING AND AWARENESS FOR EDUCATORS

Keim's et al. (2001: 1) work designed various attributes believed to be crucial for educators and pre-service educators in regards to diversity training and awareness. The components the researchers deemed pertinent for training effectiveness were: to understand the contributions and lifestyles of various racial, cultural, and economic groups in our society; recognize and deal with dehumanizing biases, prejudices, and discrimination; create environments which contribute to the positive self-image of persons and to positive interpersonal relations; respect human diversity and personal rights; and develop multicultural, gender fair, disability sensitive, inclusive approaches.

Keim's et al. (2001) research involved 63 pre-service College of Education students who volunteered to participate in answering a survey questionnaire. Their study consisted of three undergraduate sections of a multicultural course in the education program at a nearby college. The course focused the entire fifteen weeks on diversity issues, as noted previously. Their findings indicated that the course increased awareness, as well as motivation and a willingness to integrate and build their knowledge base when faced with new topics and issues critical to society. In addition, diversity training provided pre-service teachers with sources of bonding, discussion and shared work experiences. Thus, Keim et al. (2001) concluded that skill development is pertinent for awareness and knowledge enhancement to improve a diversity program's success.

Van Hook (2002) also investigated a pre-service diversity training program implemented at the beginning of their education program. A total of sixty-eight pre-service teachers were

asked to identify barriers, beliefs and issues they found difficult to discuss regarding diversity. The findings indicated that the perceived barriers shared by the pre-service teachers reflected their individual attitudes, beliefs, experiences, and skills. Teachers would enter the classrooms with these as barriers. Pre-service teachers in the study were informed that in order for them to teach in a diverse classroom, they needed to become culturally sensitive. Their diversity programming training included additional knowledge and activities regarding children of diverse backgrounds. They were exposed to a variety of "racial, culturally ethnic, linguistic, economic background, religion and diverse family types with varying customs, traditions, and histories" (Hook, 2002: 2).

Therefore, Van Hook (2002) argued that it is imperative that the goal of teacher education programs should be to assist teachers in challenging racial bias in the school culture. "A prerequisite for achievement of this goal is the development of a reflective orientation to practice. 'Pre-service teachers must be willing to confront their own attitudes and privileges, and ultimately consider the implications of those beliefs on their teaching practices' " (Hook, 2002: 4).

Ostrove and Cole (2003) argued that race, gender, and class are powerful social factors that shape individuals' experiences of themselves and the world. Their findings revealed that not only are students often discriminated against based on race or ethnic difference, but intense classism also exists among students and teachers. When implementing diversity programming, they argue that it is important to also be conscious of possible discrimination based on gender and class, not just race and ethnicity. Thus, doing so will hopefully make administrators, educators and students increasingly attentive to the implications that race, ethnicity, gender and social class have on shaping students' experiences in the educational setting.

Alexander et al. (1987) conducted an extensive analysis of secondary data and concluded from their findings that racial and socioeconomic backgrounds are integral to personal and social identity, just as much for teachers as for students (Irvine, 1990; Spencer, 1985). "The influence of such factors is pervasive in a highly stratified social order" (Alexander et al., 1987: 666). In addition, data from school records and parent and teacher interviews were included to strengthen the study (Anson et al., 1991; Hall, 1997).

ETHNOGRAPHY AS A WAY OF CAPTURING PARTICIPANTS' PERSPECTIVES

Ethnography studies were also examined during the literature review. The utilization of ethnography, which entails capturing participants' perspectives through their narratives, allowed researchers to reveal educator and student views on school diversity programming. An ethnography study conducted by Jacob (1995) analyzed Heritage High School's diversity program implemented in the district. The research was a part of a senior honors thesis and was conducted at a large urban public high school located in a prominent northeastern city. Heritage High School which was. "traditionally known as an all-male institution, prepared upper-class Caucasian boys for higher education and professional careers" (Jacob, 1995: 347). However, during the 1970s, the school became co-ed and a large number of African Americans and Hispanics transformed the school to one that serviced "predominantly students of color" (Jacob, 1995: 347). Through personal observations, interviews with teachers and administrators and focus groups with students, researcher Jacob (1995) gathered pertinent information that enriched the study. This research approach is one which reveals how a school's diversity program is construed (Boyce, 1997; Hollins et al., 1987; Olsen, 1991; Winter, 1994-1995). The researchers

believed this change which diversified the student body, allowed others the opportunity to achieve educational success.

McGill (2003) utilized the ethnographic approach in his work as a means of evaluating an independent school's diversity program. The evaluation team chairperson asked the school's permission to speak with various groups of students identified by their race or ethnic affinity. Impressive reflections, student perceptions and honest comments about the school environment in which they learned and spent about eight hours a day, were disclosed. He noted that most of the students held their educators in high regard, and valued their efforts to educate them. However, many students interviewed admitted that they had strong skepticism about whether or not their educators had enough understanding and knowledge about them as individuals of color, in regards to their concerns and perspectives, to address issues in a productive or informative way. Many felt they were educating their educators on certain matters. A student stated in his interview that the "faculty wants us to educate them about people of color. But it's their job to be better educated" (McGill, 2003: 58). Another student stated that most students of color felt their educators were concerned and interested in them, but when it came to matters of controversy, like race relations and social issues, their experience was that most educators were uncomfortable and backed off.

Asian American students interviewed stated that they were quiet in classes and did not initiate conversations or share their perspectives because educators did not take the time to ask them questions about their lives, social relationships with other students or concerns outside of the school setting. The students perceived this as a lack of interest on the educators part. The educators' response to the students' comments confirmed this. In the evaluation interview, educators indicated to the response team that they could not get their Asian–American students

to talk and just figured it was because they were "just quiet, passive, intelligent, hard-working and ambitious" (McGill, 2003: 57). Further questioning and dialogue with their Asian-American students was not pursued.

Many Hispanic and African-American students interviewed stated that anti-racist and gender fair education was not promoted as a core part of their educational experience. They stated that most of the courses that dealt with "people of color were always electives; the required courses never incorporated diverse groups in the curricula" (McGill, 2003: 59). Students also indicated that they often heard educators make negative comments, generalized insensitivities and some even hear the word "nigger" mumbled by educators. They indicated that they endured the negative attitudes and behaviors toward them because they felt none of the school administrators would believe them anyway.

Many students interviewed also stated that some of their educators did not want to hear what their perspectives entailed. McGill (2003) suggested that a way to break through this wall of silence that existed in the school setting would be to consider bringing in outsiders who could work with the faculty and administrators and help them better understand students' perspectives, comments and concerns regarding issues of race, class, gender and sexuality. McGill (2003: 60) also indicated in his work that students of color expressed concerns that their educators continued to accept "consciously or otherwise, stereotypical images about what it is to be African-American, Asian-American, Hispanic and so on." He felt this was a powerful issue for African-American males in particular. He found that less seemed to be expected of them academically in comparison to other racial/ethnic students.

Many academic journals suggest that educators needed to allow open forums or classroom discussion to discuss students' perspectives and concerns on complex issues involving

race, gender, class and sexuality. Such discussions are necessary in order to ensure the school's diversity program embraces the entire student population. McGill (2003) concluded that understanding and addressing students' perspectives is one of the most positive means by which to channel the desire many educators have to unravel the knots with which issues of race, gender, class and sexuality encompass.

DIVERSIFYING THE FACULTY

Villegias and Clewell (1998: 1) argued that not only are schools the place where academic knowledge is transmitted, but also a setting where "values are fashioned, most often in subtle but always in powerful ways." They believed children of color should visibly see teachers of diverse race and ethnic backgrounds in positions of authority. Equally important, they felt White students could also benefit from having a racially and ethnically diverse teaching force. It could help them to dispel myths of racial inferiority and incompetence that many have come to internalize about people of color. Their belief holds that another important reason for increasing the diversity of the teaching force is that students of color could potentially derive educational benefits from teachers who are familiar with their cultural backgrounds and whose life experiences may more closely match their own.

Sobel et al. (2003: 1) stated, "Although there is a critical need to recruit teachers of color and teachers from culturally diverse backgrounds, all teachers must be prepared to work effectively with all children within our nation's schools." Their work focused on a joint effort, an urban university faculty and a large public school district that worked together to address issues of diversity in their classrooms. Their goal was to create an observation tool that would assess and mentor pre-service and in-service teachers' abilities to improve student achievement,

and enhance the educators' knowledge concerning broad cultural differences and a variety of culturally relevant approaches to instruction.

This tool was implemented to ensure that school districts' staff members were on the same page regarding how the school valued, treated and instructed its students. Sobel et al. (2003: 6) found most pre-service and in-service teachers who participated in the study felt that they not only gained insight and practical application of various race and ethnic issues, but they also became a priority in teaching. The teachers also stated that the training provided instructional strategies and curricula consistent with students' experiences, cultural perspectives, and developmental needs.

Murray and Clark (1990: 22) examined children's perceptions of racism in the school culture. In their analysis they argued that, "Children's perceptions of the school as a fair and supportive environment are often the key to whether they succeed in school, according to a growing body of evidence." When students perceive racism in the school setting, research indicates that they suffer lower achievement and self-image, apathy, a poor perception of the future, and other problems (Anderson, 1994; Boutte et al., 1993; Kunjufu, 1984; McNeil et al., 1995; Murray and Clark, 1990).

Jorgenson (2001: 1) found that a major problem with diversity programming which often negatively affected implementation and hindered significant improvements centered on the type of educators hired to teach U.S. children. His sample revealed that most of the U.S. teacher workforce consisted of "mostly female, almost exclusively white and recruiters from across the United States see similar faces." He indicated that ethnic teachers currently represent about 9 percent of U.S. public school teachers, but that number is expected to drop to less than 5 percent in coming years. Meanwhile, the ethnic student population is expected to grow significantly.

Jorgenson (2001) noted that ethnic groups have always been underrepresented in the U.S. teaching workforce, but believed the situation was getting worse. Prospective educators who are employed by impoverished urban schools often find themselves dissuaded from education careers because of the low salaries, crowded classrooms, students' lack of respect for educators, and poor working conditions that they witnessed firsthand. Jorgenson (2001) agreed with Budd-Jackson's (1995) conclusion that, as a result of the aforementioned issues, many urban schools in serious need of ethnic teachers are least able to attract or retain them. He believed the absence of ethnic teacher role models caused children to form a distorted vision of authority in our country and increase cultural isolation. Jorgenson (1991: 1) cited the work of Castro & Ingle (1991) who stated the absence of teachers of color would bring to our schools, "unparalleled racial, linguistic, economic, and social conflicts, and as a result the nation as a whole will suffer."

Jorgenson (2001) noted several successful methods utilized by various school districts to recruit teachers of color. Schools should: consider nontraditional sources of teacher recruitment, such as beginning as early as secondary classroom students; recruit more male educators; strive for equality in salaries; promise financial rewards; and finally reduce class sizes and improve working conditions. He found many local junior and community colleges were largely untapped resources for prospective educators. Also, school boards may want to consider collaborative scholarship programs with four-year state colleges to encourage junior college students to enroll in university teaching programs. He noted that paraprofessionals could be recruited into teaching programs and be offered guidance and financial assistance by their school district. Jorgenson (2001) said his own school district implemented a program called "Grow your own teachers," which is affiliated with area universities and junior colleges. The program targets ethnic paraprofessionals currently employed by the school system and encourages them to pursue

teaching certification. He believed ethnic teachers were pertinent to diversifying the school system. He said, "If public school educators fail to act now, large numbers of future students might complete their K-12 education career without ever having been taught by a teacher of color. The impact of that scenario on our changing society is unfathomable (Jorgenson, 2001: 3).

Shen et al. (2003: 3) argued that the persistent discrepancy they found in the racial and ethnic composition of the student body and teaching force has been a major concern in U.S. public schools. Schools are becoming more racially diversified, while the educators entering the profession are not representative of diverse student populations. Their research noted that in 1999-2000, the public teaching force was more racially and ethnically diversified in schools which had a high level of minority enrollment. The degree of racial and ethnic diversification found in the public teaching force is uneven compared to the level of minority enrollment in schools. Regarding gender, there appeared to be a higher percentage of male teachers in schools where minority enrollment was 19 percent or less than in schools in which minority enrollment was 20 percent or more. Thus, they concluded that while the public schools sampled have made some progress in racial and ethnic diversification, they also regressed in gender diversification. Much more needs to be done to further diversify the school systems' teaching force. Some researchers alluded to teachers' social origins exercising a strong influence on their reaction to the racial attributes of their students (Coyle, 1992; Wiley, 1993). This supports the assumption that educators' social and economic experiences are an important dynamic in how teaching styles influence the success of the diversity program (Greene & Heflin, 1992; Hopson et al., 1990).

FUNDING DIVERISTY PROGRAMMING

Villegas and Clewell (1998) also found that other problems many schools are confronted with are due to inequitable funding. As a result, many schools have an overrepresentation of

students of color and typically have fewer financial resources, which means the students attend schools that have out-of-date facilities, poorly equipped laboratories and libraries, inferior technology, and unacceptable class sizes. Equally troubling is their finding that the inability of teacher education programs to attract college-bound students of color adds to the under representation of this group in the teaching force. In addition to the issue of funding shortages was the dilemma many schools face because of the lack of college graduates among people of color who choose education as a career. Villegas and Clewell (1998: 8) said, "Public schools in this country desperately need more teachers of color to serve as role models for all students and cultural brokers for the growing number of students of color."

DEMOGRAPHIC LOCATION AND DIVERSITY PERSPECTIVES

Yeo (1999: 1) argued that rural schools are "ill-prepared for and/or particularly resistant to the introduction of multiculturalized perspectives." Materials regarding rural schools' curriculum addressing multicultural education was virtually nonexistent. Articles he studied which analyzed rural education context usually limited the issue of multicultural education concentrating solely on race and classroom practices. He found most rural schools were "monoethnic." Yeo (1999) feared this allowed educators to minimize other issues such as social class and gender.

Many educators in rural school systems argued that multicultural education is inapplicable because their community (in their perception) was a small community in which everyone knew their place in the social structure (monoethnic). Yeo (1999) believed because of these misunderstandings and resistance, multicultural education needed to be understood by rural educators so they could develop an understanding of historical roots of opposition to all forms of social oppression. Until multicultural education is implemented to teach educators and students

how to understand the complexities of multiple cultures, how they should interact with communities or what constitutes one's culture, they would continue to fail in providing rural school students with this valuable knowledge.

Yeo (1999: 5) stated, "Students, teachers, and administrators have argued in many of my classes and in research surveys that Blacks are inferior, by culture if not genetically, and that such an understanding represents truth supported by individual and community experience." In addition, he found the same arguments were made by his students in undergraduate and graduate classes regarding gender, social class, poverty and various disabilities.

Many multicultural education programs fail to understand that details of the world community; locale, history and traditions, are not incorporated into rural school programs. Yeo (1999) believed in order to eliminate this problem the focus needs to shift to develop a transformative program of multicultural education. The proposed program should include the following components: help educators, students and administrators understand what constitutes culture; help communities alleviate fear of change; teach teachers about differences; demand teacher education provide courses that will enhance a deeper understanding of various cultures; help students to see existing social and economic injustice; and foster understanding that encourages educators to identify and move beyond their own assumptions. Yeo (1999) argued that incorporating these changes will not destroy traditional values, but enhance change in a growing world that connects everyone, while yet preserving those positive values that give rural communities a sense of identity and purpose.

UNINTENSIONAL DISCRIMINATION

Stover (1990) noted in her work that the problem of increased racial prejudice is not limited to teachers. In many cases, administrators and board members were also being accused

of ingrained, often unintentional racism, as well as blatant racism that served to segregate minorities, lower their self-esteem, and confirm racial stereotypes (Kunjufu, 1984; Lee et al., 1996; Stover, 1990). Other researchers referenced in the article pointed to teachers' low expectations for minority students and administrators' use of tracking systems as a way of segregating students. Tracking refers to sorting students into different educational programs on the basis of real or perceived abilities. For example, using tests to determine which students should be directed into college prep programs, while others are put onto vocational tracks (Henslin, 1996: 473).

Hanssen (1998) was a college instructor who left the university to go back to public school teaching. She was assigned to a racially and economically heterogeneous urban high school as an English/Reading teacher, and found the school lacked a sense of community and commitment to its students. Aspects that were troubling to her were the increasingly divided student body as a result of racial differences, highly inconsistent attendance and seemingly low intellectual activity.

Her experiences opened her eyes to several challenges and various unintentional forms of racism that were hidden behind the standard practices. Areas which perpetuated inequality were found in the curriculum (failure to incorporate diverse racial/cultural information in its various subject matters); faculty (she noted several times when qualified African Americans were overlooked when job openings occurred); and Ethos of the school (students of color felt their race and ethnic characteristics were not reflected in the school program).

EMBRACING IMMIGRANT NEWCOMERS

Davis-Wiley (2002) noted that by 2000, United States schools were educating six million kindergarteners through twelfth graders who were second language learners. An important aspect

of the increased immigrant population to the United States educational institution is the increased number of students who are second language learners. By the year 2026, this same population will comprise 25 percent of U.S. classrooms (Davis-Wiley, 2002: 53). Davis-Wiley (2002) indicated that the mainstream teachers employed in U.S. schools know very little about classroom strategies that may benefit second language learners. She noted that schools will have a tendency to place students into higher or lower academic tracks based on their language abilities; a problem that she felt would further challenge the equitability of classrooms today. Most of the newcomer programs in the U.S. have been designed to serve immigrant students of English language learners. The program enabled students to have the benefit of more individual attention because of the smaller class sizes in a smaller school. The program aimed to facilitate and accelerate English language acquisition and the integration of newly arrived immigrant and refugee students into mainstream schools and society.

Feinberg's (2000) results found that immigrant students who lived in areas where neighborhood children had positive attitudes towards school were more likely to find reinforcement for their own similar perspectives. In addition, he found that in areas of high and persistent unemployment, immigrant students were more likely to acquire the negative attitudes towards school, like those of their neighbors. Equally important, Feinberg (2000) found, "Since newcomer schools do not enroll English language origin students, opportunities for intergroup interaction are reduced by that. Over the past twenty years, more than 110 newcomer programs have been implemented in twenty-six states in response to language learning and other needs of immigrant students in public schools throughout the U.S" (Feinberg, 2000: 1). Immigrant children and U.S. born children of immigrants, now make up over 20 percent of all American

children in public schools. Many of these children attend racially and ethnically segregated schools which are usually located in neighborhoods where poverty is prevalent.

Feinberg (2000) incorporated Taylor and Piche's (1990: 5) data which noted that "Many segregated schools bear the brunt of social class divisions, anti-immigrant sentiments, and violence. Racial balance affects achievement, as segregated schools are likely to receive fewer resources than predominantly White schools and to suffer from inequalities in the distribution of equipment, staff and advanced courses." Thus, the school experience was not being enhanced. He feared this was a negative aspect of newcomer programs because it limited opportunities for intergroup interaction and thereby limited motivation or interest in those interactions.

In 1996, The Office of Civil Rights (OCR) investigated complaints about discrimination in newcomer schools. They prohibited discrimination on the grounds of race, color, or national origin. They also prohibit placement of minority students in dead-end educational tracks. OCR required districts to provide special instruction designed to overcome English language deficiency, open access to the curriculum, allocate sufficient resources to the special instructional program and evaluate outcomes (Feinberg, 2000: 6).

Thus Feinberg (2000) noted that since 1999, many districts have incorporated newcomer programs in mainstream schools and enrolled immigrant students in the same school with students from other groups, which they hope will benefit integration and communication between majority and minority students. In addition, Gay (1995: 4) stated, "Policy statements governing school practices may specify that multiculturalism must be included in instructional materials and program designs, but routinely fail to make similar requirements for hiring personnel and for assessing the performance of students and teachers."

In the article, "The Comer School Development Program: A Theoretical Analysis," the "Comer's Model," developed by researcher Comer about twenty years ago, was presented. "It has subsequently been modified by him as he gains experience, implementing the program in a number of schools accumulated" (Anson et al., 1991: 57). The Comer Model was an interesting and successful coping skill model implemented in schools experiencing racial problems. It focused on child development principles, as well as enhancing students' social skills and mental health. "The expectation is that sharing responsibilities will enhance school staff members' personal engagement in the educational process and will result in practical ideas for school improvement that are uniquely appropriate to the local circumstances of the children being served" (Anson et al., 1991: 57). The Comer Model school-based intervention program, aimed at urban minority students, was an important model that had the ability to improve a school's climate and student academic outcomes.

Comer, the program developer, was called in to implement his program in two predominantly Black elementary schools in New Haven, Connecticut. There had been several racial incidents at two schools, which alarmed school administrators because of the level of violence involved. The model was designed to alleviate cultural and racial disputes in school settings (Anson et al., 1991). This model entailed recruiting "teams" to develop reform strategies designed to improve relationships among a diverse student population (Grant, 1992; Shaw, 1995). The Comer Model successfully reduced the racial problems and violence experienced in the two Connecticut schools. His model received such high praise that he was given a multi-million dollar grant from the Rockefeller Foundation to implement his model in other schools experiencing similar racial disparities. Comer's Model can be recommended to school administrators as an effective mechanism for alleviating diversity problems in schools.

SUCCESSFUL DIVERSITY PROGRAMS

In Ashford, Connecticut, a diversity program was facilitated as a camp/school program for nearly five thousand fourth-and-fifth grade students. The program was designed to provide a positive diversity experience through the use of experiential education in an outdoor, residential setting. Jeffrey (2001) indicated that the joint efforts of The Hole in the Wall Gang Camp (THITWGC), The University of Connecticut (UConn), and participating elementary school systems worked together and contributed to the success of the program. The Hole in the Wall Gang Camp provided administrative roles and the summer camp setting. The University of Connecticut helped them to meet the academic expectations of the classroom teachers and administrators. Principals and teachers were contacted, and those interested in a diversity partnership became involved and agreed to a full-year commitment.

The program included at least two joint field trips for both grades with a five-day camp stay for the fifth grade classrooms. The Hole in the Wall Gang, the University of Connecticut and the participating elementary school system, faculty and administrators took responsibility for most of the academic and social preparation of the students before and after the residential camp stay. The main focus was to generate mutual respect and understanding. This was accomplished through "lessons in instruction, songs, open campfire activities, free choice games, staff modeling, and evening camp chats" (Jeffrey, 2001: 3). She believed the program allowed diverse students, parents and school communities to instill mutual respect and friendship back to their communities.

Brennan and Bliss (1998) reviewed a program implemented in Kentucky school districts, which focused on improving its low representation of minority teachers. They also noted that the disparity widens between the percentage of teachers representing ethnic minorities and the

number of students of color. Their data produced alarming findings: 60 percent of the 176 districts in the state reported that 1 percent or fewer of the personnel were minority and some districts with very high percentages of minority students (30 to 40 percent) reported minority staff of only 6 percent to 9 percent. The Kentucky school system decided to address the situation by forming a planning committee in 1992. The committee limited enrollment to candidates interested in teaching at the elementary school level. Their program required candidates to take fifteen credit hours over two semesters and the sequence included interdisciplinary studies and subject matter preparation, with a strong emphasis on field-based experiences.

During the evaluation stage of the program, many European teachers expressed a need for increased contact with experienced minority teachers who they felt understood minority student concerns and would provide guidance in accommodating their individual differences. An alternative certification program called The Teacher Opportunity Program (TOP) was implemented to reduce disparities in the school districts concerning low representation of minority teachers. An evaluation of TOP indicated that the program was effective in reducing disparity of representation between minority teachers and minority students in Kentucky public school classrooms. The strong support of the university and school personnel to implement and refine the program is credited for its success. The university indicated that the program met their expectations, but also revealed the need for more support services and mentoring of program goals and operations.

FOCUS OF FUTURE DIVERSITY PROGRAMMING

Stachowski and Mahan (1998) studied ways in which traditional student teaching assignments can be enhanced to incorporate many of the design principles that characterize cultural learning and preparation for diversity. Cultural Immersion projects were implemented at

Indiana University-Bloomington to address cultural traditions and differences. During the academic year, student teachers, prior to being placed in schools, participated in an extensive preparation program which focused on various diversity issues that many educators face in the school setting. Their training included attending seminars, readings, workshops and sessions with consultants from the host cultural groups in order to learn the cultural values, beliefs, lifestyles, and educational practices in the placement sites that they applied to. Stachowski (1998: 8) concluded, "It makes sense for the kinds of experiences described above to be required in courses immediately preceding student teaching, and during the student teaching assignment that spans several weeks in the same placement community. We must expand our thinking about student teaching to include immersion into the local community and culture, while at the same time honing those instructional, managerial and disciplinary skills that all good teachers need."

Bigler (1999) reviewed intervention programs designed to reduce racial stereotyping and prejudice among students. In addition, she conducted a survey among seventy-five students described as European Americans, and asked them to attribute positive and negative traits to various groups of student populations in order to evaluate diversity programming success. Students who participated in the study were asked to assign attributes to White, Black or various other groups of people in order to assess their perceptions of different racial groups. The results indicated that over half of the children surveyed attributed mostly negative attributes to Black people, but no other racial groups. Thus, Bigler (1999) concludes that a more adequate diversity program needs to be developed; one which focuses more on an effective intervention program. He believed an all-encompassing diversity program is one which continually expands and endures periodical evaluations of the school district's curricula, supplemental materials and attitude formation and changes from its staff, administration and students.

Schwartz (2001: 2) reviewed data on educational policies and practices implemented in school districts which have reported effective means of closing the achievement gap. The digest noted several areas in the school district's program development that help to close the academic gap between ethnic and racial minority students and White students. Successful diversity programs utilized rigorous standards, accountability standards, early childhood development initiatives, parent education programs, promoting a positive school climate, school organization (e.g. smaller classrooms and recognizing diverse cultures), using challenging curricula and instructional strategies, school management (recruiting and retaining highly-qualified teachers and administrators), providing ongoing professional development and finally, community involvement.

Differences in educational performance were noted at all levels of achievement, with the largest gap observed between students of color and immigrants, and their White and Asian American peers at higher achievement levels. Schwartz (2001: 2) believes that the achievement gap persists in the educational setting, "here in the increasingly diverse United States—as the relationship between educational success and social and economic opportunity steadily strengthens and the relationship between educational differences and social conflict becomes more manifest." She believed that the educational achievement gap is a social issue which should be viewed with new urgency.

New research analyzed by Schwartz (2001) left her feeling encouraged because many school districts that were reviewed have implemented concrete steps to improve minority achievement across the nation. New strategies have been utilized; communities and families are more committed to the achievement of all children. In addition, she noted various developmental strategies and resource materials were implemented for grades pre-k through 5th in some school

districts, which proved promising because efforts were made to educate children concerning cultural differences while they were still very young. She believed this was a very important aspect of social development and the learning process.

The text, Research and Multicultural Education: from the Margins to the Mainstream edited by Carl A. Grant (1992), offers a comparative and informative account of various research models and case studies of multicultural programs, analyzing the theoretical and methodological approaches that were utilized. Grant examines the progression of educational standards in the U.S. that now take into account ascribed social characteristics such as race, ethnicity, class, gender, and disability. He evaluated subject matters such as the researcher's role and perception of the multicultural programs implemented in various school districts, the utilization of quantitative and qualitative methods to explore multicultural education outcomes and the use of multiple strategies to assess a school district. Manifestations of inequality, teaching of culturally relevant material and examinations of case studies in multicultural educational institutions are also addressed. As noted in this approach, consideration of the various facets involved in researching diversity programs only strengthens the researcher's study (Gay, 1995; Gonzalez, 1993). A researcher interested in racial and cultural diversity programs would find Grant's (1992) text an exemplary reference before beginning research in this area.

Guess (1997) argued that diversity training could be enhanced if students from different communities come together in small groups so they can get to know one another. In the fall of 1993-1994, he implemented a program at Menlo-Atherton High School. Guess (1997) served as the vice principal at the high school. All 460 students of the freshman class took part in the cultural diversity training. The goals of the training were to help students become more observant of ethnic diversity, be more accepting of the differences of peers, be able to identify

negative and hurtful stereotypes and avoid using them, learn how to manage conflict, develop a greater peer bonding and develop better communication skills. In addition, all the freshman class educators received an eight-hour cultural diversity training session with Kathy Cotton of Cotton Consultant Group.

Parents also participated in the diversity training program. Parents included students in planning strategies and developing strengths in diversity. As a result, many parents and students chose to continue the training sessions for incoming students for the next two school terms. Guess (1997: 3) stated, "We still have a lot of work to do. As I told a reporter from Education Week, "People are not walking along holding hands and skipping and saying, 'I'm glad we're diverse!'" Still, I'd wager that most of our students are glad they helped make their high school a place that welcomes everyone."

Researchers and authors, Arroyo et al. (1999) developed research-based recommendations for school personnel to meet diverse student needs in urban schools. They pointed out several aspects of the educational system that influenced student underachievement, of which they discussed the top ten mentioned by two or more of the experts. The top ten influences were: teacher behaviors; teacher expectations; curriculum relevance; class size; lack of student involvement in and identification with the school community; confidence in the student's ability to achieve; high mobility in school attendance; parental expectations and involvement; parents' education level; and poverty or low income.

Therefore, Arroyo et al. (1999) argued that a number of teacher variables can affect student academic achievement. However, a lack of teacher concern or interest in students is a major factor in student alienation, causing many underachieving students to perceive no real reason to engage in or complete academic tasks. Schools should match caring, skilled,

experienced teachers who have realistically high expectations with low-achieving students. Schools should also establish programs of ongoing professional development to assist teachers in learning effective ways to communicate with students and parents of diverse cultures and races.

Carr (1999) reviewed the diversity program implemented at a large urban school in the Toronto area. The program was reviewed utilizing a qualitative, applied research approach in looking at racial diversity and anti-racist education. The methodological approach involved conducting interviews and questionnaires with key decision-makers, educators and principals. The study revealed that most professionals interviewed could not clearly define diversity concisely, and as a result this impeded the development of a "coherent vision for the implementation of responsive policy initiatives" (Carr, 1999: 1).

After reviewing the Toronto data, he noted disturbingly disproportionate numbers of some racial/ethnic groups dropping out, as well as a disturbing number of academic underachievers. Principals were struggling to reconcile differences among educators, students and key personnel, while still conveying positive and meaningful messages to their students. At the same time, principals were still responsible for trying to manage the changing aspects of their diversity program (Carr 1999: 4). The findings of this study indicated that the Toronto area school had too many inconsistencies and that there has not been a clear vision for diversity programming at the Toronto Board.

Carr (1999) argued that the traditional style of leadership has been considered a failure and has not sufficiently addressed the issues surrounding equity and diversity in the Toronto area schools. He felt it was important to compare the United States with other school systems outside of the country. Thus, the Toronto school board was chosen. Carr (1999) believed a successful diversity program needs a clearly described definition in order to implement or enhance a

program that meets the needs of all students. Carr (1999: 16) believed, "The prospect for transformational change is muted when the issues are not clearly defined, and when the resources, both human and financial are not provided."

Kluth and Straut (2001) argued that school systems have strived to create learning environments that meet the needs of diverse readers. However, to make diversity programming more inclusive, educators should support and develop other conditions. The five conditions noted were: standards should be developmental and flexible and not one-size-fits all; a wide range of assessment tools should be readily available and a wide range of learning strategies need to be incorporated in the teaching styles to determine what students know; standards should allow equitable access to meaningful content; involve the community in order to increase diversity awareness; and educators should only use standards as a gateway to other reforms that will assist students in obtaining a quality educational experience.

Hanssen (1998) argued that although diversity is held up in educational circles as wonderful objectives, rarely is it acknowledged that genuine diversity is extremely difficult to achieve. Hanssen (1998: 5) said, "Schools serve to educate students, but they also socialize our young people to accepted modes of interaction. We need to hear from communities of color about how they view those norms. We need to begin a dialogue." She believes it will take a joint effort on the part of administrators, faculty, students and the community in search of a more encompassing diversity program that will benefit all students academically.

Gay and Howard (2000) stated that diversity pre-service education is pertinent in order to adequately prepare teachers to meet the instructional challenges of ethnically, racially, socially and linguistically diverse students. They believed diversity training should be a key component of pre-service teachers' educational program because many teachers held troubling attitudes,

assumptions and a general fear of teaching diversity. They found that many teachers were concerned about saying something that would not be politically correct or offensive to students.

Gay and Howard (2000) believe diversity training should be mandatory for all pre-service teachers and current in-service educators, as well. They feel the training would become a tool that provides educators with the ability to work with all students. In addition, it would allow educators to develop diversity knowledge and instructional skills believed to be crucial for successfully meeting their student population needs. They also noted that diversity training is pertinent in enhancing open-mindedness to understanding how culture and ethnicity affect their own being and behaviors towards their students. The training also helps teachers become receptive to accepting others' differences. Gay and Howard (2000) felt teachers who do not have comprehensive training are inadequately prepared to successfully teach children from diverse backgrounds. Thus, they will continue to ineffectively teach ethnically diverse students, allowing the cycle of students experiencing educational disparities to continue for many of those in grades kindergarten though twelfth.

Hodgins (2004) believed that an all inclusive diversity program needed to also be knowledgeable about male and female learning differences. He discovered that substantial learning style differences existed between males and females. For instance, males seemed to be deductive in their conceptualizations, which means, they frequently start their reasoning process from a general principle and apply it to individual cases. As a result, males usually do better on multiple choice questions. Females seem to adhere to inductive thinking, which means they tend to begin with concrete examples to general theory.

Regarding language, females tend to use more words than males, and seem to be better listeners too. He also indicated that females tend to have better verbal abilities and rely heavily

on verbal communication. In contrast, males seem to rely more on nonverbal communication. Equally important, Hodgins (2004) noted gender brain differences as well. He found that females acquired complex verbal skills as early as a year ahead of males, and this difference continued throughout life.

The corpus callosum, the bundle of nerves that connects cognition and emotion in the female brain appears to be about 20 percent larger than in a male's brain. This allows females to take in more sensory data, hear, smell and take in more information better. In addition, it allows females to self-monitor high risk areas and better control impulsive behaviors than males. The study also indicated that the female brain seemed to never rest, while the male's brain often times would go into what Hodgins (2004: 2) termed, "The pause mode" after completing a task. He said, "A lot gets missed by the male brain during the pause state." In contrast, he said "females have two areas of the brain, the memory and sensory intake, which showed greater functionality than the male brain."

According to Hodgins' (2004) study, females appear to move around less than males while learning. Movement while learning seems to help males manage and relieve impulsive behavior. Males also utilize more space when they learn than females. He argued that males secrete less serotonin (functions as a vasoconstrictor and neurotransmitter), which makes them more fidgety. He found that both males and females appeared to like visual aids like pictures, but males often rely on them more than females in their learning. Both genders also benefit from working as teams or in groups. Males usually form structured teams, while females tend to form loose teams or groups.

Hodgins (2004) recommended several ways in which school districts can improve male students' learning environment. He suggested that educators should make sure movement in the

classroom is allowed. Even if that means stopping in the middle of a lecture and asking students to stand and stretch, or walk around a bit. The utilization of visual teaching methods, media and technology in the learning environment were also suggested. Incorporating additional handouts of the lectures, more group tasks and additional response time for answering questions may also improve learning environments. Additionally, he recommended that educators try to decrease verbal instruction and increase problem-solving approaches. Educators should also allow their male students to give feedback on what they have stored in their brain (remembered) from the lesson in order to ensure that they have retained the information they will need to academically succeed along with their counterparts, the females.

Perry (2002) studied how introducing younger children to cultural and racial diversity at an early age allows children to be aware of differences, but also develops the understanding that differences and similarities exist. The information children gain from their relationships will affect their future interactions as they build experience with each new relationship. He indicated that the brain is constantly processing, sorting, categorizing, and storing incoming signals. "The most complex sensory signals come from those we are surrounded by in daily life—other human beings" (Perry, 2002: 1).

Perry (2002: 1) noted that as children grow older, their understanding of the differences between races, genders, and cultures also grows. He stated, "The child forms friendships, participates in groups and interacts with a variety of diverse human beings, consequently developing a sophisticated awareness of the ways in which he or she is like others and ways in which he or she is unique." Thus, the awareness increases the knowledge that a child needs to survive and thrive. Perry (2002) argued that children who have limited experiences with individuals of another ethnicity, body type, race or religion causes those children to be much

more vulnerable to forming inaccurate categories, stereotypes and impressions of others who are different from themselves. He believed that building awareness of differences depends on a child's environment and requires experiences rich in diversity.

Perry (2002) also believed awareness could grow from spending time with people of different ages, interests, ethnicities, strengths, and vulnerabilities. Teachers could do a great deal to facilitate children's exposure to and awareness of diversity. His research indicated that educators could incorporate sessions in which their students: openly talk about stereotypes; are paired with children of different strengths, learning styles, behavior, ethnicities, and genders together in class activities whenever possible (such as, allowing them to create a team, solve a task, or enjoy a game); and to utilize classroom materials that are multicultural and diverse. Schools located in geographically isolated areas can find ways to promote awareness of diversity without leaving the area. Perry (2009) suggested looking into pen-pal programs with schools in different demographic areas of their state, or even foreign schools. While teaching, it is most important that educators avoid stereotypical aspects of a culture and commit to an in-depth study of various race and ethnic groups. Perry (2002: 3) argued that the more educators do to build awareness of diversity, the more solid the student's foundation will be as they grow into mature, accepting individuals; "One who shares his or her strengths with the world and values the strengths others have to offer."

Simplicio (2001: 1) argued that teaching three and four year olds the benefits that diversity offers can help them to understand "differences in skin color are not how people should be judged." He believes it helps them to develop those crucial first impressions that remain with them for the rest of their lives. Simplicio (2001) utilized the M&M Candies activity as a teaching tool for the diversity in skin color lesson. Each child was given a pack of M&M Candies and

divided the candy according to color. He instructed them to eat one color at a time and slowly allow each to dissolve. Afterwards, the children were asked to describe the differences in taste between the various M&M colors. After going through a series of questions, the children's response was almost always that the color on the outside makes no real difference.

Equally important, Simplicio (2001) asks students to tell him about any individual they know that is a nice and kind person. Next, the children are asked to describe what the person looks like. Simplicio (2001:11) believed, "This part of the lesson helps to reinforce and expand upon the ideas that good and decent people come in all shades" (2001: 11). Simplicio (2001) also indicated that the lessons could be expanded in future weeks to address not only people of color but also ethnic differences, body types, etc… He believed, "What's important about a person is not what they look like, or how fast they can run, or how much money they have, or any of a dozen other things, but what they are like on the inside" (Simplicio, 2001: 110). He urged that educators instill this lesson early in pre-k and elementary school students to aide in the task of developing the much needed skills of understanding and tolerance that U.S. students will need in our ever changing world.

Existing literature unveiled several important components, all of which are significant to an all-encompassing model of diversity programming. However, for the purpose of this study I focused on two of its components: the impact which racial and cultural dynamics have on a diversity program's success. Incorporating statistical information collected by the Federal Bureau of Investigation helps to illustrate how serious the racial and ethnic problems are that plague schools across the nation by focusing on hate crimes. Researchers must continue to address strategies, suggest ways of improving racial/cultural relations and implement policies of zero tolerance for racism in any form (Prutzman, 1994; Schafer, 1989). Stover (1990: 18) noted

in her work that methods of reform would need to target students early, expand social interactions between racial groups and add multicultural education programs to the curriculum to promote social awareness and equality. Faculty and students should be given an opportunity to experience differences, challenge the myths and determine the facts in order to eradicate inequality in the schools.

Sather and Henze (2001) suggested that racial/ethnic relations and academic achievement can go hand-in-hand. The study offered information that would help build a framework that would create positive inter-ethnic relationships (improved school climates) in the school system. Improved school climates consists of various key aspects: Leaders need to incorporate creative approaches that embody the school's vision and are supportive of it and proactive leaders will need to assess and identify priority needs at the school. Schools which have implemented various combinations of approaches had positive outcomes of diversity programming.

Ethnography has been considered a good approach because practitioners found that using case materials is an effective way to address problems and develop resolutions. The schools selected for the study also consisted of a diverse student population. Since then, the study's findings are being utilized to create professional development materials for new and in-service educators and administrators. The study determined that components which can enhance diversity programs and are needed to build awareness of differences and similarities, include offering conflict resolution, mentoring and tutoring after school, and extracurricular programs.

Sather and Henze (2001: 31) argued that a key area which needed to have further attention is behavioral standards. They stated that schools needed to develop consistent standards of behavior for all students. Other areas warranting attention are parental involvement, expanding school community with local and national communities and leveraging resources that

would provide additional means for the school's efforts to improve interethnic relations. Sather and Henze (2001: 31) concluded that, "rather than being ignored, differences should be openly valued and included in school curricula."

Some studies argued that many of the administrators who participate in the curriculum design process rarely consult educators, parents, and students (Grant, 1992; Kunjufu, 1993; Rankin & Parrish, 1994). This becomes a contributing factor to low achievement, lack of student interest, low self-image and increased disciplinary problems in American classrooms (Jaynes & Williams, 1989; Stipek, 1988; Shaw, 1995). Research indicates that bias-related incidents and hate crimes have been escalating since the early 1980s (Prutzman, 1994: 71).

Some researchers conclude that the increased number and severity of bias-related incidents and hate crimes could be alleviated with the implementation of conflict resolution training in school educational programs. The Children's Creative Response to Conflict (CCRC) is an organization that has been in operation for the past twenty years to reduce negative social interactions among elementary and middle school students, as well as educators. The training focused on equipping educators to help students improve skills such as communication, cooperation, mediation, bias awareness and problem solving. These are skills which students can utilize in school, in the workplace, and while engaging in various social interactions (Grant, 1992; Hollins, 1996; Prutzman, 1994).

Milner (2003) argued that the development of a positive identity (i.e., one which adheres to a positive sense of racial/ethnic identity) is a lifelong process that often requires unlearning the misinformation and stereotypes that many of us internalize about ourselves and others. He indicated that "if a student in the back corner looks confused, the teacher sees this, reflects about the nature of examples and activities used, and would likely alter future examples and activities

to accommodate the student who is not getting it (Milner, 2003: 3). On the other hand, he argued that teachers who followed their preplanned lessons without trying to understand their students' diverse environments and without trying to make the situation better for students, had negative effects on students' learning and academic success.

Researchers agree that reflective thinking and reflective teaching involves processes that require teachers to seriously consider analyzing their own teaching methods and the contexts of their lessons. Placing race in cultural context for the lessons curricula and activities would enable school districts hidden values, biases and beliefs to dissipate. Therefore, helping in the process of understanding the whole person, Milner (2003) believed educators should not dismiss notions of race explicitly in their work. The adoption of color-blind ideologies in a variety of teaching contexts was suggested in conclusion.

Futrell el al. (2003: 5) summed it up best when they said, "As we calculate our success as a nation, that calculation will be increasing contingent on both the success of our efforts to make America more inclusive and our ability to ensure that every American is treated with respect, is guaranteed social justice, and is provided an educational foundation through which to contribute to and benefit from our democratic society. More than ever before, schools of education can help determine that success by preparing educators to meet the challenges of providing a high-quality education for all Americans." Equally important, school policies and practices should ensure that inequalities are not being displayed or tolerated. This requires the acceptance and mutual exchange of cultural heritage, traditions, customs and current lifestyles. By doing this, students will be prepared for an ever-changing society (Coyle & Witcher, 1992).

Finally, and perhaps most important, substantial information was readily available which addressed educational needs of certain racial and cultural groups, such as African Americans,

Native Americans and Hispanics. However, very little data was found which addressed the educational needs of groups such as Asians, Indians, and students of Middle-Eastern descent (McNicol-Gopaul, 1992; Rios, 1993; Van Hamme, 1996). Much of the existing literature prior to the early 1990s analyzed diversity programs by utilizing quantitative research methods. For example, many studies reviewed during this literary search relied on self-reporting surveys, mail-in questionnaires, and mathematical data. Thus, the symbolic interaction approach was used in this study to determine if face-to-face interviews, participant observations and students' ethnography narratives would reveal previously undiscovered findings.

THEORETICAL FRAMEWORK

The theoretical approach underlying the analysis of this social phenomenon is Symbolic Interaction, which falls within the interpretive paradigm of qualitative social research. Symbolic Interaction allows "explanations rich in detail, sensitive to context, and capable of showing the complex processes or sequences of social life" (Neuman, 1994: 406). It is one that places emphasis on small-scale, face-to-face social interactions, a context which allows patterns not so apparent to emerge.

This conceptual framework permits me to see how meanings constructed by participants during the course of their interaction influenced the school system's diversity program. It was Blumer's belief that "meanings allow people to produce various realities that constitute the sensory world (the so-called real world), reality becomes an interpretation of various definitional options" (Berg, 1995: 8). Collecting data from personal interviews with administrators and educators, and by conducting fieldwork, as a participant observer, allows valuable information to be obtained which is significant to the study.

As Taylor (1998: 141) stated, "Throughout analysis, researchers attempt to gain a deeper understanding of what they have studied and to continually refine their interpretations," allowing significant information from firsthand field notes and interviews to reveal underlying patterns and themes which would not be apparent otherwise. The analysis of previously existing literature allowed relevant meanings to surface which helped to formulate the research problem and theoretical perspective. Several important points of interest were revealed. First, it uncovered how the school's definition, integration, and implementation of a diversity program affect the program's success. In addition, it exposed the roles educators play in the program's outcome. Other attributes associated with diversity programming, which are often overlooked, were revealed during the literature review. For example, attributes such as students' sexual orientation and their ability or inability to learn were discussed (Hollins, 1996; Marshall, 1996).

The Symbolic Interaction approach has its roots in the work of Max Weber (1864-1920), who emphasized understanding a particular setting from the point of view of the people in it. Micro-level sociology reminds us that society essentially amounts to people interacting. Symbolic interaction sees society as socially constructed by everyday encounters between people (Curry et al., 2005: 80).

Symbolic Interaction adheres to a micro-level orientation; a close-up focus on social interaction in specific situations. This approach sees society as the product of everyday interactions of individuals. Macionis (2006: 14) argued that society is nothing more than the reality people construct for themselves as they interact with one another. As human beings, we live in a world of symbols, attaching meaning to everything. He stated, "Reality, therefore, is simply how we define our surroundings, our duties toward others, and even our own identities."

The Symbolic Interaction approach looks at how our behaviors depend on the way we define ourselves and others. Henslin (2005: 23) noted that "even the self is a changing symbol: as we interact with others, we constantly adjust our views of who we are based on how we interpret the reactions of others." The approach held that the social relationships between educators' and their students' interactions were based on symbolic communications (interpretation of meanings) between these individuals, and effected their behaviors towards one another. Thus, how one perceived themselves and others was influenced by their interactions. This theory applies to this study because existing literature implies that there is considerable evidence supporting the perspective that the way one interpreted diversity programming affected the way it was implemented and processed in the school's setting. The casual relationship between the two groups (educators/students) and the effect it had on the outcome of the diversity program's success was explored as well.

The symbolic interaction approach allowed for face-to-face interviews, which gave educators a way to explain their understanding of the term diversity, and how this understanding influenced their educational experiences in the Edison Academy school setting. In addition, the incorporation of classroom observations in phase one allowed data to emerge that may help explain what diversity programming entailed, and other observable events that occurred in the field. The opportunity to utilize face-to-face interviews was also helpful in phase three of the study when conducting the comparative analysis to determine the success of the diversity program implemented by the Edison School during the 1999-2000 school terms versus that of the 2003-2004 school terms (when the students and faculty were merged into the Mount Clemens traditional public school after the Edison Program was discontinued).

The students' narratives were included in phase two of the study in the form of ethnography, in particular, "jointly told tales." This allowed their voices to be heard in their own words, embodied in the text of the research, unedited. This methodological approach entailed participant observations, face-to-face interactions and narratives which required students to write out their responses. This approach depends on the ways one defines symbols and how behaviors influence every aspect of one's life. Thus, our children's quality of education may be affected by the way in which educators defined the term "diversity," how it was implemented into the curricula and their behaviors (interactions) with the students.

Brym and Lie (2006: 12) believed Symbolic Interactionism incorporates four features: interpersonal communication between individuals; the emphasis that social life is possible only because people attach meanings to things; an explanation of social behavior requires understanding the subjective meanings that people associate with their social circumstances; and finally, that people help create their social circumstances and it sometimes identifies unpopular or nonofficial viewpoints because of the subjective meanings individuals create in small social settings.

Curry (2005: 79) et al. cited Thomas' 1923 work, which stated, "This assumption is very powerful because it leads to the conclusion that if we see situations as real, they are real in their consequences." Thus, we build meanings by observing what other people do, by imitating them, and by following their instructions. Equally important, researcher and author W. Lawerence Neuman (2003: 63) said, "the key assumptions this framework adheres to are: people create perceptions of each other and social settings; people largely act on those perceptions; how people think about themselves and others is based on their interactions." Adhering to these assumptions, he believed, was crucial in making sense of the data and was relevant to understanding the

empirical knowledge discovered in the study. This conceptual framework permitted meanings and perceptions constructed by the participants to be revealed, and influenced the integration and success of the program.

CHAPTER THREE

METHODOLOGY

QUALITATIVE STUDY

Qualitative researcher, professor and author, John W. Creswell (1998: 2), encouraged using various inquiry methods and seeking alternative procedures, while maintaining a systematic approach to inquiry because the type of tradition of qualitative inquiry shapes the design of the study. Qualitative methods research techniques are designed to obtain the subjective understanding, interpretation and meaning of social behavior. The qualitative style constructs social reality and interprets cultural meanings while focusing on interactive processes. The researcher gets involved and spends time in the field with the subjects being studied. The approach allows the researcher to develop an understanding of the participants' points of view. Creswell (1998: 15) stated that, "Qualitative research is an inquiry process of understanding based on distinct methodological tradition of inquiry that explores a social or human problem. The researcher builds a complex, holistic picture, analyzes works, reports detailed views of informants, and conducts the study in a natural setting."

In order to explore the interpretation of educators', administrators' and students' perceptions of the diversity program implemented at Mount Clemens High School, various methods were utilized. Subjectivity and meaning falls within the interpretive paradigm of qualitative social research. Curry et al. (2005: 17) stated that "An important goal of qualitative research is to obtain a deep understanding of what people are doing, and to interpret their behavior in ways that make sense to the people themselves." The qualitative approach was utilized to obtain observations and interviews of the participants' social relationships and social

interactions in order to understand how they construct their version of the reality of what diversity programming encompasses.

The goal is to present a study that may help readers and educators understand the importance of diversity awareness and programming in order to improve student/teacher relationships. The way in which social interactions take place affects students' social, emotional, psychological and academic growth. Schaefer (2004: 234) believed that "formal schooling is the key to social mobility, and in order to maximize this opportunity, we need better schooling." Thus, it is important that tolerance and understanding are promoted so that the academic success of an individual is not influenced by one's race or ethnicity, physical or mental challenges, or sexuality. It is hoped that what the data discloses will provide a better understanding of how diversity programming should be implemented to be more successful.

DATA GATHERING PROCESS-RESEARCH DESIGN

In existing literature, there is very little research data available that addresses the success of diversity programs in schools or documents the findings through the use of firsthand data collected from fieldwork. For the purpose of discovering participants' interpretations of diversity and diversity-related programs, qualitative methods are followed. This entailed engaged, in-depth, face-to-face interviews, participant observations, and volunteer services on several school committees as methods of research.

In addition to conducting an extensive analysis of secondary data to further substantiate the research, administrative in-service logs were also reviewed. In-service logs were written documents which disclose various training sessions administrators and educators attended during the school year. In-service logs are portfolios of the school's efforts to attend seminars and conferences which focus on enhancing educational training for the student population they

service.   Some seminars mentioned were Conflict Resolution and Improving the Content Curriculum. This was an opportunity to capture data which may reveal whether or not the school offers diversity training and how often. The labeled files and interview tapes are stored in a locked file cabinet. The process is helpful because it helps keep research records in order. The participants' privacy is spelled out in the consent forms.

Three interview schedules were utilized to construct the participants' social reality and capture interactive processes as they unfolded in the field. The three schedules employed were simply titled phase one, two and three because the data on which the analysis is based was collected in three different phases, beginning in 1999 and terminating in 2004. All aspects of the study were conducted under the requirements of the Wayne State University Human Investigation Committee. Data included participant observation of the author, whose daughter was a student in the program, as well as feedback from educators and students who participated in the Diversity Program. The three phases of data collection with faculty and students are described below.

Phase one consisted of interviews with five members of the faculty and staff of the Diversity Program during the 1999-2000 school year. All interviews were qualitative in nature (see Appendix B, 1999-2000 school year); phase two consisted of narratives collected from 34 students in the Diversity Program during the 2000-2001 school year (see Appendix-F for 2000-2001 school year); Phase three consisted of ten interviews with teachers and administrators from the Diversity Program which were conducted following the demise of the Diversity Program, after they had been transferred back into the traditional high school program. Again, the interviews were qualitative in nature. This phase is referred to as the "Looking Back" stage of the study (See Appendix L, 2003-2004 school years).

The conversations of educators and administrators were audio taped and notes were taken throughout the interview to ensure accuracy. The ethnographic text of the students were typed and incorporated into the study exactly as written by students to ensure accuracy. In order to maintain anonymity, pseudonyms protect the identities of teachers and students who participated in the study. Interview numbers refer to educators, administrators (E1-E10) and student participants (S1-S34). The fieldwork tells an important story; one that will disclose emerging concepts and the meanings individuals assign to their experiences. The research method was selected in order to uncover descriptions and interpretations that are grounded in fieldwork; to explore the meanings administrators and educators give to the term diversity, and how their interpretations affect the program's success.

PARTICIPANT CODING

Coding is a process described by Taylor (1998: 1556) which allows the researcher to collect and analyze all data bearing on major themes, ideas, concepts, interpretations and propositions. He emphasized the importance of coding quotes, observations and questions along with the participants' responses. This advice also helped in organizing collected data in order to develop insights and generate theoretical understandings when doing the analysis.

The first phase of the study involved only five educators. One of the educators was also the administrator (principal) over the Edison Senior Academy High School. The educators who responded were from various parts of the state, country and world. One was from Scotland, one from the state of Georgia, one from New York City and the remaining two were raised in the Michigan area.

All of the educators were employed as full-time faculty members with the Edison Program. Their work days were one and a half hours longer than the Mount Clemens High

School traditional public school educators. Three of the respondents were White males, one respondent was a White female and one respondent was a Black female. In the table below, educators one through five are identified as E (for educator), numbers 1-5, W for White and Bl for Black,. The female and male respondents are identified by the letter F or M. For example, E1 would refer to educator one.

Gender	Race/Ethnicity	Birth Place	Discipline(s) Taught
(E1) Male	White	Scotland	All
(E2) Female	Black	Georgia	Reading/Math
(E3) Male	White	Detroit	Science
(E4) Female	White	New York City	English
(E5) Male	White	Detroit	History/Geography

Table 3:1 Edison Educators Decoder (Phase One)

The second phase of the research consisted of thirty-four student respondents who attended the Edison Senior Academy High School. The students who responded volunteered to take part in the ethnography (jointly told tales) narratives after the researcher spent two months as a teacher's assistant in the English class. Three questions were distributed to each student to write their responses out after consent was given by their parents. Their narratives appeared in the study as they wrote them, unedited.

All of the students were given the assignment and allowed two weeks to turn it in. The students all lived in the Mount Clemens School district and chose to attend the Edison Academy, housed within the Mount Clemens High School. In the table below, students one through thirty-four were identified as S (for students), numbers 1-34, W for White, Bl for Black, A for Asian and Bl/W for Bi-racial. The female and male respondents are identified by the letter F or M.

Gender	No. of Students	Race/ Ethnicity
Female	1	Asian
Female	2	Bi-Racial
Female	10	Black
Female	10	White
Male	2	Black
Male	9	White

Table 3:2 Edison Students Decoder (Phase Two)

The last phase of the study, phase three, involved revisiting several of the educators who participated in the first phase. These educators taught in the senior academy before it was discontinued, and are now members of the Mount Clemens Traditional School Faculty. The additional respondents were educators who taught in the Mount Clemens Traditional Public High School. The face-to-face interviews lasted forty-five minutes and took place after staying in the field as a teacher's assistant for the participants over a period of two months.

All ten of the educators were given an interview schedule and their narratives were transcribed. Various segments were incorporated into the study based on several themes which emerged from their discourse. In the table below, the repeat educators are identified as RE followed by their corresponding number. All other respondents are identified in this revisited phase as educators (E) followed by their corresponding numbers.

Gender	Race/ Ethnicity	Birth Place	Disciplines Taught
E1 Male	White	Hillsdale, MI	History
RE2 Female	Black	Georgia	Math
RE3 Male	White	Detroit	Science
E4 Female	White	Troy, MI	English
RE5 Male	White	Detroit	History/Geography
E6 Female	White	MT. Clemens	Math
E7 Male	White	Niles, MI	History
E8 Male	White	Detroit	Social Studies
E9 Female	White	Royal Oak, MI	Librarian
E10 Male	Black	MT. Clemens	All

Table 3:3 Mount Clemens High School Educators Decoder (Phase Three)

A more complete description of the demographics and respondents' profiles are in the related chapters of phase one, two and three of the study.

ABOUT THE EDISON PROGRAM

The Edison Program adheres to rigorous academic standards, innovative uses of technology and a high level of accountability and professionalism. The CEO and company president of the Edison Program, Terry Stecz, stated, "Too many students are being taught in classes very much like the ones their parents and even grandparents attended, not benefitting fully from new research, technology and advances in education. Today, we can provide internet-based solutions that will accelerate the learning curve for all children and connect them in new and engaging ways with their teachers and communities" (www.Edison.schools/programdesign.p.l). He believed that technology and innovative ideas implemented by the public educators in the classroom is what is needed to accelerate learning in the 21st century.

The Edison Schools were founded in 1992 by a diverse organization made up of educators, innovators and other individuals from the United States and the United Kingdom who wanted to improve public education. The Edison design was the collective effort of their years of research and development. Participants in the project were people who believed that the educational structure that students were being taught in were inadequate settings and did not prepare them for life in today's technological world. A team of thirty full-time professional employees and various outside experts were led by former Yale president, Benno C. Schmidt, Jr. In planning, "The project design team, which included respected education researchers, teachers, school administrators, technology specialists and experts in school finance and management,

integrated many of the world's most successful education practices into the comprehensive program" (www.Edisonschools.org, pg.2).

The Edison Senior Academy was a public school program open to any student who resided in the Macomb County School District. The Edison Program was established as a component of a high school program in a county in southeastern Michigan, a neighboring area to the city of Detroit. Within the community, it was usually referred to as the "Edison Program," or "Edison School." The Edison Program focused heavily on technology to better prepare students for future job opportunities, raising student achievement through its research-based school design (smaller classes, longer school days, and longer school year), quarterly assessment of the program, interactive professional development (on-going diversity enrichment seminars) and integrated use of technology (every student had a computer installed in their home). Evidently, a major goal of the group was to ensure that modern technology was incorporated into the learning process from the elementary though the high school experience (Edison Schools, 2008). The Edison Program claimed to blend the educational principles of a traditional liberal arts education with skills that prepared students for the twenty-first century. Accordingly, the program:

> ….focuses on the essential academic disciplines including: reading, writing, literature, mathematics through calculus, history, government, economics, the sciences and social science. Students also enjoyed an enriching program of fine arts, world language, health and fitness, and an emphasis on practical skills from technology to teamwork that were crucial to success in the workplace (Edison Schools, 2008).

The program also sought to build a partnership between the faculty, administration, students and their families to improve the learning process. The curriculum was designed to help students see connections between knowledge and its practical applications. As a charter school, it was expected that Edison Schools would "…meet or exceed all state standards" (Edison Schools, 2008e). Edison officials also claimed that their on-going assessment program was well

adapted to the requirements of the "No Child Left Behind" Act (Edison Schools, 2008j). The curriculum was built around five domains which were: mathematics and science, humanities and the arts, character ethics, practical arts and skills, and physical fitness and health.

Since this study is evaluating diversity programming in a public school setting, the Edison Program's focus on diversity was pertinent. The Edison Program claims to be dedicated not only to providing a high quality education, but also to diversity. As such, they made the following decree:

> We believe that the qualities of talent and leadership know no boundaries. Talent and leadership are found in individuals with different backgrounds, cultures, genders, ages, race, sexual orientation, and ethnicities. Edison's diverse staff reflects the many communities that we serve and helps to deepen our culture of respect and achievement. Our diversity drives not only the academic achievement of our students but also our business success (Edison Schools, 2008).

Because diversity was a key component of their focus, the Edison School had frequently been sought out to assist other school districts in which there was a predominance of minority students. Edison School's (2008) website went into great detail about the multicultural character of its faculty, staff, and student population by including photographs of a broad spectrum of the races and ethnic groups represented in its schools.

The Edison vision focused on helping students develop into responsible citizens, while providing the basis of character and ethics built into a curriculum that met state requirements and also incorporated a student management system that focused on building a positive learning environment. Students attended a school program, "That focuses on the essential academic disciplines, including: reading, writing, literature, mathematics through calculus, history, government, economics, the sciences, and social sciences. Students also enjoy an enriching program of fine arts, world language, health and fitness, and an emphasis on practical skills from

technology to teamwork that are crucial to success in the workplace." (www.Edisonschools/design, p.1).

The core curriculum was offered in the traditional school setting, but due to financial woes and budget cuts, fitness, fine arts, languages and technology were not readily available to make a part of the educational experience for traditional public school students. Edison Schools reported high achievement scores for their students, and indicated that "86% of Edison parents rated their children's school as an "A" level facility, while in comparison 69% of parents in traditional public schools rated their school as an "A" school"(Edison Schools, 2008).

The Edison Schools also worked with teachers to help them create supportive environments within their classrooms that helped students reach their full potential. The focus was on creating positive environments in which everyone felt they belonged. Learning environment training is an essential part of professional development for Edison educators. The teachers underwent an intense training program prior to their first assignment in the Edison School; such programs are offered at various sites throughout the country. New teachers were also provided with on-going support in classroom management and instructional techniques. Prior to each school year, an intensive summer conference for all Edison teachers set the stage for the professional development activities, which continued on a monthly basis throughout the school year. This included periodic visits from national resources personnel, as well as on-going internet resources, and the opportunity to attend periodic leadership programs at the national level (Edison Schools, 2008f).

The summer conference also helped the educators at Edison Schools cultivate their leadership skills in order to improve the students' performance and the overall program success. Their regular professional development includes: Regional Training programs, National

Principle Leadership Conferences and webinars (internet seminar conferences). Edison Schools emphasized strong leadership as one of the core principles for their partnership schools and programs. Thus the leadership curriculum was created to help educators develop into effective, positive educators. The key building blocks to effective leadership included: communicating a compelling vision, nurturing a cohesive community of committed professionals, capitalizing on personal operating systems, knowing what instructional excellence looks like and resolutely pursuing it, following up relentlessly, taking and making no excuses. These effective building blocks were accomplished through professional development, mentoring and positive team building.

Edison's philosophy was that achievement and assessment go hand in hand. Each quarter, Edison Schools were required to set up conferences with each student's family in order to ensure the best possible academic outcomes were met. The educator becomes the student's primary advisor. At the conference, the advisor, the student, and his or her family discussed and completed a quarterly Student Learning Contract (SLC). The SLC reported to the family the level of the student's work and the overall quality of their performance. The student, the family and the educator would agree upon goals for the upcoming quarter, and how they would work together to meet them. This contract allowed all parties involved to take ownership (responsibility) for the student's success.

ABOUT THE SITE

The first half of the study (phase one and two) took place at the Mount Clemens Edison School Senior Academy for grades nine through twelve. The Edison School operated in the same facility that housed the traditional high school. The Mount Clemens traditional high school is the focus of the second half of the study. Forty–eight percent of the Edison and Traditional school's

population consisted of minority students. Mount Clemens High school is located in the heart of downtown Mount Clemens. There were eighteen educators, four administrators and four hundred and seventy-two students which attended the traditional school at the time of the study. One of the major differences between the Edison School and Mount Clemens High School was that the Edison Program operated free from most of the bureaucratic and regulatory constraints of the traditional school.

The Edison School tried to produce an atmosphere similar to a private school setting in which the term "school family" was often mentioned to give students a feeling of belonging. The academy class sizes were between fifteen and twenty students per classroom, whereas the traditional classrooms have as many as thirty-five to forty students per classroom. The academy students were kept separate from the students who attended the traditional public school. The program also offered complete school management partnership, summer and afternoon programs and achievement management solutions for the school.

Their goal was to offer an experience much like that of a university setting. Edison holds to the popular concept known as constructivism, which holds that learning occurs as a student connects new information with information they already understand. Students also get more opportunities to learn through discovery and hands-on activities. For example, the objectives of one subject area, like mathematics, are often reinforced in other subject areas, such as science or even music.

The Edison Program maintained other program components which distinguished it from the public high school as a whole. As previously mentioned, every student was provided with a computer for use at home. There was an attempt to maintain an effective alliance among the various components of the student's environment: the teacher, the student and the student's

family. Teachers in the Diversity Program, like teachers in all Edison Programs, participated in on-going professional development. One area of this development was an on-going seminar in diversity.

The computers and technology skills offered by the Edison Program helped students learn and communicate more effectively. In addition, it provided students with practical skills that they will need in order to succeed in college and in the workplace. They utilized a computer network called "the Common" which allowed partnership schools to communicate and helped to improve communication by linking students (or their families) to administrators, who were also given computers in their homes. The educators also used their computer to hold conferences with other educators at partnership schools to exchange ideas, share lessons and project plans, obtain teaching materials and to score common assessments.

The Edison School Program was discontinued at the end of the 2002-2003 school year; a lack of funding was cited as the major reason. It was also alleged that teachers and students in the traditional school setting were resentful of the special resources allocated to the Edison Program. Traditional teachers would often learn that a diversity seminar or other professional development opportunities were being offered, but they were not eligible since the seminar was open only to Diversity Program faculty (Edison) and became upset. Edison educators also noted that students in the traditional high school program, as well as their parents, were annoyed by the carpeted classrooms, freshly painted walls, computer equipped, spacious rooms which housed the Edison Program classes, in comparison to the lack of resources in their traditional school setting.

The Mount Clemens Board of Education integrated the Edison school students and staff back into the Mount Clemens traditional public school setting. Thus, the "Looking Back" follow-

up faculty interviews (phase three interviews) focused on the diversity program carried out in the Mount Clemens traditional high school after the Edison Program was dissolved.

After seventeen years of servicing the U.S. and U.K. public schools system, the Edison School changed its name to Edison Learning. The purpose was to express their commitment to being the leader in technology and innovation at the service of public educators. The corporations' goal was to provide strengthened, research-driven solutions with improved efficiency and effectiveness to its clients. Edison Learning continues to put its core competencies in teaching and learning with a fully integrated online web-based technology solution that can dramatically achieve universal student access with a genuine individualized learning experience (www.Edisonschools/achievement, p.1).

In addition to the many chartered Edison Schools throughout various cities and states, an Edison Learning Institute has also been established. The Edison Learning Institute will be responsible for developing researched-based, customized school designs that focus on improving the quality of instruction and creation of high achievement societies. The Edison Learning Institute will deploy an open innovation strategy for identifying and developing new concepts with educators, researchers, foundations and governments, both in the U.S. and globally.

WHAT MADE THE EDISON PROGRAM A UNIQUE PROGRAM

WHAT MADE THE EDISON PROGRAM A RESOURCE FOR MULTI-CULTURAL EDUCATION?

As noted above, the Edison Diversity Program was different from the traditional public school in several ways. One area that set it apart was the commitment to ongoing education development training for faculty; training which was not available to educators in the traditional public setting. Another area was the availability of technological resources as a core component

of the students' learning process. The program also stressed consistent accountability and professionalism.

In contrast, traditional public schools were frequently confronted with financial difficulties. These difficulties led to overcrowded classrooms, lack of ongoing educational development for teachers, and frustrated principals and administrators who could not move their schools in the direction they needed to go without district commitment and financial support. Most importantly, in contrast with traditional public schools, the Edison Program was part of a nationally developed program which aimed to include multi-cultural dimensions in the educational setting. As such, the program provided a valuable example on which to base an analysis of how an educational program can provide a more secure environment for racially and culturally diverse students in a school setting.

RACE / ETHNIC RATIOS OF SITE AND DISTRICT

The Mount Clemens High School district's race and ethnic ratios at the time of the student interviews (2003) were as follows: White, non-Hispanic 47%, Black, non-Hispanic 49%, Hispanic 3%, Asian < 1%, and Hawaiian< 1% (http:// www.greatschools.net p1). In Comparison, two adjacent school districts, L'anse Creuse High School and Chippewa Valley High School's race and ethnic ratios were also reviewed. In the L'anse Creuse district, the White, non-Hispanic students made up 89%, Black, non-Hispanic, 7%, Hispanic 2%, Asian < 1%, and Hawaiian <1% of the student population (http://www.greatschools.net p.2). The Chippewa Valley school district's White, non-Hispanic student population was 93%, Black, non-Hispanic 3%, Asian 2%, Hispanic 1%, American Indian <1%, and Hawaiian <1% (http://www.greatschools.net p.4).

SOCIOECONOMIC STATUS OF SITE AND DISTRICT

Educational achievements are influenced by various characteristics, such as one's gender, race, ethnicity, demographic location, academic ability, social class and etc. The 2000 census reported an overall median income for the Macomb county school district of $52,102.00 for a family headed by a male and $37,856 for a female house holder with no husband present in the home (http://www.greatschools.net P.1).   The socioeconomic status of many of the Mount Clemens high school students noted in the study were eligible for the free or reduced lunch program because the census revealed that 14.7% of the households were female headed without a husband present. In comparison, in the L'anse Creuse district, 21% of its' student population was eligible for free or reduced lunches, and in Chippewa Valley's school district only 7% were eligible for free or reduced lunches (http://www.greatschools.net/cgi-bin/mi/district-profile 552 p. 2-4). This indicates that, 14.7% of the 22.3% of single, female headed households reported by the 2000 Census for Macomb County area were located in the Mount Clemens area.

PHYSICAL DESCRIPTION

Mount Clemens Edison Senior Academy and the Mount Clemens High School are the focal points of the study, and are geographically located ten miles east of Detroit, Michigan. Mount Clemens High School opened in 1924. An addition was added on in 1967-1968 which included a planetarium, auditorium, cafeteria, and a physical education center. In 1998, the building began housing both the high school and middle school, and is known as the Secondary Education Complex (MountClemens/school.htm). Forty-eight percent of the school's population consists of minority students. Mount Clemens High School is located in the heart of downtown Mount Clemens. The three-story building houses the middle school, and the two story building houses the high school programs.

The Secondary Education Complex is constructed of light beige bricks with oversized windows. The front entrance faces Cass Avenue, and is frequently used by students who walk to and from school. The public library is directly across the street, making it easily accessible and convenient for the students. The back entrance faces the student / faculty parking lot and bus drop-off. Most of the students and faculty enter through the back entrance.

Once inside the double door entrance located in the back, everyone must obtain clearance from the two security guards posted just inside the doors. During school arrival and departure times, one guard stands behind the counter to monitor visitors while the second guard checks student identifications. Students who attend the middle school turn to the left to get to their lockers and classrooms. Students who attend the traditional high school and Edison Academy make a right hand turn to get to their lockers and classrooms.

The Edison Academy classrooms are located on the second level of the high school building. Their classrooms are carpeted and the lockers are freshly painted every year. The Edison classrooms have approximately twenty-five desks and two computer stations (one for the educator and one for students). Each educator has a TV/VCR in the classroom and their students' textbooks are upgraded annually. Edison students only leave their designated classrooms to take elective courses or join recreational activities such as, business, typing, gym, to use the library or to eat lunch.

Lunch period is the only time traditional and Edison students interact. The lunchroom is a large room that is located on the first level and seats approximately three-hundred students at a time. There were three lunch periods, and the Edison and traditional educators had to take turns supervising their students during lunch periods. The Edison students' transition time between classes lags five minutes behind the traditional students. The Edison administrators' offices are

also located on the second level, separate from the traditional school administrators. The traditional students use both the first and second levels of the high school complex. Their classrooms are not carpeted, the computer in each classroom can only be used by the educator and the textbooks being used were about four years old. The administrative offices were located along the entrance corridor in close proximity to the security guard station.

RESEARCH SUBJECTS

ADMINISTRATORS / EDUCATOR PARTICIPANTS
(PHASE ONE AND PHASE THREE INTERVIEWS)

The core subjects of this segment of the field research consisted of educators and administrative participants who ranged from twenty-five through sixty-two years of age and were selected from a roster provided by administration. Phase one interviews (Edison Academy Educators) were conducted during the 1999-2000 school term and consisted of five respondents. Phase three interviews ("Looking Back") consisted of ten respondents (an administrator and nine educators) giving forty-five minute interviews conducted during the 2003-2004 school term. Three of the ten respondents were previously interviewed in phase one. The remaining seven interviews were with Mount Clemens High School traditional educators.

Factors considered in the selection process were: grade level taught by the educator, area of discipline (i.e. History, Science, and Math), racial and cultural background, gender, and the participant's willingness to participate in the study. This approach helped to ensure that all groups present in the school's population were represented and would help strengthen the field research. After selecting the participants, in an attempt to get them comfortable with an outsider's presence, volunteer services as a teacher's assistant were performed in each educator's classroom for about a month before approaching him/her to do the first interview. After the participants developed a reasonable level of rapport and trust, the interview phase began.

All participants received a copy of the consent form prior to the interview and a completed transcript afterwards (See Appendices A and K). This enabled the participants to see what data was collected during the interviews and helped to build trust between the researcher and participant. In addition, if the participant disagreed with some aspect of the transcript, the tapes can be reviewed to clarify any possible misunderstanding. The interviews conducted will reveal information relevant to the proposed study. Interview questions were devised to allow for data to surface which would reveal the relationship between social experience, and its' influence on teaching styles and the program's success.

The Edison Program implemented a Leadership Team, which consisted of twelve members. Several meetings were attended by the researcher to learn more about the Edison and diversity program, and to get acquainted with the staff and parents. Bi-weekly Leadership Team meetings were also attended in order to observe whether data relevant to the study may occur during the course of the meetings. There were four educators and five parents who were representatives for the Edison Program, along with three administrative members. The leadership team met twice a month to discuss the program's success and to address any problems encountered with the curriculum, classroom behaviors, and to discuss upcoming school functions.

Participant observations were also incorporated into the study. As a volunteer teacher assistant, approximately one hour per week with each assigned educator over a period of three months was carried out. Neither notes, nor a tape recorder were utilized while in the classrooms because the educators were concerned that the students might have become distracted. Therefore, observations made while in the field had to be recorded after leaving the field site.

Taylor (1998: 148) said the use of charts, figures, and diagrams, help to sketch out potential relationships between different slices of data and helps to discover new understandings.

The two phases of educator interviews will allow for a comparative analysis of the success and understanding of the diversity programs adhered to during the 1999-2000 school years, versus the 2003-2004 school years. Additional interviews collected during phase three of the Mount Clemens high school diversity program disclosed changes, both positive and negative, which occurred since the 1999-2000 school term. Engaging in a comparative analysis of their interviews may determine if additional needs surfaced, based on the present student population.

STUDENT PARTICIPANTS
PHASE TWO INTERVIEWS

The thirty-five Edison Academy student participants (phase two interviews) who were interviewed during the 2000-2001 school year, ranged from grades nine through twelve. Narrative ethnography was utilized to explore students' evaluation of the school's program as mentioned earlier in the study (Thorton & Garrett, 1995). Assessing the implementation of an educational diversity training program by including the students' perspectives of the program aids in the evaluation process. Incorporating actual accounts of students' experiences may offer other explanations to the dilemma of why some students do not perform well in their classes (see Appendix A). The relevant IRB Correspondence was submitted to the (Human Investigative Committee), the investigative research board which must give clearance before a researcher can go into the field. Thus, the high school's approval, parental letters and consent forms were completed prior to the collecting of data to ensure that the proposed research protocol was followed (See Appendix G and H). The student open-ended questions were devised to allow them to recall their personal experiences in their own words. Based on the pilot pre-test, I

believed the data to be collected from the field could uncover aspects of the students' perspectives on diversity that had not yet been revealed (See Appendix F).

The students' data was incorporated into the research as "jointly told tales," where the text is told in the students' own words. The ethnographic approach of jointly told tales allows the participants to tell their story without interference or translation by the field researcher. Whereas traditional ethnography is an end product of participant observations and interviews in which the fieldworker decides what is important enough to go into the research and the data can therefore be limiting or construed. Thus, by following the traditional ethnographic approach it sometimes allows the fieldworker's interpretations to be passed off as the participant's point of view. The jointly told tale approach allows the participant's own story to be represented in the data in such a way that details of their culture and viewpoint is told without the fieldworker's interference. Hopefully this information will help in the evaluation process of the school's diversity program, and may disclose alternative explanations for social issues addressed in the findings at the thesis stage of the research that had not yet been uncovered. This is the second phase of the study which was mentioned in the methodology section.

ETHNOGRAPHY "JOINTLY TOLD TALES" TEMPLATE
STUDENTS' TEXT (NARRATIVES)

Ethnography involves the end product of field research; the written account of shared first-hand knowledge about a social issue. Jointly told tales are a way of producing jointly authored texts between the researcher and participants, which opens up the discursive and shared character of a social issue for the readers (Van Maanen, 1988: 139). Incorporating the student's actual text will allow their diversity interactions and experiences to be shared without compromising the meanings disclosed in their written accounts. It provides a descriptive account

of a social phenomenon, based on detailed information which the students actually experienced and will appear as a part of the written report.

The jointly told tale approach is an innovative and creative form of ethnographic expression categorized under literary tales (Van Maanen, 1988: 127). It is a joint effort because it requires the researcher's input as well as the participant's to obtain data that will allow valuable themes and patterns to emerge. The researcher constructed questions in a way that allowed participants to jot down their experiences in detail, and at the same time, address the research problem. The original plan was to collect a total of twenty student ethnography interviews. Upon entering the field site, additional students asked to participate. Therefore, additional interviews were collected because of the students' eagerness to partake in the study. The data was transcribed and incorporated into the body of the research text unaltered. Thus, the students' responses appear in the study exactly as they stated it. It is a jointly told tale because the researcher created the questions and allowed the expressions of participants to be heard (self-representation) in the research report. The coding process of incorporating the jointly told tales into this phase, word for word, makes this approach an important methodological technique for determining the diversity program's success, because it incorporated students' perceptions of the program as well.

Van Maanen (1988: 139) concluded, "In complex settings, fieldwork, while a vitally important and core activity, is not likely to provide a particularly balanced representation of a culture without being supplemented by diverse readings, broadened reflection, and other research techniques." Thus, the purpose for utilizing the aforementioned strategy was to discover answers to questions, which may not have been revealed otherwise.

Ethnography may allow exploration and descriptions of social actions, and communications of high school students as they interacted with their educators in their own words. Allowing the researcher access to the processes, practices, interactions, relationships, experiences, attitudes and behaviors that are relevant to the school's implementation of its' diversity program helps the researcher form an understanding of how the program implementation has evolved, and whether it meets the needs of its diverse student body. Prior to going into the field, approval and the appropriate signed consent forms were obtained from the IRB (Human Investigative Committee), the investigative research board. The administrator of the school program was a key informant, which assisted in the sample selection process.

The design of the data collection process, along with the ethnographic-jointly told tales, required structured, open-ended questions that allowed student participants to focus on one or more questions presented to them, and reiterate an experience related to the social issue addressed in the study. A system of data analysis was standardized. Themes and patterns which emerged from the students' authorized text that may give insight into attitudes, experiences and behaviors were coded and interpreted after the jointly told tales were collected.

The quantitative dimension of the research will entail noting the frequency of behavior types or events through themes/patterns, observations and changes. Afterwards, the numbers of occurrences must then be documented for analysis. Equally important, the qualitative dimension necessitates incorporating the written narratives of students, and noting developing patterns of behaviors or events in order to produce qualitative data that may allow information to be revealed that helps to evaluate the diversity program's success.

The jointly told tale, ethnographic approach adheres to the micro-level of reality. "By observing something from different angles or viewpoints, I can get a fix on its true location; a

process called triangulation" (Neuman, 1997: 137). Triangulation of methods implies that it is better to look at something from more than one angle, rather than only one way. If the pattern of error focuses on the same findings, then the confidence in the result increases (Interviews, participant observations, and ethnographic narratives).

Regarding reliability of the data, results can only be generalized about groups with similar backgrounds as the student participants utilized in this study. Van Maanen (1988: 138) argued that often in doing ethnography, the fieldworkers' observations and interpretations were passed off as the participants' point of view. By sharing participants' narratives in their own authored text, "jointly told tales respect the authority of narratives and at least attempt to bridge the gap between two meaningful systems of equal validity."

Codes, patterns and themes were devised and analytical induction utilized. The process involved beginning with concrete empirical details, then working toward abstract ideas or general principles (Neuman, 2003: 537). It is an approach that may allow first hand discourse to be shared in the text of the report just as it unfolds.

GAINING ENTRY
RESEARCH INVESTIGATION PROCESS

The process involved the completion of "intent to study" forms and the submission of a copy of the interview schedule to be utilized. The Human Investigation Committee appointed by Wayne State University to ensure proper research guidelines required that human subjects had full disclosure of the social phenomenon being studied. A letter from the field study site demonstrated to the committee that the researcher had obtained full cooperation and support to conduct a study at their educational setting. The formal process entailed overseeing ethical issues, and protecting the rights of both the participants and the university. Therefore, it was imperative that all parties involved had full disclosure of the social phenomenon being studied.

The committee reviewed the proposal and a consent form was developed to carry out the data collection process. The formal committee's role is to ensure that the nature of the study is clearly addressed and that the participants understand their role in the study.

APPROVAL TO CONDUCT FIELD SITE SCHOOL INTERVIEWS

A letter from the field study site demonstrated to the IRB committee that full cooperation and support was obtained from the educational institute. In order to schedule meetings with the administrators to obtain permission for conducting participant observations and to volunteer as a teacher's assistant, an explanation of the purpose for engaging in the field study was required. To verify that permission had been granted from Mount Clemens High School, a letter was sent to the IRB committee. The educators were given a letter announcing the study and were verbally informed at several staff meetings after approval to be on-site had been given (see Appendixes C, D, H, I & J).

A meeting was held in May, 1999, and January, 2004, with the high school administrator upon obtaining approval from the Human Investigation Committee to complete the educators' and administrators' first phase interviews and third phase ("Looking Back") interviews. The student interviews (phase two) were conducted during the 1999-2000 school year. During the initial meeting, the Edison Academy school administrator explained the school's Mission Statement, the history of the school's diversity program and statistical information about the student body's racial/ethnic make-up. The administrator did have one request: that the interview schedule and a copy of the consent form which was to be used be provided by the next scheduled meeting.

INSIDER-OUTSIDER PERSPECTIVE

There is growing controversy among social scientists concerning the insider-outsider perspective. According to Zinn (1979: 11), the insider doctrine "holds that insiders have monopolistic or privileged access to knowledge of a group: the insider is 'endowed with special insight into matters necessarily obscure to others, thus possessed of a penetrating discernment.'" The outsider doctrine argued that "unprejudiced knowledge about a group being studied is accessible only to nonmembers, people uninvolved in those groups" (Zinn, 1979: 210). Neuman (2003: 372) argued that in order, "to really understand social meaning for those being studied, the field researcher must participate in the setting, as others do." Holy (1994), who was cited in Neuman's work, said the "roles at the insider end of the continuum facilitate empathy and sharing of a member's experience. The goal of fully experiencing the intimate social world of a member is achieved" (Neuman, 2003: 372).

The field research utilized for this study was based on the insider perspective, and as an insider (parent of an Edison student), it is hoped that the data gathered captures accounts of behaviors, interactions, meanings and concerns from minority administrators and educators that an outsider may not be privy to. As previously noted, in order to not stand out in the school's setting, time was spent in meetings and in classrooms prior to data collection. Racial identity and being a member of the community where the study took place were also factors of being an insider. Being an insider prior to engaging in the proposed field research was advantageous for field processes. A field process refers to issues "such as entering the field, and developing relationships of exchange and trust" (Zinn, 1979: 209). From an insider perspective, the transition from that of a parent/volunteer to a research investigator was less noticeable, and may reduce suspicion of the researcher's presence at the field site.

White (1998) said that the insider perspective allowed individuals to experience events as if they were members of that culture. Also, this perspective allows the researcher to engage in activities of the social group and to see the world from their perspective. White (1998) believed that firsthand data gathered through participant observations allowed for practices and behaviors, usually taken for granted, to be observed, recorded, analyzed and reported. Going into the field and observing and gathering data about the culture (people as they socially interact in their assigned roles) allows for the emergence of comparing and contrasting information, which can capture data other methods may not obtain.

In addition, adhering to this approach may allow the researcher to identify what may be considered mundane behaviors, to be observed and put into patterns and codes. White (1998: 2) also acknowledged Hall (1959: 42-69) in her work by noting Hall's (1959) description of the importance of recognizing cultural differences in diversity studies. Hall (1959) described the variety of cultures one can observe while in the field setting as a, "silent language because so much of it is taught and learned out of our awareness." As a result, she felt it was important that researchers in the field should be careful and not assume that everyone experiences or perceives a situation in the same way as others. However, it is also important to note that as an insider, the researcher must be aware of all behaviors and not ignore any. To ignore any behaviors would cause the research data to reflect only what the insider wants to see and not make note of every detail as information pertinent to the study.

Since ethical responsibility required disclosure of the purpose for doing the research, some suspicion may still have occurred. The dilemma of suspicion is an important factor which must be considered, and may affect the data collection process. Challenges and difficulties may surface while conducting interviews with administrators and educators, because of the nature of

the subject matter and my racial identity. For example, being an African American female researcher and the mother of one of the students, may have affected the disclosure of pertinent information from non-minority administrators and educators concerning their feelings and frustrations in working with students from different racial and ethnic groups different from their own. In addition, while acting as a volunteer teacher assistant for various teachers, one must be aware that some participants in the study may modify their behaviors, teaching styles, and interactions because of the researcher's racial and/or gender identity, or simply because of their presence in the field.

Therefore, with these obstacles in mind, a researcher from the outsider perspective may capture ongoing behaviors and meanings that an insider would not be privy to. For example, an outsider that engaged in the same field study might capture different responses from the interviews because of their outsider status. Some administrators and educators may feel more at ease discussing educational challenges and difficulties with an outsider who is not a member of the involved community. On the other hand an outsider's presence in the school may raise more suspicion among the educators and the student population.

Robert Merton (1983) said it best when he concluded, "Insiders, and outsiders in the domain of knowledge, unite. You have nothing to lose but your claims and a world of understanding to win by your findings" (Zinn, 1979: 210). Robert Merton (1983) also stated that there was much to be gained by approaching research from both the insider and outsider perspectives. Although the viewpoints differ, collecting and analyzing data from the insider perspective may allow for a deeper understanding of the research because it incorporates findings from the participants' interactions, experiences and perspectives obtained firsthand while in the field.

PROBLEMS ENCOUNTERED IN CONDUCTING THE RESEARCH

The Human Investigation Committee was consulted in order to obtain permission to do a directed study through Wayne State University's Department of Sociology about racial and cultural diversity programming. The process of obtaining approval of the interview consent form and interview schedule took longer than expected, but was approved timely enough to conduct the interviews around the school year schedule (See Appendixes E and N).

Scheduling forty-five minute interviews with educators was often difficult because of the time constraints and block scheduling (class lengths are one-hour blocks). The educators were only allotted half an hour for curriculum planning time each day. Within this time frame, they were required to plan class lessons, prepare activities, and run copies for the following day. In addition, early in the field study it was noticed that some participants did not warm up to the idea of having a researcher in their presence observing them or asking questions. As time went on, many became close friends and helped in the process of gaining access to the field site participants. Neuman (2003: 380) said, "Negotiation occurs with each new member until a stable relationship develops to gain access, develop trust, obtain information, and reduce hostile reactions." In order to complete the phase one and phase two interviews, patience and the development of a flexible schedule that would accommodate participants had to be devised. Sometimes that meant walking around the classroom and helping students out with assignments, making copies for the educator or covering an educator's classroom for a short time while they went to the office to handle administrative issues. Neuman (2003: 380) said, "As the researcher and members share experiences and see each other again, members recall the favors and reciprocate by allowing access."

Equally important, a methodological disadvantage occurred in regards to role identification as a researcher and parent of a student attending the Edison Academy Program. Neuman (2003: 375) believed that the field researcher played an important role as an "Instrument for measuring field data." As a parent of a child in the system, it was assumed that entry and rapport with the educators would be easy but sometimes it was not. Adler and Adler (1996: 44) argue that parents as researchers "have a greater relational identification by themselves and others and their children-as-subjects. This anchors their location in the setting and gives them a reflected identity." However, they encountered disadvantages as well. The researchers found, "Despite our promises of confidentiality, there were people who probably didn't want to say things to us that they feared would get back to our kids or to others, through our kids" (Adler and Adler, 1996: 45).

When such disadvantages were encountered in the field setting regarding trust issues, participants had to be reassured that their disclosures would be kept in complete confidence. Neuman (2003) indicated that a field researcher's level of involvement as an insider or outsider depends on negotiations with members, specifics of the field setting, the researcher's personal comfort and the particular role adopted in the field. He said, "Each level has its advantages and disadvantages" (Neuman 2003). Therefore, the qualitative approach utilized, which incorporated field work, may provide pertinent information that may help to evaluate whether or not the school's diversity program is a success. It may also have important implications for school enhancement initiatives that may improve upon existing educational institutions' diversity programs throughout society.

CHAPTER FOUR

PHASE ONE: EDUCATORS' VIEWS OF DIVERSITY:

EDISON ACADEMY (1999-2000)

This section describes five in-depth interviews conducted at the Edison Academy located in Mount Clemens, Michigan. Interviews collected from the educators and administrators were analyzed to determine emerging themes and patterns. First, a background summary of the respondents is given. Next, the theoretical themes and patterns developed are discussed, and then a summary analysis is presented. The interview summaries collected in the field were coded and notes periodically revisited to develop pertinent information that revealed the educators' perspectives and interpretations of racial and cultural diversity in their educational setting. The following abbreviations were devised to help identify the interviewees of phase one. The White males were identified as "WM", the White female as "WF", and the Black female participant was identified as "BF". The educators in the Edison Program were a diverse group of people, as the descriptions show below.

THE EDUCATORS' EXPERIENCES IN DIVERSITY

The first educator we will discuss was an administrator (E1-WM) with the Edison Program and facilitator of the Leadership Team mentioned in the methodology section. He identified himself as a Scottish native. He came to America as a teenager and prior to his arrival, he had "very little" exposure to other cultures and races. Both of his parents worked full-time, their socioeconomic status was middle class and the community where he grew up in was not diverse. He recalls that he did not understand what diversity entailed until he studied Sociology as his minor discipline while pursuing a teaching degree. He said, "That didn't give me the

understanding, but it started it." Life in the U.S. was an eye opener for him. It was his experiences in the U.S. that made him aware that people are treated differently because of the color of their skin. Given his background and commitment to diversity, he really did not understand why so much emphasis was placed on color when there were so many other societal issues to be concerned with. In Scotland, color was not so visible.

The second educator (E2-BF) was the only African American who taught in the Edison Program. She taught the reading and math skills courses. She enjoys working the most with kids who have special needs. Her desire to be a teacher stems back to the countless hours she and her sisters played school, and she always played the part of the teacher. She was born in Georgia to a mother who was a full-time homemaker and a father who worked in construction. She grew up on a predominantly African American side of town, and her grade school experience was the same. She was not exposed to other racial or ethnic groups until she attended College in Georgia and a University in the Detroit, Michigan area.

The third educator interviewed (E3-WM) taught science courses at the academy and started a club after school for students who had an interest in various aspects of science. He was raised in a family of educators; his mother taught special education, and several aunts and uncles were also teachers. He was born in Detroit, Michigan and lived on the east side for several years before his family settled in a suburb outside of Detroit. In his own words, the suburb was a middle class community of professionals and predominantly Caucasian people.

When he was a child, he remembered there were a Caucasian church and an African American church in his community of the same denomination. The two churches engaged in joint prayer groups. Some people in his parents' Caucasian church told them it was not right to

have joint prayer groups and it created controversy in the church. His parents withstood the criticism and continued in the prayer group.

He did not pursue education as his major immediately following high school; instead he went into medicine. After a couple of years, he realized he could not keep up with his fellow students because of his learning disability, dyslexia, which he talked about openly during his interview. After talking with his parents, they convinced him that the education field could still benefit from someone with his love for science, in spite of his problem. His mother's "enthusiasm about education" inspired him to change his major.

Educator four was the only teacher interviewed that had extensive experience with diversity because of the area in which she grew up in New York City. She was a Language Arts teacher and this was her first year with the Edison Program. She identified herself as Caucasian (E4-WF). During the course of the conversation, she compared her teaching experiences in Michigan to her experiences in New York. She said she enjoyed the racial/cultural diversity of the students she was exposed to while teaching in New York City's public schools. She believed this exposure was what helped her develop the diversity perspective she adheres to. She felt that the opportunity to work with children from different racial and ethnic backgrounds enriched her as an individual and enhanced her understanding of diversity. Therefore, when she moved to Michigan to teach, she felt better prepared to work with all children, regardless of their race or ethnicity.

The fifth teacher (E5-WM) was born in the Detroit area and grew up in a predominantly Caucasian neighborhood. He has taught high school grades nine through twelve in the Mount Clemens School district for over thirty years. When it was time to attend school, his parents moved to the suburbs where the schools were not integrated. His mother was a full-time

homemaker, but occasionally worked part-time in the secretarial field. His father was a carpenter and worked for various companies building homes. He later went to work for General Motors using the same skills at their Technology Center, until health problems forced them to move to a warmer climate (Tennessee). The State's racial makeup/diversity in Tennessee at that time (1998) was: 74.2 percent White, 15.9 percent Black, 1.9 percent Hispanic, 0.2 percent native American, 0.9 percent Asian and 1.0 percent were of mixed race.

In college, Educator 5 started out in the pre-law program. It was one of the areas in which the government granted deferments to avoid the draft, allowing an individual to continue their education. Most of the pre-law courses he took, like constitutional law, history, and geography, were also required for the teaching program. In the process, he discovered he really enjoyed teaching history and later completed his degree at Wayne State University.

A number of theoretical themes emerged from the backgrounds shared by the educators during the interviews. The interviews with faculty, classroom observations, and data retrieved from the administrative meetings were used as a framework to identify and highlight these themes. A filing system was developed which helped to organize the data collected during interviews and observations in a way that emphasized pertinent information. To facilitate analysis, responses were coded and field notes revisited to develop findings that would enhance the study.

SOURCES OF DIVERSITY EXPERIENCE FOR THE EDUCATORS

Of the themes that emerged, the socio-economic backgrounds of the educators and their childhood exposure to different racial and ethnic groups in their community were addressed first. Whether or not the educator had previous social interpersonal experiences (positive or negative) in their community, school, and college with others from different racial and ethnic backgrounds,

was discussed. The types of career paths their parents followed, as well as the demographics of the communities they lived in (inner city or suburb), were referenced during the interview phase.

The second theme that appeared focused on the types of racial and ethnic groups the educators had experience working with in the educational setting. Whether or not diversity training was incorporated into their formal college curriculum was also addressed. The third theme that became apparent was the various ways the teachers incorporated and promoted diversity into their own daily curriculums. The educators shared their formats through their discourses.

The fourth theme looked at the educators' attitudes and how prepared they were to teach a diverse population by utilizing a diversified curriculum. The educators were asked to talk about any perceptions of race and ethnicity (positive or negative) that may have been discussed in their home settings as they were growing up. The educators were also asked to explain what the term "diversity" meant to them, and what their attitudes towards the implementation of diversity programming in the public school setting should entail. In addition, the degree of willingness displayed by the educator to adhere to the diversity program changes adapted by the school district was explored. For example, did the educator attend in-service workshops that focused on the inclusion of diversity in subjects and activities in the curriculum?

The educators' level of confidence, coping skills and comfort level in teaching students from backgrounds other than their own were explored in the fifth theme. Coping mechanisms employed by the educators when racial problems occurred are addressed. In addition, the educators' ability to cope with the stress and frustration experienced while working with students from diverse racial and ethnic backgrounds, and how they handle those who have given up on learning is discussed.

In the final section, educators were asked why they felt it was important to continue diversity programming. It is an important dimension because schools should strive to meet the academic needs of all its students in an ever-changing society. Enhancing students' academic outcomes is influenced by a school's willingness to embrace new ideas, materials, and ways to achieve educational success. The educators were asked to share their thoughts on continuing the program.

I.   SOCIO-ECONOMIC BACKGROUND AND THE DIVERSITY EXPERIENCES OF THE EDUCATORS:

This dimension was important because it was mentioned by several of the educators interviewed. "How people think about themselves and others is based on their interactions. People create perceptions of each other and social settings" (Neuman, 2003: 63). The interactions between the students and educators may be influenced by the educators' perceptions of their students. As previously mentioned in the literature review section, Wallace (2000) disclosed that the majority of teachers in U.S. schools have been described as Euro-American, middle class and from cultures different from many of their students. Wallace (2000) felt this consequence created an unequal match. In other words, educators were assigned to teach groups of students with whom they were often unfamiliar with in regards to their cultural backgrounds, and were often unaware that their behaviors as educators influenced the students' opportunity for a quality education. Under theme one, three of the educators did not have any exposure to other racial groups as they were growing up.

The second educator, the only African American (E2-BF) teacher in the Edison Program, recalled her neighborhood as one that did not have a variety of ethnic groups.

> …We lived on one side of town with all the other African-Americans and the non-African Americans lived on the other side. I went to a predominant Black school and Black college……I never went to a school with other races until college. And then my

first time going to college with non-African Americans wasn't the best. Because they were evil and nobody would talk to me.

After she moved north, got married and had four children, she decided to go back to school to pursue a teaching degree. While attending a university in the Detroit area, she began to realize it was located in an area that fostered a different atmosphere in regards to diversity.

The fifth educator (E5-WM) grew up in a predominantly white neighborhood in Detroit. When it was time for him to start school, his father moved them out to the suburbs. The school he went to was not integrated and he described it by saying everyone shared a "sameness," meaning they were all White. It was not until he started student teaching in a Detroit middle school that he began to interact with others from different backgrounds. "…My first experience with children from different racial backgrounds occurred in a middle school in Detroit while doing my student teaching."

The first educator (E1-WM), who is the administrator, said he only caught glimpses of minorities when his father took him into the larger cities in Scotland surrounding their town, but he never interacted with them. It was when he and his family went to visit the towns of Rowdus and Glasgow that he saw minorities. It was not until he moved to America in 1963, that he realized there was a racial problem. He was around fifteen and started noticing a lot of racial tension in the school he attended. While attending a university in Michigan and experiencing the assassinations of committed civil rights leaders, he became so distraught that he thought about leaving this country and going back to Scotland. It is interesting how he came to understand that the way he could positively affect change was to stay in the United States, and teach others to give back to society.

…Then when I was at Michigan State University, the assassinations of Bobby Kennedy and Martin Luther King happened. At that point I was ready to leave this

country; because I said there's gotta be something wrong with a country that kills its greatest leaders……And after I reflected some more, I decided the only way to combat that situation was to try to make a difference. The best way I figured I could make a difference was to finish college and teach to give something back.

The Black educator (E2) and White male, (E5) both shared the fact that they did not have experiences with diverse cultural groups until their college days, or while student teaching. The Black educator also disclosed that her experiences with non-African Americans were not positive when she did interact with them. Educator one (E1-WM) did not realize racial tensions and differences were even present until after he moved to America with his family. These three educators are a good example of how individuals with no exposure to diversity can learn to embrace it through their own experiences, and are thus better equipped to help the students do the same.

The other two educators had different upbringings. Interestingly, they were raised in environments that promoted and accepted diversity as a part of their everyday lives. When educator three (E3-WM) moved to Detroit, he recalled only having one Black male friend throughout high school that he did everything with, and who ended up being his best friend. His mother promoted diversity in her prayer group and was offended by the group when it wanted to disperse because blacks wanted to join.

The English teacher (E4-WF) had a wide variety of experiences with diversity while growing up in New York, and talked about how she missed the diversified groups of people after moving to Michigan.

> …One of the umm things that I ahh loved about New York City was the diversity. It was hard for me to ahh come back to Troy because of that. ..…The "sameness" of the people of Troy was really hard for me. The people in my neighborhood were pretty much all White. That's one of the things I miss, not seeing a variety of different kinds of people like in New York City.

Both educators (E3) and (E4) expressed concern about being raised in an area which promoted "sameness" (a homogeneous group) and not seeing a wide variety of different people in the same town in Michigan (Troy), which is located about a half hour outside of Detroit. The White male educator and White female educator favored bringing diversity into their classroom and were very comfortable implementing curriculum materials to do so.

Summary of Socio-Economic Background and the Diversity Experiences Of The Educators:

In regards to theme one, the educators' socio-economic backgrounds were explored and demographic questions were asked to obtain pertinent background information. Most indicated that they were raised in a predominantly homogenous, Caucasian, middle-class neighborhood. Educator Four was the only one raised in a diverse community with a variety of racial and ethnic groups. Educator Three, who was raised in Michigan, stated that between his community and school environment, he only had contact with one individual different from his own racial and cultural background throughout his entire high school experience. Based on the information disclosed by the participants, it appeared the educators would have benefited from additional diversity training to better understand students from diverse backgrounds.

Interestingly, Educators four and five both used the term "sameness" when describing their childhoods and the lack of exposure to other races and ethnic groups in their neighborhoods. To them, "sameness" meant being raised in an environment in which no exposure to other racial or ethnic groups occurred. Based on the classroom observations conducted, the educators involved in the study that stated they were not exposed to diverse racial and ethnic groups until college appeared to interact well with all of their students and no outstanding differences in treatment were observed. Based on their interviews and field observations, as well as their interactions with their students, they appeared to be actively

supporting the family atmosphere the Edison Academy promotes. This suggests that although most were raised in predominantly middle-class, racially exclusive communities, it did not have a significant effect on their ability to teach others who were of a different race or ethnic group.

II.   EDUCATIONAL EXPERIENCES WITH DIVERSITY:

The educators' educational experience is an important dimension, because it was noted in several of their dialogues that there was a lack of diversity training in their college teaching programs. Some researchers argued that one of the reasons many educators are unable to interact well with minority children is due to the lack of diversity training in teacher education programs (Newby et al., 1996, Piland et al., 1995). Interestingly, while discussing their college experiences, four of the five educators admitted they did not receive diversity training as a part of their teaching programs at the universities they attended. Although the educators acknowledged receiving diversity training once while employed as teachers, they also admitted that the training fell short of what was needed to help them better service their student population.

The History teacher (E5-WM) earned his degree at Wayne State University. He did not recall any diversity training courses being offered in the teaching education program. Some of his Social Sciences Professors did incorporate diversity into their course material and he tried to broaden his knowledge on his own through his curriculum.

> …My sociology and history professors at Wayne State University did talk about the impact of race and culture on history and various concepts that were impacted by them……Since my minor was Liberal Arts at Wayne State University, I was able to pick up courses like Black History and American History that focused on racial and ethnic differences.. . .I try to see everyone as individuals and not just a color. He is the only educator who received formal training, and made an effort to get additional diversity training on his own.

Although educator (E3-WM) was raised in Michigan, he briefly went out of state to a university in Houston, Texas, before returning to complete his formal education at a university in Detroit. He admitted that in both universities, not one of the professors he studied with touched on diversity issues. Whatever he understood about the topic, or how he tried to keep an open mind about people, came from his own understanding. The African American teacher also said she did not get any diversity training at the southern college she attended. When she went to a university in the Detroit region, it was a diverse group of people at the college, but formal courses were not offered concerning diversity, and it was not brought up in conversation either.

Educator four (E4-WF) held a Bachelors of Science degree in Special Education from Eastern University and a Master's degree in Educational Theater from a University in New York City. She also did not have formal diversity training classes in any of her educational college programs. She found it interesting how, even in a city as diverse as New York, diversity was not thought a pertinent enough subject matter to incorporate into her formal teaching experience to better prepare her in educating youth.

Educator one, a White male, was the only one whose University curriculum offered formal diversity training as a part of the course work. The extra experience he received while serving in the Teacher Corp. also helped. He recalled:

> …When I started my Master's Program at Wayne State University, diversity programming, "sensitivity training" as it was called at that time, was part of my curriculum……I was also part of the Teacher Corp. which was a program that improved the quality of education in underprivileged areas of the country. That helped me too.

The diversity courses and Teacher Corp. training not only prepared E5 as a knowledgeable educator in regards to diversity issues, but also helped him in his role as an administrator when handling diversity concerns.

Summary of Educational Experiences with Diversity:

Examination of the educators' own university educations revealed that four out of the five educators interviewed did not receive formal diversity training as a part of their curriculum. They stated that the experiences, perceptions, and understanding they have of diversity are a result of working with a diverse student body. The educators felt comfortable teaching a diverse student body as a result of the informal "on-the-job" training they received. It remains to be seen how well their informal training experiences prepared them to deal with actual classroom situations and diverse groups of students, which will be discussed in the next section (Jointly Told Tales) when the student narratives are looked at.

III.   EDUCATORS PROMOTE DIVERSITY THROUGH CURRICULUM:

In their discourse, each educator shared how they incorporated various formats of diversity programming into their classroom and coursework. Through utilization of classroom textbooks, bulletin boards and classroom seating practices, the educators equally appeared to incorporate aspects of diversity into the lessons. For example, (E4-WF)'s Language Arts classroom displayed pictures around the room of various authors from different racial and ethnic backgrounds. In an attempt to get students interested in diversity through theater arts, she said:

> …I love folktales, so I've been trying to do a lot with folktales. When we read a particular folktale, we'll discuss that country and that culture. And, we'll find it on the map too……In my home base class (homeroom) I bring in different articles about different cultural issues and I'll read them to the kids……For Black History Month, I was able to work with a group of my kids in an area I like while still working within my field of Language Arts. My kids participated in the "Celebrate Diversity" program and presented a drama skit, song, or dance related to their race or ethnic group.

The history teacher (E5-WM) has incorporated different historical events into the curriculum that talked about various cultures around the world. The administrator (E1-WM), having received formal diversity training while completing his teacher's certification, has boards

displayed in his classrooms that are race and gender equitable. The science teacher (E3-WM), who grew up in the suburbs of Detroit, said:

> …I try to bring in any ethnic type background into the science discussion. In 10th grade we were just talking about genetics, so we started talking about Sickle-Cell Anemia, which is a predominant disease in Afro-Americans. So I try to bring anything that might be of interest to any specific culture into the class.

Educator (E2-BF) also talked about the conscious efforts she made to ensure diversity was incorporated into the curriculum.

> …I taught first grade, then I taught sixth through twelfth grades. I teach math for regular students and special needs students……The textbook I use, "The Transition of Mathematics" tells you about different multi-cultural issues. There are different facts in the book that help them with the problems. Some of the problems relate to the kids backgrounds.

During the interview, she pointed to the classroom seating arrangement and stated that it also helped her mix and match her students by race and gender. Each educator made a conscious effort to promote diversity in their own way.

In the science classroom, a poster of Thomas Edison (Caucasian) who was famous for his role in creating electricity, was adjacent to a poster of Garrett A. Morgan (African American) who was famous for inventing the traffic signal. After scanning various textbooks kept along the wall of bookcases, it was noted that a thorough job of incorporating many racial and ethnic groups as visual illustrations had been attempted. It did appear that a broad range of various topics, representative of the diverse student population, had been incorporated into the school's curriculum.

In the language class, the teacher's display of sensitivity to other's experiences was observed when she read a passage aloud to her class. She read a story about how a little boy who lived in Nigeria, had been taken captive and brought to America. As she read the section regarding the middle passage experience (time on the ship) from the child's point of view, she

began to cry. Her sense of sincerity seemed to demonstrate that she had empathy for the experiences other racial and ethnic groups experienced.

Summary of Educators Promote Diversity Through Curriculum:

All the educators seemed to agree that additional focus was needed to continue development of in-services that enhanced the existing diversity awareness program. We observed in the narratives that the educators acknowledged receiving some diversity training through their school district, but not enough. The lack of ongoing in-service diversity training left most of the educators feeling unprepared to work with the diverse student body they were to service. The History teacher was the only one who had received formal training during his education. However, several stated that they made an effort on their own to get additional diversity training after they started teaching because the school district did not offer adequate in-service seminars.

Interestingly, both E2 and E4 said they incorporated diversity into the curriculum by utilizing various methods such as teaching multicultural stories along with the textbook material. They also related current cultural events and issues into classroom discussions in an attempt to get the students interested in the subjects being taught. It was evident by looking at the bulletin board displays that the educators made a conscious effort to diversify their classroom environment.

Research was conducted by Newby et al. (1996) and Piland et al. (1995) stating that the lack of diversity training in the university educational programs and the absence of ongoing in-services which address diversity issues both influenced the teacher/minority-student interaction. The data presented in this study supports these findings.

IV.   ATTITUDES TOWARDS DIVERSITY AS A FACTOR QUALIFYING TEACHERS
        TO DEAL WITH A MULTICULTURAL STUDENT BODY:

This dimension is important because educators' attitudes towards a diverse student body

and their understanding of the term diversity may affect how they interact with students.

Research supports the theory that the educators' attitudes significantly influence the academic

success of the student body. The teachers were encouraged to explain what the term diversity

meant to them. They were asked to discuss the attitudes towards different racial and ethnic

groups in their family setting.

The following comments were gathered when the educators were asked to convey their

understanding of the term "diversity." The science teacher (E3-WM) said diversity, to him,

meant:

> …Diversity means like looking in a classroom where you, um see people from
> different cultures, religions, and racial backgrounds and being able to inter-relate with
> everybody. Everybody sees each other as individuals, not just a as a certain race. They all
> inter-mingle together and they act like one whole family.

The English teacher (E4-WF) preferred to group students together who were not only different in

regards to race and gender, but also based on their academic ability. She said:

> … In a nutshell, diversity just means appreciating differences and not letting it
> become an issue. Just realizing that people are different and accepting them for who they
> are instead of judging them or having preconceived notions about them. Just make an
> effort to understand where they're coming from.

The administrator (E1-WM) said very simply, he thought diversity meant that we are all

equal and unique and all have something to offer. He states:

> … You could not look at somebody racially, ethnically, or religiously and put
> them in a pigeon hole, because it would not work. Teachers and students have to share a

common vision otherwise it does not work. …I've told my staff not to celebrate Black History month or Cinco de Mayo, No! We're not gonna take a month to celebrate. Unless you've been doing it all year, don't celebrate diversity apart. ..…Don't come to me saying it's a special project, it is not special, this is life.

It is evident in his educational philosophy that he does try to envision all of his students and staff as sharing a common purpose; a purpose to unify the groups. He conducted some in-services on Saturdays for professional development, at which time he would have the staff work in groups to explore each others' tactics and observe the students to see the effects of what was implemented. He also had the staff do a lot of reflection on their teaching styles. Many of the teaching strategies were also covered in their Edison Program training, where they were exposed to various learning environments in order to teach, respect, and understand different cultures.

The administrator's in-services proved effective to the staff, judging from educator (E2-BF)'s following comment:

> …To me diversity means to make sure everybody is included. Being accepted, coming together and working together in harmony. The Edison Program would bring it up quite a bit when we'd go to these workshops (in-services). This open door policy influenced my understanding and also convinced me that Edison wanted to make sure everyone got a good education.

As noted in their interviews, the educators not only interpreted diversity as a race and ethnic dimension, but they also considered the students' academic ability a component of what diversity meant to them. The science teacher (E3-WM) discussed his parents' heritage and shared the fact that his mother was Jewish and converted to Christianity when she got married, so they were always very tolerant and very open-minded, especially since she was an educator. He did not have a lot of exposure to groups such as African-Americans. He does not recall race being discussed in their home at all and felt it was because of his parents' line of work.

> …There were several different racial groups of students in my class, but I was open-minded, so I never had any narrow-minded views. My best friend in high school

was Afro-American and graduated valedictorian. He ended up going to Harvard on a scholarship.

Interestingly, the White English teacher (E4-WF) and the Black Math/English teacher (E2-BF) both mentioned that they grew up in homogenous environments, all white or all Black, totally isolated from other race and ethnic groups. However, the Black teacher believed diversity entailed more than color, but also tolerance towards those who are different. She knew, even as a child, that she wanted to help special needs children who had difficulty learning because those were the kinds of things she practiced while playing school games with her siblings.

> …We used to play school all of the time when we were growing up. I wanted to be a teacher that would help kids that seemed to be suffering a lot. So I wanted to be a special education teacher because they have to have more time. Special education is a one-on-one thing.

Educator (E2-BF) said the isolation she felt at the college she attended in the south made her sensitive to how students treat one another. Two of the educators shared situations in which they saw their parents stand up for what they believed to be right (E3 & E4) in regards to tolerance and acceptance. Two of the respondents stated that they only had one reference group represented in their entire neighborhood and that was White.

Three of the educators shared their experiences with diversity training and how it prepared them for what they encountered in their classrooms. The history teacher said he did not realize until he went to college that there were a vast number of racial and ethnic groups. When he started student teaching in Detroit, he realized the students were of a variety of racial and ethnic backgrounds and seemed to have different needs. He also noticed that he had to deal with students that had a lot more on their minds than learning, and they needed extra guidance to stay focused. He took the initiative to enroll in courses which centered on social issues because of his

own personal interest. He minored in sociology, psychology and history, which began his understanding of diversity.

The science teacher (E3-WM) remembered attending seminars while teaching with the Edison Program that focused on dimensions of diversity. He shared his experiences with diversity training and said:

> ...Last year (1998) we had a couple of seminars dealing with social economic type structures and how it affects kids' learning. Dealing with gender bias was talked about too, but nothing after that year……We only had an in-service last year about social economic differences among kids- it didn't deal with race issues.

Four of the five respondents shared various ways they prepared themselves to work with diverse populations without any formal training. Except for the one in-service training session the educators attended, most of the educators acknowledged that what they understood about diversity was what they had learned on their own.

Summary of Attitudes Towards Diversity As A Factor Qualifying Teachers To Deal With Multicultural Student Body:

Exploring whether or not the teachers could deal with a multicultural student body present in the Mount Clemens, Michigan area, based on their attitudes towards diversity, allowed pertinent information to be disclosed. Most shared that racial and ethnic issues were not discussed in their family settings. The educators' disclosure regarding their personal experiences and feelings about diversity gave one the impression that they were committed to ongoing diversity programming in their curriculum and other areas of the school as well.

In an examination of the educators' definition of what diversity means, they all appeared to have some homogeneous interpretation of its meaning. The educators, as a whole, all appeared to understand diversity to be a term that meant being all inclusive of various race and ethnic groups, as well as students who are academically challenged. Their understanding meant

being accepted by others and through acceptance, working together in harmony. This interpretation of diversity is also supported by other researchers noted earlier in the study (Coyle & Withcher, 1992; Dickson, 1995; Grant, 1992; Stockdill et al., 1992).

As previously stated in the literature review, Ostrove and Cole (2003) argued that race, gender, and class are powerful social factors that shape individuals' experiences of themselves and the world. Their findings revealed that not only are students often discriminated against based on their race or ethnic difference, but intense classism also exists among students and teachers. When implementing diversity programming, researchers argue that it is important to also be conscious of possible discrimination based on gender and class, not just race and ethnicity. Incorporating these other components of diversity may hopefully make administrators, educators and students increasingly attentive to the implications race, ethnicity, gender, and social class have on shaping students' experiences in the educational setting. Researchers also indicate that many misconceptions concerning diversity programming are centered on the idea that diversity materials would be too time consuming to include in daily classroom coursework. These misconceptions hinder the progress of educational institutions in becoming more equitable for all students (Kunjufu, 1993; Rankin & Parrish, 1994; Rios, 1993).

V.   CLASSROOM COPING SKILLS

Classroom coping skills entailed looking at educators' ability to manage classroom behaviors in regards to diversity and how diversity course materials were taught to their multicultural student body. Coping skills are an important dimension because the educators' ability to manage classroom behaviors and to teach the assigned course materials directly impact the effectiveness of the program. Earlier in the chapter, the educators' diversity training and in-service experiences were discussed, as well as their attitudes toward diversity as a contributing

factor in their ability to teach a multicultural student body. This next section examines how the

educators incorporated what little training they had, and more notably their experiences, into

their classroom settings.

The administrator (E1-WM), possibly taking a cue from his highly homogeneous Scottish

upbringing, felt it was important to match his staff with students of similar backgrounds to

reduce the potential for issues to occur. As an administrator, one of the key things he looked for

when reviewing resumes was if they had multicultural experiences since there was not as much

diversity in the staffing as he would like. He also made a conscious effort to make sure when his

staff sent student disciplinary referrals to him, that it was not racially biased.

> …I also take a look at discipline referrals being sent for different groups of
> students. I try to make sure we don't have a problem there. You know, some educators
> may not be consciously aware of it.

Although the English teacher (E4-WF) stated that in New York she was exposed to

diverse groups of people, she admitted that there were certain groups of students with whom she

had problems; for example, she had a difficult time relating to students from broken homes. She

realized that there were so many dimensions to diversity, that even someone who has had a lot of

background with diverse groups has not had experiences in all the possible areas diversity might

entail. Thus, teachers should be prepared to find new groups of students that they might have

difficulty dealing with.

> …Because a lot of the acting out, the emotional problems are a result of what's
> going on in their homes……I have to remind myself that they're not acting out because
> they don't want to learn. Some of them don't know how to behave because of the
> emotional burdens many of them carry. I find it hard for me to figure out why they act
> the way they do. It's hard for me to understand and adjust.

Due to (E4-WF)'s diverse upbringing, she felt working in a racially and culturally mixed district

was important to her. Here it is obvious she realized diversity also entailed an educator's ability

to control unwanted behaviors effectively, as they relate to the socio-economic situations and family structures from which her students came. However, we can see that the area she has not been adequately trained in is managing behavioral problems in the classroom.

The science teacher (E3-WM) and the history teacher (E5-WM) both said their biggest concern was the African American males' failure rate in their classes. The science teacher shared the following:

> …The only thing I'm really concerned about is that Afro-American males have a failure rate of about forty-five percent and it sticks in my mind that I'd like to see what we could do more of. I'd like to see them do better than play around and screw around……In one of my classes I had to reprimand a couple of people and they said, "You're just picking on me because I'm Black". And I said I just sent two people out of my room, one Black and one White so I don't think so. If you actually take a look at who I've written up over the past month.

The history educator (E5-WM) admitted he did face a troubling dilemma with his African American male students. He noticed that it was repeatedly difficult to keep them focused on course assignments. He said he was concerned that there were some who had given up on trying and it really made him frustrated, and when he had to fail them it made him feel bad. He said he was at a loss as to what else he could do that he had not tried yet.

There was another dimension which appeared to be related to the problems of African American male students. This was related to the teachers' need to supplement their incomes during the summer. There appeared to be financial incentives involved in allowing students to fail during the regular school term. If students were allowed to fail, the teachers would have additional summer incomes because the students would have to make up the classes. Interestingly, an additional problem he experienced within his classes was that the academically successful African American students were being taunted by other African Americans who were not receiving good grades.

> …I overheard the students many times talking among themselves saying things like, "You're just trying to be White, getting those A's and B's". Then I noticed their grades would suddenly plummet to a D or E level, I've tried to separate them but it seems to be a situation that I don't have a good solution to this problem.

The history and science teachers both openly talked about the dilemmas they experienced with their African American students. They appeared to be really interested in finding solutions or assistance in understanding the situations they faced in dealing with the African American males in particular.

Educator (E1-WM) stated that in order to teach the assigned course materials and insure that the diverse student body was being represented equally, a monitoring system needed to be implemented. He felt that if conflict resolution training was implemented, the teachers and administration would be able to monitor how students were being treated in the classrooms in regards to student-to-teacher interactions and measure whether or not their diversity program was successfully facilitating their student body. The administrator made the following statement:

> …Recently there have been concerns of racial differences noted in classroom interactions between some of the teachers and their students. I had to have a conflict resolution consultant conduct some workshops during in-services so our teachers would know how to handle those situations.

The science teacher (E3-WM) said he hoped more after school activities would become available to students, as he would gladly donate his time if there was an interest.

> …I'd like to see more interest for the science club. I want to get photography going too, to get them involved in talking and developing pictures…… Unfortunately, because of politics between the two schools we can't get that done because it's in the other part (Mount Clemens High School) of the school. I'd like to get the kids more involved after school.

Summary of Classroom Coping Skills:

As this section revealed through examination of the teachers' classroom coping skills, most of the educators interviewed felt they had classroom behaviors under control and could handle problems as they occurred. However, two educators did disclose that behavior problems

existed in their classrooms. Based on interviews with the two male educators, there appeared to be a problem with the African American male students' failure rate in science and history courses. According to the educators, they believed the problems stemmed from the students' lack of interest and peer distractions.

Although it may appear that way from the educators' perspectives, the African American male students may have perceived it another way. For example, both educators stated that they were often stern with their African American male students because they are concerned about their academic performance. What if these students perceived that strictness as being picked on or singled out because of their racial identity, or various other reasons? This is a phenomenon that requires further investigation. Obtaining the students perspectives of the classroom environment may reveal data that offers other explanations to the dilemma of why some students do not perform well in their classes. The student population may allow information to be revealed that had not been captured in the educators' dialogues.

VI.   WHY THE EDUCATORS FELT IT WAS IMPORTANT TO CONTINUE
          DIVERSITY PROGRAMMING:

The educators who took part in this phase of the study appeared to be eager to have additional diversity training in the form of in-service sessions. During phase one, educators were asked to share positive ways the diversity program implemented was embraced by the educators. They were also asked to share their concerns about the existing program. Areas the educators perceived as positive mechanisms in their existing diversity programs were reviewed, and areas educators felt needed additional attention were addressed as well. In regards to positive mechanisms in the existing diversity program, educators talked about various ways they felt the existing program could be enhanced.

The administrator felt the fact that his teachers attended in-services and put forth an effort to reflect diversity in the classroom was a plus. He hoped additional in-services would be implemented to ensure that their program was effective in meeting the needs of all the students. The history teacher said the new text books and materials included visual illustrations of various racial and ethnic groups and also discussed their way of life in each unit. However, he wanted to see more visual aides, for example, video clips that represented an array of cultural life from around the world. The administrator also offered some insight to what he felt could be improved with the existing diversity program:

> …I'd like to see more in-service seminars because you're never going to reach the point of perfection. I'd like to look more into, for example, how young Black males learn in particular. I'd like to have someone that's trained in ethnic and racial diversity areas to come in and do a workshop.

The special needs educator (E2-BF), who taught math and English, said the Edison kids did not have English books they could take home. The best the student could do was to remember what the teacher said. As part of Edison's philosophy, they did not want to adapt to the traditional way of learning. As noted earlier in the study, the Edison Program and the Mount Clemens traditional public high school were housed in the same facility. The traditional students were allowed to take all their course books home, whereas the Edison students were not able to take their English books home to do their homework. In the Edison Program, Math, History and Science classes had enough books, but not the English Language Arts classes. The Edison administration felt worksheets were sufficient for students to complete their English assignments and that the English books did not need to leave the school. So these students had to rely on memory when doing homework assignments.

The history teacher felt the responsibility for getting additional training belonged to the administrators' willingness to bring in additional training and do a better job of screening the educators. He said administrators needed to focus on doing a better job of screening the educators, and training them to improve their interactions with the students. He felt additional diversity training should have been more readily sought since in-services required mandatory attendance, and were supposed to focus on updating teachers' knowledge in areas where change was needed. More in-service training was needed in order for the teachers to meet their commitment to the students' academic success, because they would need to know how to reach them to do so.

The administrator expressed interest in continuing diversity programming during the course of his interview, admitting that they are sometimes confronted with problems related to racial and ethnic diversity. As a result of these problems, the school district implemented various tactics and changes to help improve the school's atmosphere. According to the administrator, the district set a plan into motion to create a social and academic environment in which all students had an equal chance to learn. Their ideal setting is one that encourages students and staff to develop a better understanding and awareness of racial and ethnic diversity. This action taken by the administration demonstrated their willingness to implement additional measures to enhance the school's existing diversity program. Equally as important as the school district's effort to promote diversity in school activities, the Edison Program's mission statement stated that diversity is an ongoing approach that is to be applied year round. To enact this mission statement, "Black History Month" was instead celebrated as "Diversity Celebration Month," during which time some of the students and staff chose to wear clothing that illustrated their race and ethnicity.

The Edison School also held an assembly program that celebrated diversity amongst all the students and staff. The students were asked to participate and share a song, poem, quote, or a historical event that was representative of their race or ethnic group. Therefore, not only did the audience learn about Black History, but they also gained knowledge of other groups as well. Many of the students and teachers dressed in ethnic garb for the program. Based on the crowd's response at the end of the program, the assembly effectively promoted a shared sense of unity in diversity. An overwhelming display of appreciation, in the form of loud whistling and a standing ovation from the students and faculty, filled the auditorium.

Summary of Why The Educators Felt It Was Important To Continue Diversity Programming:

As noted in the literature, researchers and authors Arroyo, et al. (1999), developed research-based recommendations for school personnel to meet the diverse student population needs in school settings. They pointed out several aspects of the educational system that influenced student underachievement, as referenced by multiple experts. The top ten influences were: the teachers' behaviors, teacher expectations, curriculum relevance, class size, lack of student involvement in and identification with the school community, confidence in the student's ability to achieve, high mobility in school attendance, parental expectations and involvement, level of parents' education, and poverty or low income. The research seems to indicate that even though educators were engaged in promoting diversity in the classroom, there are other areas the school district may want to review and address to provide a more inclusive and up-to-date diversity program.

SUMMARY OF PHASE ONE: DATA ANALYSIS OF EDUCATORS' VIEWS ON

DIVERSITY

The research problem focused on various factors that determine the effectiveness of the Edison School's diversity programming ideology. The life experiences and personal views of the educators and administration will not only help define the scope of the diversity program, but also affect how well it is integrated and perceived among the student body. Therefore, it was important to the study that educators' perspectives and interpretations of racial and cultural diversity in the educational setting be explored.

The interviews allowed relevant themes to emerge, based on data gathered about the educators' and administrators' backgrounds, which proved to be very pertinent to the study. The findings indicated that even though the teachers did not necessarily have a background or professional training in diversity, they could still develop a commitment to the issues of racial and ethnic diversity and had indeed given attention to those issues in the school's curriculum. In addition, all of the participants believed their program was one that promoted awareness and acceptance, and appeared open to other suggestions that might enhance their present diversity program.

Their narratives provided an opportunity to discover subjective teaching experiences that would have otherwise gone unnoticed. The data provided aid in assessing the diversity program's effectiveness for the purpose of this research. The participants in this study have demonstrated that they have acquired important qualities and training, though not formally, which are essential in educating and preparing today's students for tomorrow's society. However, all of the educators and administrators also agreed that there was a need for additional training.

Interestingly, the educators who taught for years, as well as teachers who only recently became certified educators, both brought important issues to light. For example, the history teacher who taught for over thirty years said he came to the conclusion that many of the African-American males who took his classes did not try to complete their assignments during the regular school year. Thus, he gained financially because he just assigned them to summer school. This is an assumption that an educator who had been in the school system for awhile might make. A new educator, who had not taught for very long, would not have made such an assumption about a particular group of students. In addition, the English teacher, who was new to the Edison Program, exposed her students to more than her required course materials by including theatrical art into the curricula. This is an example of innovative ideas being utilized when new educators are hired.

Several educators admitted that it was not until they began working with a diverse student body that they became aware of differences and began to create ways of coping with those differences. Now, they were learning how to incorporate diversity programming into their ever-changing school district. For example, the Social Studies, Math and the English teacher had not had formal diversity training, but they all made sure their course curricula included diversity materials to reflect the student body.

We can conclude based on the information shared, that the educators and administrator realized diversity involves more than just race and ethnicity. The Special Education, English and Math teacher all mentioned that the Edison Program promoted an open door policy to all students, including those who were academically challenged. The educators perceived this as an example of how diversified the Edison School was, because they advertised in their mission statement that all students were accepted and worked together in harmony, academically.

The administrator stated that he tried to make sure when reviewing resumes for new hires, that the staff were a match with his diverse student body. He also checked whether the candidates had multicultural experience. With regard to educators disciplining students, the administrator thought it wise to review all disciplinary referrals and ensure that all students were being treated fairly, and that racial bias was not an issue. Several teachers stated that sometimes they had to stop class lectures to address the growing problem of students using racial slurs toward one another.

According to Wallace (2000), there needed to be more focus on increasing knowledge, changing attitudes and beliefs, as well as a shift in the behaviors of faculty and administrators who have not yet embraced diversity as a necessary tool that will help accomplish equality in students' academic achievements. Some researchers contributed significant information regarding the role educators play in the success of a school's diversity program. In the literature, an important dynamic was revealed, which is the influence of an educators' social and economic background on their teaching style. Other researchers (Irvine, 1990; Kunjufu, 1993; Marshall, 1996) noted that one of the greatest challenges diversity programs face is the absence of synchronization between the culture of schools and the various cultures many students brought to schools. Grant (1992) suggests that with the growing cultural and racial diversity occurring in American society, educators should continue to turn to multicultural formulas in an effort to give all students the academic experience that will make them better prepared for the twenty-first century.

The transition towards a diversity program that encompasses all racial and ethnic groups is a worthwhile endeavor to study. The Edison Academy at Mount Clemens High School proved to be a valuable case study in which to do field observations and interviews based on the

research area of interest. The information gathered in this study will not only help enhance the existing diversity program within the district, but also enhance racial and ethnic academic success and equality in education for all students throughout the nation.

CHAPTER FIVE

PHASE TWO- STUDENT NARRATIVES
"JOINTLY TOLD TALES"

The students' narratives were collected during the 2000-2001 school term and incorporated into the study. Thirty-four student interviews were recorded in order that their voices can be shared with the research audience. In order to present the students' writings referred to in the study as phase two narratives, the English teacher of the Edison Program was approached. The students' and educators' narratives were compared to determine if there was a difference in the students' perception of the diversity program's success and implementation.

For the purpose of this research, three questions were distributed to the students and they were asked to write a narrative addressing any of the questions they chose (**See Appendix F**). The questionnaire asked the students to share a personal incident or experience in their school setting for each question. The students' responses were recorded in their own words and the improper grammar and punctuation were kept in the original form. In order to establish a rapport with the students, six weeks were spent in the field as a teacher's assistant prior to presentation of the research questions.

A brief background summary of the students' racial or ethnic identity and gender were provided. The format followed the "Jointly Told Tale" approach aforementioned in the methodology section. The text appeared in the study exactly as the students shared their experiences, word for word. The information was then coded in order to reveal emerging themes and patterns for the study. Note that some of the students included their middle school experiences while sharing their high school experiences in the Edison Program. Six themes were then identified and discussed based on these narratives, followed by a summary review.

BACKGROUND SUMMARIES:

The following codes were devised in order to help the reader identify the narrator's gender, as well as race and ethnicity. This information will appear in parenthesis by each narrator's dialogue. Males are identified as (M), while females are identified by the letter (F). Black students are noted as (Bl), while White students are identified by the letter (W). Bi-racial students are listed as (Bl/W), and Asian students will be identified as (A). Thus, the students' race and gender will follow the (S) designation for student. Ten narratives were collected from students who identified themselves as Black females. Two students identified themselves as Black males. A total of ten White females were part of the study, while seven White males shared their narratives. Three students were identified as Bi-racial females and one student identified herself as an Asian female.

The students' race and gender were integrated into the narratives to inform the reader of the differences in backgrounds of the students who participated in this study. These background summaries also help the reader understand the students' perceptions of their interactions and their experiences with the educators during the course of their high school years at Mount Clemens Edison Senior Academy. The students were asked to choose at least one question and write their responses on paper. However, many students answered more than one question as their narratives unfolded.

NARRATIVE THEMES:

Of the several theoretical themes that emerged from students' narratives, the first dimension to emerge focused on positive interactions (educators-to-students). The second addressed positive interactions (student-to-student); the third dealt with negative interactions

(Educators-to-students); the forth theme centered on negative interactions (student-to-student); the fifth looked at the advantages and disadvantages of the Edison Program for students; and finally, theme six focused on discrimination based on the students' school of choice. The data retrieved disclosed problem areas of discrimination which were based not only on the racial and cultural aspect, but also sexual orientation, school of choice, and gender bias issues. The students' narratives were collected and analyzed to compare their perspectives of the diversity program to that of the educators.

I.   THE TEACHERS' ACADEMIC IMPACT: POSITIVE INTERACTIONS WITH STUDENTS:
         The students' perspectives of positive social interactions with educators were discussed.

They were asked to state whether or not they had experienced indifference from the educators.

Of the thirty-five respondents, ten alluded to positive interactions with educators.

One of the bi-racial students (S33-Bl/W-F) shared the following experience:

> …Last year, 1999/2000, I had a teacher that really cared about us students. Let's refer to her as Mrs. Jones. Mrs. Jones understood us when we had a problem she was always there to help. Last year she had a program at her home called the sisters circle, which was a group of girls who discussed their problems. This program was great for girls who had problems with their families and their friends. The sister's circle brought girls together who understood each other and what they were going through. …A lot of girls in that class said they wanted babies at about 17 or 18 but by the end of the year it changed, and they said they would at least think about waiting until they are about 25. Mrs. Jones had two girls out of all her classes that did have babies. A lot of girls wanted babies so they could have someone to love and that would love them back. Mrs. Jones taught them that it wouldn't work that way and that they should just talk to their parents and tell them how they feel. Mrs. Jones was great she really helped the summer my father passed away. She was really there by calling and she sent cards to my family and I. Mrs. Jones explained that it would be ok, and that my father is in a better place. In all my years of going to school I never had a teacher this close to me. I really love her for that.

This female student (S33) was one of ten students who shared experiences of positive interactions with teachers. She credits "Mrs. Jones" for the lower rate of teen pregnancies in their class. "Mrs. Jones" not only had an impact on her students in the classroom, but also

outside of the classroom. According to (S33), the teacher taught them to respect themselves and their bodies, but also provided a lot of support when they made her aware of dilemmas they faced.

Her positive influence had a long term affect on their self-image, outlook on life and the postponement of motherhood. Other positive comments about the Edison educators included things like: some teachers stayed after school to help students with lessons one-on-one, teachers listened to students' issues about school and sometimes home. A couple of students said their teachers helped them get counseling, and even went the extra mile by staying with them when they saw the counselor.

Attitudes Impact Academic Achievement:

Three of the ten students who had positive interactions with educators noted that their educators helped change their attitudes about their academic focus. This was an important disclosure because these students' narratives illustrated how their understanding of diversity did not just entail race and ethnicity, but acceptance and tolerance in regards to their academic dilemmas and personal issues as well.

One student (S3-Bl/F) said she had been in the Edison Project for six years and had a lot of great relationships with all of her teachers. However, there was this one teacher in particular that she felt taught her a lot about building up her self-esteem. This educator told the student that she should always depend on herself to get her work done and never let anyone put her down. This made the student feel more confident about life and her school work. When she got into the 8th grade, this particular teacher kept in touch with her and always asked how she was doing. Now she was in the 9th grade, still in the Edison Program, and felt great about all the things this particular educator had instilled in her. She said that the concern and attention the educator had

shown towards her enabled her to build up self-confidence, hope and courage when facing others.

Another Black female student (S8-Bl/F) also stated that she was a bit surprised when one of her teachers began showing interest in her academically. She shared that in all of her three years at the Edison Program none of her teachers had ever encouraged her to pursue any kind of goals.

> …Out of all my years in school, I had never encountered a teacher that would help me to reach for the stars and achieve my goals. My junior year of high school I began to have personal as well as mental frustrations that caused me to slack in my work and it also inhibited my way of thinking. My teacher helped me to overcome my fear of not being perfect. I was averaging a 2.0 GPA before he helped me to prioritize my work, and now I have a 3.5 I realized that you have to take every day by the moment, one step at a time, so I thank him for what he has done.

Another student, a White female (S22-W/F), said her teacher turned her around by helping her to get rid of the negative attitude she came to high school with. She credits him for boosting her self-esteem, and encouraging her to work hard so she could graduate on time. He also helped her to learn coping skills when she became frustrated with the school work.

For two of the students (S28-W/M) and (S19-W/F), it was their English teacher who made them turn their academic focus around. The narratives reveal that some of these teachers played key roles in getting these students focused on academic goals and being success-bound, where no intervention may have resulted in the student dropping out or just barely passing. The White male student (S28-W/M) said his English teacher finally got him to realize he was in control of what direction his future was going to take, and with a little harder work, a successful life was feasible.

> …In these 12 years I can only think of one person, he was the first person that made me work and made me try harder to achieve my goals, my English teacher. I first came into his class in the tenth grade. By then I had given up hope on actually trying to

reach my goal. I was just going to drift through high school and try for something after I graduate. He got me to recognize what I was going into after I finished school; I didn't understand what he was trying to do at the time. "Find your passion" he told me, then he assigned me a two page paper, and I wrote a seven page paper. I then understood why he was pushing me for. He encouraged me to write and now that's what I like to do.

Another experience with the English teacher occurred with a White female (S19-W/F) who said what stuck out in her mind the most was how her teacher always accepted her point of view. Many other teachers made her feel uncomfortable by calling her stupid or saying things like she would never comprehend what they were saying.

These students' narratives revealed the fact that many educators diligently helped the students turn their educational focus around. Equally important, they also introduced the unfortunate fact that there are educators among our youth who hinder students from achieving their academic potential because of their insensitivity and poor word choice during the course of the educational interaction. This negative aspect of the teacher-student interactions will be visited in greater detail later.

One student (S6-Bl/F) noted her teacher was intolerant of any discrimination in the classroom, and if any incidents occurred, the educator immediately addressed the issues.

> …My own personal experience is when I heard a White boy call a Black boy a n….. And my teacher pulled them both aside and talked to them. He told them that it wasn't called for them to call each other names that leads to nowhere but violence. My teacher also helped me out all through the day. He talked to me like I was his own daughter and I thank him for that.

Some teachers were making it clear that making racially offensive comments was not going to be tolerated. However, race was not the only important diversity issue addressed by the students.

Discriminatory issues of a different nature were also mentioned by several students. This was important data to capture because several of the educators stated in their discourse that they went to great lengths to stop racial problems and stopped lectures when students were called

derogatory names. A teacher intervening during such an event could serve to increase positive interaction with the students who are the victims of discrimination. However, none of the educators mentioned that some students were a target for discriminatory practices because of their body type; it was a student who made this evident.

One White female (S23-W/F) had a particular teacher who was very strict about discrimination. The student recalled an event when one of her teachers made a rude comment about her weight. This coming from a teacher made her feel really bad. So the teacher who opposed discrimination spoke to the teacher who made the slanderous weight comment, and explained to him his role as a teacher.

This shared narrative made it understood that the students viewed weight as an important component of diversity as well. (S23's) response was significant because the question centered on whether or not an educator had a positive relationship with a student, which she addressed. But, in addition, (S23) also disclosed how one teacher confronting the educator who made the verbally abusive comment about her weight built a stronger positive relationship.

An Unexpected Finding: Homosexuality

The data revealed various ways in which educators helped students reach their academic goals. The educators were also known for their tolerance of students whose sexual orientation was not heterosexual. It was surprising to see how candidly and openly students talked about their sexuality.

One student (S27-W/M) wrote a paper for an English class. He had to write about any topic of interest to him. He chose to write about the fact that he was homosexual. After everyone turned in their paper, the teacher said she wanted each student to read a section or summary of their paper to the class. He decided to read the entire paper. Soon the whole school knew, and

most of the teachers stood up for him when anyone tried to pick a fight. As a result of revealing

his sexuality, he also had to endure the repercussions of being singled out.

> …Right now, we are planning a New York trip and the teacher is having a little problem finding a room for me to stay in, considering we have four people to a room and many would not want to stay in a room with me. I wouldn't consider this a bad experience because there is a possibility of getting my own room.

(S27) took a very mature stance in that he had a positive outlook and considered this a positive

interaction. However, it could easily be construed as negative because of the issue that his

homosexuality raised when it was time to be paired up for a hotel room. Being singled out

because of one's sexual orientation is typically a very bad experience for most people. However,

since he was assigned a room by himself while on the field trip to New York and did not have to

share space, he chose to consider this a positive outcome.

Summary of the Teachers' Academic Impact-Positive Interactions with Students:

In this section, students mentioned their positive interactions with educators. Most

students who answered this question reflected on the positive influence their educators had in

their academic and personal lives. Ten of the thirty-four students indicated that their educators

were good role models who not only made an impact on their perception of themselves, but also

gave them hope and encouragement.

Most of the students said they felt like they were part of a culturally unique school while

attending the Edison Program. They stated that their educators encouraged them to have respect

for one another and to embrace and celebrate their differences. The focus was to care about one

another as human beings and recognize their connection as a kinship people. One student said he

felt lucky and that the good experiences and understanding he had gained cannot be taught in a

book.

Several students indicated that they often came to school with bad attitudes and certain educators helped them improve their attitudes. The educators also instilled in the students the importance of taking their education seriously if they wanted to get somewhere in life. Student narratives also revealed frustration in doing the course work. They recalled how their educators encourage them to think about the assignment and questions asked before doing the work to alleviate frustration. For example, students with difficulties in English and reading mentioned how their educators helped them by working with them one-on-one, and sometimes even put them in separate rooms to complete tests or papers. Many felt their educators did whatever they had to do to help them academically.

In addition, two students shared that they had different sexual orientations than most of their counterparts and spoke positively of how their educators were accommodating when incidents occurred. One gay male student gave the example of when he wanted to attend the New York trip and the educator had to find him a room of his own so that he and the other students would be comfortable. Also, when he publically read the English paper he had written about being homosexual, the educator was very supportive.

Some educators were known for volunteering to help students outside of the school setting, which some students felt boosted their ability to succeed. For example, one educator appeared to have gone the extra mile and formed the Sister's Circle for tenth through twelfth grade students. Young, female students met at the educator's home once a month. She talked to the girls about things like the importance of a good home setting and babies; how to talk to their parents about love, and sexually transmitted diseases. Many of these girls changed their attitudes, as well as their educational and personal behaviors because of the Sisters' Circle. Students loved this particular educator so much that their biggest fear was that she would find another teaching

position and leave them. Other educators were also willing to give of their own time before and after school to help students complete their work.

Approximately ten students stated that their school experiences with their educators improved their self-esteem and academic confidence when completing assignments. Students shared experiences in which many of their educators instilled positive mentalities in them. Educators gave encouraging words like telling the students to depend on themselves to complete the assigned work, take one step at a time, concentrate on the important matters and always complete assignments in a timely manner. Many educators made a difference by simply showing their students that they cared about them.

Students admitted how frequently educators had to intervene in potential fights and arguments amongst students. A White male student witnessed his teacher separating a White and a Black male student after hearing the White student calling the other "the N-word." The student who witnessed the event said the educator immediately took the male students aside and discussed how using such terms lead to violence and hate. In time, the Black and White students involved in the incident became best friends.

Many students also felt their educators were compassionate and concerned about their emotional well-being, as well as their academic success. Students stated how they could be going through difficulties at home and their educators would help them get through it. After one student lost his grandmother, he felt that his teacher helped him cope with the loss. Another student in the tenth grade discovered that she was adopted. At first, she thought her world had ended. She spoke of how being a part of the Edison School setting changed her life. Family life had become very important for her and she was always encouraged by her teachers to keep focused on keeping good relationships and grades.

Some students felt that the Mount Clemens school district, because of its diverse student population, helped them to build friendships with lots of different individuals. One student stated that he gave credit to the school for a long lasting friendship that he had, because he felt it gave him an advantage to meet and befriend others different from himself. Many said their educators made them feel like they belonged and listened to their point of view. Interestingly, many of the students felt like their school environment was like an extended family setting. To them, family meant security, comfort, and a sense of belonging.

II.   POSITIVE INTERACTIONS AMONG STUDENTS:

This segment discussed student-to-student positive interactions while attending the Edison School. Surprisingly, only three students (S29-W/M, S16-W/M and S18-W/F) out of the thirty-four interviewed choose to address the experience of a positive interaction with other students. In the Edison Program's mission statement, they make the commitment to focus on making students feel like they were part of a family; we would assume more students would be supportive of one another.

> …In the beginning of the year, I had a friend who was head over heels for a certain girl. As a male, we have certain instincts. One day we were all sitting around a table at lunch, and this girl that my friend liked told him that another guy was bothering her. A few days later when we were in the lunch room again, this girl told my friend that he was still bothering her. So he told her "next time he messes with you let me know". Finally my friend went over to the table that the other kid was sitting at and sat down to give him a few words. The next day I was walking up the stairs and hear the boy say something about bringing a gun to school. I went and found my friend and went down to the office. All three of us ended up sitting with the principal to talk about it. Everything from that day on was okay and we became closer. This helped me learn the more friends we make the better off we are.

A White male student (S16-W/M) said he felt very comfortable and accepted in school after exposing to fellow classmates that he was gay. He said nothing changed in any of their

behaviors or interactions with him. This helped him settle in and focus on his academic studies and not become stressed about being accepted among his peers. Another student (S18-W/F) shared the sentiment of acceptance within the school, stating that she had great relationships with all of her peers.

> …In this school (Edison Academy) I've mainly had good experiences with all the kids, Black, White, Male or female.

Summary of Positive Interactions Among Students:

Some students stated that when they were going through troubled times in their home; they knew they could count on their Edison School friends to comfort them. Educators also helped students endure when they felt their world was closing in on them. For example, the student who was devastated upon learning late in her teen years that she had been adopted turned to her Edison family for comfort and understanding. The family environment created by the Edison School Program helped her at a time in her life when she felt vulnerable, and the small things they did to support her helped to brighten her day. Another student observed how some students oftentimes looked out for other students. For example, if a student was being harassed, other students would step in and talk to the problem student for them. The student said from this experience he realized how important it is to stick together and tell your friends when you are in trouble so they can come to your aide. And, when a homosexual student decided to share his sexual orientation to his classmates, most were very respectful in their questions and acceptance of him.

Interestingly, students who shared their sexual orientation with other students were met with understanding and respect. Their reaction allowed homosexual students to feel comfortable and accepted in the school setting and the students' behaviors and attitudes also helped educators feel encouraged and proud of their students' level of maturity. The students' narratives indicated

that their understanding of diversity appeared to be ongoing and moving in a positive, accepting direction.

 III.   NEGATIVE INTERACTIONS WITH THEIR EDUCATORS:

In this section, the students' negative encounters with educators in the Edison School Program were addressed and they shared their experiences in the narratives. In regards to negative interactions students experienced with an educator, fourteen of the thirty-four students responded. Three students, all of whom were females, of which two were Black (S1-Bl/F and S5-Bl/F) and one was White (S18-W/F) shared similar stories of being treated in a sexist manner by one of their teachers.

The first African American student (S1-Bl/F) to take part in the study said:

> …You see, I had this physical education teacher who was very sexist. She treated the females of the class like we were inferior to the males of the class. This teacher would give tasks that would 'suit us' because we were female. The tasks were less difficult than the guys and this made the class easier, but being the type of person with my attitude (women are equal to men); I took this as an insult. This gym teacher was female and I really didn't expect this from her and I didn't understand. She felt that men were superior beings. She would make comments like "Why can't you be more like the guys?" or if the guys were lacking she would call them "ladies". …There was an incident where it was free time, meaning you could choose whichever activity you wanted to do, I decided to shoot the basketball with my friends (even though I'm not a good basketball player) and she advised us to get a softer ball because we could've hurt ourselves. She then proceeded to take our ball from us and get the softer ball. This made me angry. How could a woman be so sexist? This made me realize no matter what sex you are you can be sexist. Sexist of your own sex, sexist of the other sex, just plain sexist.

She was upset that a member of her own sex was not able to allow other females to challenge their physical abilities. She wanted the females to be seen as equals to their counter parts, the males. However, the teacher did not perceive them as such.

Another African American student (S5-Bl/F) said the one experience that she could remember where she felt like she was treated differently was during her sophomore year in sixth

hour gym class. For the first half of the year, she had a gym teacher who she felt was sexist. She felt the educator favored all the athletic boys. For example, once when they played daily games, the teacher scoffed at her and the other girls like her who were not able to move as quickly as the boys who were very athletic. She said it made her feel singled out and the teacher made them feel like they were athletically challenged. It was like she only wanted to work with the students who were super-fast and skilled at the games.

In the beginning, she was determined to get a good grade. She always made sure she was dressed in her gym clothes, but as time went on she started pretending she was suffering from headaches, cramps, and about a million other things. Her grade began to decline. Again, she began to make an effort to wear her gym clothes to bring the grade up.

Shortly after getting braces, she was participating in a soccer game one day during gym class (she loved soccer and played since she was a freshman). While intensely focusing on playing one of her favorite games, she was hit in the mouth with the ball and began to bleed. She bravely just went to rinse her mouth out and brushed off the pain. She thought this quick recovery would surely show her gym teacher how dedicated, tough and capable she was to meet any physical challenge she might be confronted with in class. However, she grew angry at her teacher because upon returning to the game, she instructed her to get in the back row and guard a female instead of a male. It crushed her when their report cards came out and after hurriedly opening it; she looked down at her gym grade and was shocked to see a 'D.' She felt like she had really been treated unfairly.

A White, female student (S18-W/F) shared a similar incident in which the physical education teacher tried to give her a different position while paying volleyball.

> …When I joined the volleyball team, I realized my physical education teacher, who was also the volleyball coach, didn't really like me. The coach started to not put me

in the games and she also started pressuring me to become the team manager or quit the team. I agreed to be manager; I was no longer treated as part of the team. I was looked down upon by my teammates and ignored by the coach. Just to let you know she let all the popular girls, whether they could play or not, on the team. She did this at the junior high and high school.

This unfair treatment not only made her lose self-confidence, but also affected her concentration and team spirit because she no longer perceived herself as a member of the volleyball team. She did not quit the team, but the treatment she received changed her and caused her to become withdrawn, no longer interested in trying to help the team win.

In another conversation, (S4 –Bl/F) shared an incident in which she felt her history teacher demonstrated gender bias. It was confusing to the student, because she felt he was one of the few educators who seemed to treat all of his students equally.

> …When I was in the 10th grade, there was a male teacher that really viewed male students to be better than female students. It took me a while to notice how he favored men over women. In the beginning of the school year, he seemed to be a teacher that would treat students equally. No matter the color of their skin or type of gender they were, he seemed to be a person that would not discriminate another individual. Since I believed women could do just as good of a job as men could and a woman or a man should not be judged by their sex, I thought most people thought the same way I did. Meanwhile, towards the middle of the school year the teacher needed help carrying boxes from one classroom to another. He asked for volunteers and since I was done with my class work, I figured I could help him because I had nothing else to do. When I raised my hand to volunteer he looked at me and laughed, he said to me as if it was a natural thing to say, "you can't carry none of these boxes", "are you silly", "you will hurt yourself". I laughed back at him and told him it was okay because I didn't want to help anyways. For the rest of the year I did not volunteer to help because I was afraid that maybe I could not do the job.

Sorry, Wrong Gender:

One student who played in the school band (S32-BL/W-F) was excited about possibly being selected to represent their school in a band competition in Florida. It was even more exciting because the student had not had many opportunities to travel outside of Michigan before.

…I played the trumpet in our middle school band. There was a trip to Florida and my friend and I wanted to go, but we knew we didn't have a chance. There were two spots left and I was hoping we could go but the teacher's response was "We need more boys, because girls are too much to handle". I dropped band the next day. I still love music, but I will never explore it again in this school.

This incident occurred while she attended the Edison middle school, and left her feeling angry, unwanted and left out. She had to endure the excitement of the students preparing for a trip to Florida, of which she was not a part of, while still having to practice with them in class, knowing she had been overlooked because of her gender. This event sent a clear message to some students. Not only were you expected to play the instruments well, but you also had to be the right sex in order to take advantage of some opportunities that should have been available to all students in a public school setting.

Spanish as a Second Language:

Interestingly, two students felt their Spanish teachers were racist and unable to teach the students, who often struggled to understand the materials presented. If the students seemed to struggle with the language's verbal or written skills, the teacher became frustrated and gave them busy work instead of trying new ways of helping the students to understand the material. One of the White students (S22-W/F) noticed a difference in how the Spanish teacher treated Black versus White students.

…When I am in Spanish, it seems like the teacher treats the White kids different from the black kids. He will poke fun with the White kids and he is nicer, and more understanding to the White kids. The teacher always ignored the Black kids' questions. Being White, even though it came to be an advantage, I always felt it was wrong. I always felt as though I was taking something away from them, just because I am White.

Another White female student (S17-W/F) noted in her narrative that during her sophomore year, a new teacher came to their school. In the beginning of the year she was enthusiastic about teaching them and informed them of what they were going to be doing for the

year. It all sounded like a lot of fun and very interesting. Everyone was looking forward to this year of Spanish. After the teacher was there for a few weeks, she realized they did not know Spanish very well, due to the lack of the previous teacher's ability to come up with alternative methods of getting them to understand the subject matter, and she began to lose interest in teaching them. This student suffered negative effects from the experience. She used to like Spanish a lot, but after that year, she disliked it. As a result, her grades dropped in Spanish. She used to get A's or B's, and now she received mostly D's, and never anything above a C.

Inappropriate Discrimination:

One of the bi-racial students shared a disturbing incident that she experienced while attending the Edison School.

> …When I first attended school you could tell that I was something other than black. My teacher had assigned each student in her class to do a picture report on an animal of our choice. I was undecided of what animals to do. I asked my teacher what she thought I should do. She simply replied, "You should do zebras, you relate to them". I didn't know at the time that she assigned me such an animal to be racist. But her lack to help me on my assignments and always making my papers low grades even when they were correct, made me believe that she did this out of hate.

When we hear stories like this, we find ourselves wondering how anyone, let alone an educator, could be so narrow-minded, racist and insensitive. Furthermore, what are they doing teaching at a public facility in our society. Other incidents regarding teachers' behaviors and responses to racial matters were just as upsetting. For example, one student (S19-W/M) overheard another student call a black student "the N-word," and the teacher, overhearing the same comment, did nothing about it.

Other students shared experiences which also appeared to center around negative interactions, such as misunderstandings and comments that educators and administrators made having not been made aware how to be sensitive and recognize their responses or behaviors were

inappropriate. One of the Black male students (S12-Bl/M) addressed his concerns about people, educators in particular, who often assumed that all tall students play basketball; especially tall Black males. This educator did not seem to understand that some students find it irritating and offensive when others assume just because they are tall, they play basketball.

> …I have been going to Mount Clemens Edison School since middle school. I am very tall, and have been most of my life. I think that being tall has good and negative effects on me. A lot of teachers expect me to be on the basketball team because I am tall and black. One time, one of my teachers just gave me an "A" in the class, because they assumed that I needed a good grade to stay eligible for basketball. This was good in a way, but I would rather work for my grade rather than having it given to me because of how tall I am. I like being popular, but I wish other people would get to know me for more than just a tall kid who can hoop.

Guilty By Assumption:

Another student, a White male (S26-W/M), said he experienced a negative relationship with a past administrator. While walking in the hallway between classes with a ruler in his hand, another student came up to him and took the ruler out of his hand. After taking the ruler, the student started running around in a big circle, and was out of control. He turned around and hit another student in the eye. The student's eye swelled up and became bruised. The teacher assumed that the student who originally had the ruler had caused the injury, since he was the one with the ruler first. The teacher took him down to the principal's office where he attempted to plead his case, but to no avail. It was obvious that the principal was not listening because she had the radio turned up rather loud in the background. After he finished explaining, she said something that had nothing to do with his situation and proceeded to suspend him for one day based on the premise that if you are suspected of hitting a student, you are automatically suspended. He felt she did not care to find out the truth because he was a male, and that she judged him guilty on that basis alone.

A Black female student (S10-Bl/F) said she was falsely accused by a teacher as well.

…So we had a substitute teacher for my social studies class and the teacher kept yelling at me, and I finally got sick of it and said "did you see me do it?" He said in a mean way "NO!" Than I said "okay". "Don't ever accuse me of something I didn't do!" he then got closer to me and I stood up to defend myself. My mind went clear and I didn't know what to do, so I went to the office downstairs to tell the principal. Then I went back to class and a half hour later, someone had got hurt by a rubber band. The class was quiet. The teacher walked up to the front of the class looked dead at me and said "You did this didn't you?" the class had to write down what they had seen and we (student and educator) had to go to the office. I didn't know what the principal said to the substitute teacher when they talked, but we were both (student and educator) suspended for the rest of the day. The principal said that that teacher could never teach here again. It still doesn't take away the pain that I felt. I felt my life was being based upon race and culture.

This student felt her race was why she was targeted by this educator, and that the principal, though suspending the substitute teacher as well, must have at least partially believed what he was told by the substitute in order to suspend the student as well.

Interestingly, one student mentioned how some educators do not take the time to get to know them, not even their names. For example, one time at the start of class his teacher told everybody that they needed to use a pen that day because they were going to be taking a lot of notes. The teacher also instructed everyone not to get out of their seats once he began lecturing. Once he began the lecture, the student turned to the girl behind him and asked for a pen because he did not have one. The teacher became angry and said, "Student, you need to grow up and learn to be a man." (He rarely said the student's name: he just called him "student"). Because he did not know the teacher was addressing him, he did not respond to his comment. As a result of this incident, the student reflected on the importance of an educator making sure that the student who is being disciplined understands that they are specifically being addressed. However, in considering the educator's perspective, perhaps we can understand that maybe he just reacted out of frustration because of the student's lack of preparation.

Fallen Idols:

Some students also indicated that they experienced difficulty coping with discovering certain realities about favored educators. (S16-W/F), a white female, had an English teacher whom she felt supported her numerous times, and when he was accused of sexual misconduct it confused her. She struggled with whether or not she thought the English teacher had been a good role model because of the accusation against him.

> …Last year my English teacher was charged with sexual misconduct. No one knew that he was being charged until he didn't come to school. Rumors were already spreading as fast as a brush fire. Most teachers didn't know how to address the subject and then again others made jokes. It really made the students think; everyone was forming a new opinion of the teacher including myself. I started thinking of all the times he stuck up for me or when he complemented me when I dressed up for an away volleyball game. Was he making a pass at me? At first I thought these thoughts were silly until I heard other girls talking about him. As the investigation went on, my teacher showed that the girl was infatuated with him and appeared to have set him up. I still question whether the teacher was making passes or just being polite. I guess it doesn't matter though because the teacher will never teach at Mount Clemens again.

She believed the English teacher helped her when others teased her in the past. However, after the allegations of sexual misconduct arose, she began to realize many of the positive comments he made in the past while helping her, focused on her appearance and not academic encouragement. This made her wonder whether his apparent support and encouragement of her was actually an attempt to help, or to make a pass at her. Even considering this notion was devastating to her and obviously left her feeling confused and disappointed.

Another student, a white male (S25-W/M), who confided in his school counselor shared the following experience.

> …Out of the past four years, I've only had one really bad experience with a staff member, my counselor. He decided to tell my mother about the fact that I was gay without talking to me first about it. That ruined my relationship with my mother and I lost my trust with him as a counselor.

The counselor caused the student to feel betrayed and distrusting of individuals in the counseling field. The student only confided in him at all because he believed it would be kept confidential. We can see it does appear to be ironic that the professional trained to keep student-teacher confidentiality would over-step those bounds of privacy, especially in such a sensitive area as one's sexuality.

Summary of Negative Interactions with Their Educators:

The narratives touched on several adverse experiences, but the one that appeared repeatedly was discrimination displayed by educators, in particular. Female students felt some of their instructors were sexist. One female educator treated the male students differently than her female students. They indicated that she used various phrases to put the females down, made them feel inferior, gave them lower grades, ignored them when asking questions and discouraged them from any physical challenges they wished to pursue. Another educator seemed to call on the male students a lot more than the female students. This made one female student withdraw from classroom participation and made her feel like she was a hopeless individual who was not capable of being challenged physically or mentally. Some female band students stated that they were not allowed to play instruments of their choice or participate in the band trip to Florida because their band teacher focused on recruiting males.

Students complained that their Spanish teacher lost interest in teaching them because they were not able to grasp Spanish very well. Her disinterest was indicative to the students that they were unworthy and unable to academically grasp the language. The students felt she became too frustrated and just gave them worksheets to complete for the remainder of the semester. Classroom dialogues were not made an intricate component of the Spanish lessons. As a result, some students lost interest in pursuing additional Spanish classes. Other students said not only did the Spanish educator not want to teach them Spanish out of frustration, but some even felt

discriminated against. They felt she treated the White students differently than the Black students. There were incidents where their speech was mocked by the educator.

One student felt she was singled out because of her diverse background, being half Black and half White. She said often times the educator would hear students taunting her and calling her a zebra and did nothing to stop it. She was angry that the school did not notice that the educator treated her badly, and she felt no one would believe her if she tried to tell them. Other students also mentioned that certain educators did not address the name-calling issue either. Students over heard White students using racial slurs to students of color, and the educators who heard them as well did nothing to stop it.

Several students stated that some educators did not listen to their side of the story when incidents occurred. Some students shared the same discomfort and frustration concerning class segregation as the educators interviewed had mentioned in their narratives. The practice of students segregating themselves in the classroom confused the students themselves, because they felt overall that they got along with each other. However, as soon as they took their places in the classroom, they divided themselves by race.

It quickly became evident that the students incorporated sexuality and homosexuality into their understanding of what diversity meant. This dimension revealed negative interactions that students experienced with some of their educators. Many students shared negative experiences with the Edison School physical education educator and Spanish educator that not only involved racial discrimination, but also gender bias. They were often made to feel incapable of meeting physical challenges, and also felt ignored and undervalued because of their gender.

Equally important, many students shared stories which indicated they felt their academic work was graded unfairly. They stated that often times work turned in comparable to their White

counterparts were graded down. This left them feeling angry and frustrated. In addition, the general feeling amongst the students of color was that many of the history lessons were one-sided, often not reflecting their personal history or representation of their own groups. This presented an interesting counter-perspective, seeing how earlier in the History teacher's narrative noted in phase one of the study, he felt he had addressed this concern. In his opinion, he had successfully incorporated various racial and ethnic groups' historical contributions into his lectures.

The students narratives were all incorporated into the study in order to gain better understanding of why certain behaviors and a lack of motivation persisted, which was revealed in the first two phases of the research. Thus, the student data offered other explanations to the academic dilemmas faculty alluded to concerning why some students do not perform well in the classroom.

IV.   NEGATIVE INTERACTIONS AMONG STUDENTS:

In this segment, students shared their stories which exposed negative social interactions with their peers who also attended the Edison School. Three of the thirty-four respondents shared their experiences. One White student (S15-W/M) felt most of the negative interactions Edison students experienced were because of the segregation that existed in regards to their race. This division was evident in their classrooms, hallways, and even the lunchroom.

> …In most of our classrooms I have noticed that students including myself have divided themselves by race. Almost every day the White people sit on one side of the room and the Black people on the other. I'm not sure why because we all get along.

Equally surprising was the experience one of the bi-racial students (S33-Bl/W-F) shared. She said she was ridiculed quite often by students because she was of mixed race.

> … Students would call me such names as Oreo and Zebra. I didn't understand what these terms had meant. How could children my age know such racial names? This entitled me to do such things as resort to violence. Every week I would get into fist fights with anyone who called me something other than what my name is. I was suspended from school every week. I missed so much school, but my mom made sure that my school work was completed and correct.

In today's society, we may find ourselves wondering how this kind of racial taunting could still exist when many in society often state racism no longer occurs. Had she been interviewed, she would have been asked to identify the race and ethnic background of the students whom she felt were constantly taunting her, but the story telling format did not allow additional questioning. If the negative treatment came from some of the Black students, it could have been construed that they may have had a problem with her being only 50% Black. Whereas, if the students were White that taunted her, it could have been perceived that perhaps they had a problem with her being only 50% White. It also would have been interesting to see which racial group she related to, or felt more accepted by. For example, which side did she feel was "her own people" showing intra-racial racism towards her? As an individual of mixed heritage, did she associate herself more with one group over the other group?

Another upsetting disclosure given in regards to student-to-student discrimination was when one of the White females shared that she was shunned because of her religious beliefs. This student (S20-W/F) was about four years old when her family moved to Mt. Clemens, and her mom became friends with a group of people who said they were Jehovah's Witnesses. After attending some of their meetings, her mother acknowledged that this was where she wanted to attend church and made it a part of her life.

When (S20-W/F) got to the Edison School, her friends became curious when they noticed differences in her behavior, or that there were certain celebrations she did not participate in.

Before long, they grew bold enough to ask what religion she was. After she told them, she noticed most of the other students were very negative about her religious choice.

> …like how the heck can you live like that, when I tell them they just automatically shun me for what religion I was I didn't think it was very fair but it's just the way the proverbial cookie crumbles. I really don't know why they didn't like me anymore because of my religion; it got to be a big hassle.

What is important to note here is that while most students were conscious of how they treated other racial groups, many students had not incorporated tolerance or acceptance of various religious preferences into their understanding of what diversity entailed.

Summary of Negative Interactions Among Students:

African American students of color who attended the Mount Clemens Edison School indicated that before they switched into the Edison Program, they were often teased by the traditional school students of color if they spoke proper English. They were faced with such comments such as "White Girl" or "White Boy" because of the way they spoke. One student stated that although he was African American, he was not treated as one by other Blacks. Due to similar treatment, one student said she became a loner and learned not to trust anyone. Upon switching to the Edison Program, this student began feeling like she belonged because one of the primary goals of the pro was to make sure the students strove to be better and make something of themselves.

Many of these ostracized African-American students, having attended the school while their parents served at the Selfridge Military Base, were exposed to a variety of cultures around the world. They found it a form of culture shock that they were singled out by students like themselves (of the same race) because of their form of speech. Some students perceived it as disrespectful that others whom they were trying to relate to taunted them. The Edison students

and educators made them feel welcomed and involved in school and extra-curricular activities. In various classes, one student said he was able to share his past experiences and his proper accent was no longer frowned upon. He said, he finally "felt life was sweet." Another student felt discriminated against after sharing her religious affiliation with her fellow classmates. She shared the fact that she was a Jehovah's Witness and after she shared that information, many of her friends avoided her. She was hurt because she could not understand why her religious belief had anything to do with them being friends.

Based on the narratives collected, alternative reasons for students' poor academic performances were disclosed. Thus, retrieving the students' narratives as part of the study revealed incidents in which racial, religious, and sexual orientation discrimination were involved. As mentioned in the data, it is not just interactions between students and their educators, but also interactions among themselves that affect their academic performance and school experience.

V.   ADVANTAGES AND DISADVANTAGES OF THE EDISON PROGRAM:

This segment explored narratives that uncovered perceived advantages, as well as disadvantages, that the students felt they experienced as members of the Edison Program. Out of the thirty-four students who participated in the study, five responded to positive "advantages" experienced while attending the Edison Program. Three of the students shared racial experiences and how Edison influenced their identity. Interestingly, Edison not only had an impact on them academically, but also socially; meaning, at a time in their lives when they felt the world around them seemed less favorable of African Americans, the Edison Program made them feel like they belonged.

[A]   Advantages of the Edison Program:

One of the African American females (S7-Bl/F), after leaving one of the prominent public schools nearby which was often considered "the crème of the crop," felt Edison was of a higher caliber than the school she had previously attended.

> …When I went to school (A public school in a nearby town) I was the only African American in my class for three and a half years. For my last year or two, other African American girls joined my school. I don't know why, but we got to be real good friends after a while. The schools' administrator and staff didn't treat me different, but one day I saw how racist some people can be. One day one of my White friends was passing out these sheets. One of my friends went up to the girl and asked her what she was passing out. She told us it was for summer camp. As she was walking away we followed her and asked her why we couldn't get one but all the other girls could get one. She turned and gave us a nervous look on her face again and said to us "I can't give you one because it's for Whites only". So my step mom, dad, and I thought I should go to MLK (An Edison School named after Martin Luther King). When I went there I was a little confused. The class had mostly African American students and fewer White students. After a while I became friends with a lot of people of different races and all. So this school has brought me new experiences and long lasting friendships.

Interestingly, there was also another African American female (S2-Bl/F) who found refuge at the Edison School. She said that from the day she started going to school, until the day school ended, she was considered a "White girl." She spoke very proper English and because her father was in the military, that made it difficult for her to fit in. In the traditional Mount Clemens High School, people she did not know would walk past her and call her "White girl!" She was Black, but yet she was not accepted by them because she spoke proper English.

It was not until she switched to Edison the following year, that she began to feel like she belonged. After the switch, she never felt left out and no one made fun of her use of proper English. She was invited to a lot of after-school social outings. Her friends began to look up to her and they were very fascinated by stories of her travels abroad and where she was born. Her

birthplace was Japan, and to the Edison students that was not a weird thing; it was an admirable thing. Her life was improving.

Another student (S9-Bl/F) also talked about the sense of family she experienced in the Edison School. She went through a lot of changes after she learned from her mother at age sixteen that the man she knew as "Daddy" was not her biological father.

> …For a long time I felt emptiness, not knowing what it was and not having anyone to help me fill the void. I recently found out that the father that I know as "Daddy" is really not who I thought he was at all. Curiosity can truly kill because when I came cross papers of adoption I thought my world was over. This experience changed my outlook on life and how I perceived people because I would never know what's going on in their life. I also realized how important family life is. That's what Edison tries to tell us, we are a family too, no matter what happens our teachers are always there for us.

The school's mission emphasized the cohesiveness that the group should strive towards, and here we can see it become a reality to many of the students. They came to view it as a safe haven. Another student (S29-W/M) mentioned how the Edison Program helped him to gain a positive outlook on cultural diversity and to overcome the prejudice and discrimination his parents and grandparents may have had. We all know discrimination and prejudices are learned behavior. Edison allowed students the opportunity to have interactions with a variety of students in small classroom settings, emphasized they were members of the same family, thus breaking down those old barriers.

> …It is a school of choice, meaning that you do not have to live in the school district to attend. I'm not sure that's what causes it, or where it's just pure chance or the area in which the school is located, but we have an amazing amount of diversity here in Mount Clemens. We have people from all different races, cultures, and backgrounds; a melting pot of color and tradition. Because of this unique advantage, prejudices and apprehensions that our parents and grandparents may have had are not distilled into us. What we have here at "The Clem" (*a slang term the students used in reference to Mt. Clemens*) is a respect and recognition of our differences. I count myself lucky and all the wiser to be able to experience this first hand, an education no book can teach us or make us understand.

Student (S30) gave a different advantage to having smaller classrooms. He talked about how the advantage of having smaller class sizes allowed him to get the extra help he needed in reading.

> …Edison helped me out in many ways. One way Edison helped me out is with my reading. Now I am in the ninth grade. My reading level is at the seventh grade level. We had tests and paper work. I really did not like it but it helps me out a lot. Another way Edison helps me is that when we have a test I go to a different room. They help me with the test or something else like giving me paper.

Having smaller classrooms appeared to help the students in many ways. We can see from their narratives that it promoted the sense of family to many of them. However, there was one student who did not feel like she fit in, neither did she feel recognized as an important member of the group. Her experience is discussed in the following segment.

[B]   Disadvantages of Attending Edison School:

Only one student (S34) responded to the disadvantages the Edison Program had to her. She was an Asian American who not only felt lonely because there were very few students of her own racial identity, but also because the textbooks did not share any historical facts about her racial group.

> …I don't really have any Asian friends here because there are so few in this area. When I look at the U.S. history book they provide the senior academy, I get very upset. The book spends so much time on the experiences of African Americans and Whites that they spend a little bit of time on Latinos, Native Americans, Asian Americans, or any religious groups such as Jews. They usually write a short paragraph about these groups compared to the chapters dedicated to African Americans and Whites. What I'm trying to say is that all racial groups get affected when something occurs.

Summary of Advantages and Disadvantages of the Edison Program:

Most students felt a sense of family and as a result, many developed a sense of belonging. Some students talked about diversity in regards to the various racial and ethnic groups represented in the Edison School Program and how it made them feel accepted. Since the classroom sizes were smaller than the traditional school classes, students said that this attributed

to their improved reading, English, and math skills. Only one students' narrative emerged as a disadvantaged experience in the Edison Program. The student stated that as an Asian Female, she felt the textbooks did not represent her historical background, and she felt it should because all groups are "affected" when something occurs. (Narrative 34)

VI.   DIFFERENTIAL TREATMENT BASED ON STUDENTS' SCHOOL OF CHOICE:

Some students disclosed negative encounters based on their choice to attend a charter school program, Edison Academy. The surprising thing about the discrimination these students experienced was that they were all carried out by educators who were supposed to be mature public servants vowing to service all people. At least, that was what the school's mission stated. Four students spoke of discrimination on their decision to attend a school of choice instead of the traditional public school curriculum.

A Black male (S11-Bl/M) shared an incident of discrimination he experienced in his senior year simply because he chose to be an Edison student.

> …I have been an Edison student since I was in 8th grade, now I am a senior and have had a pretty good experience. There was an incident I experienced in my senior year that will always stay with me. I was excluded from being on the yearbook staff because of which program I chose to be in, the charter school. I was on the staff the previous year and the teacher acted as if he liked me but this year he was fighting against me to keep me out of his class. This teacher would always give speeches on how everyone is "equal" yet he didn't want an Edison student on his staff or their pictures in the yearbook. Teachers are supposed to be here for the students but because he did not like the program that I chose, he inhibited my education.

Interestingly, the discrimination one student (S13) experienced caused her to conclude it was a bad idea to combine two schools with such different views and resources in one facility.

> …what is demonstrated most widely is the barrier between traditional high school and the Edison Senior Academy. The school within a school factor we have here in Mt. Clemens was a bad idea. The segregation here is much worse than any I've ever witnessed firsthand. The sad part about it is that it starts with the adults and spreads to the children. Such was the case of one particular boy who disturbed our newspaper group. He

walked into our classroom one day talking about how we hate him because he's traditional, poking around through our things as if they were his own. This behavior was not provoked in any way. We have to have an Edison newspaper because they won't allow us to cooperate with traditional on this matter, he made this point clear in the way he spoke, and the distasteful comments he made towards us.

She said the incident that disturbed her the most happened with the assistant principal of the traditional school.

The Physics class was divided, some working on written work in the classroom, and the remaining majority working on their labs in the lab room. The students were sitting down, doing their work and talking amongst the six of them. The assistant principal walked by the classroom in the hallway, passing the door three or four times. Since the teacher was across the hall, she stopped in and said a few words. She asked them where their teacher was and what they were doing. This would have been normal (because the teacher was not in her classroom), except she was practically yelling at them. Before she left, she looked up at them and said, "I'm the new assistant principal, and you're Edison!" By yelling out "you're Edison," the traditional school assistant principal was probably conveying that she was unable to do anything about their teacher being out of the room. The Physics teacher was under the leadership of the Edison school's principal. (S13) and other Edison students were aware of the friction between the two schools (Traditional and Edison) and probably felt the scrutiny was not simply because the physics teacher was out of the classroom, but because she was an Edison educator who was not on her post. It gave the assistant principal an opportunity to point out the negative incident.

They all sat there for a minute and when she left the students laughed it off, though it made many of them uneasy and despise her. They later shared in discussion amongst themselves how they felt she would never be able to do her job and service both schools equally, because it would not be possible for her to complete a task if she practiced discriminatory and offensive

behavior. The students felt she judged them based on what she had heard about the Edison Program, and not what she had experienced. This incident made the Edison students feel singled out, and based on many of their shared stories, they may have actually been.

According to the students, another example of this singling out occurred when the seniors in Edison were not informed of when the cap and gown fitting was to take place until the one day prior. The same thing happened with the class rings. It appeared that they were purposely excluded from receiving pertinent information for graduation preparations.

One student (S27) told of what he experienced simply because he chose Edison over the traditional school.

> …As an Edison student, I have not had the easiest high school career. Many "traditional" advocates have looked down upon me because I choose to be a member of the Edison Family. I am in Edison for the education, not the politics, and that's what some people fail to see. They see us as uppity. They don't seem to understand that they make life just as hard for us. One time, I was even told to leave the school through the back hallway, because the hallway I was using was a "traditional hallway". Some extreme people have even tried to cancel trips we try to take that include traditional students because they are chaperoned by an Edison teacher.

We can see from his experience where there were many incidences that left students feeling frustrated, confused and angered. These educators were perceived to show consistently inappropriate behavior, and were not likely to be effective in reaching the children.

In addition, another student within the Edison School experienced differential treatment when she approached the yearbook instructor about enrolling in his year book development class. The White female student (S14-W/F) said:

> …In my senior year I was supposed to be in the yearbook class. I was under the impression that the year book was a traditional teacher and I was an Edison student, we got along. I put the class on my schedule for the fall of 2000. I later came to find that I would not be allowed in this class because I was an Edison student. I never thought that I would be a victim of discrimination for choosing a different approach to learning, by coming to Edison. Because of this teacher's prejudice toward me, I have been forced to

become strong enough to take a stand against this discrimination and push for a program of our own, when we will be treated like people, not labeled as Scarlet "E" for Edison. I am working to get Edison representation in our yearbook, and will continue until we have it. Now I am cautious of whom I trust in the teacher department. I can no longer feel secure in the promises people make to me. I never assumed I would be discriminated against because of my choices in education. I know that one day this teacher will come to understand the troubles that he has caused for me and my "would have been Edison classmates."

Unfortunately these students, whether they were Black, White or other, experienced discrimination and prejudice because of their choice to attend an alternative school. We should note here that these educators who carried out these acts were reported, but not disciplined by Administration.

Summary of Differential Treatment Based on Students' School of Choice:

This was some of the most valuable data collected in the study because some student narratives discussed their experiences with discrimination and prejudice based on their school of choice. Several students felt they had been discriminated against because they chose to attend the Edison School within the traditional school setting. One student was excluded from participating on the yearbook staff because he chose to attend the Edison Charter School. He had been a part of the yearbook staff the year before, and after switching to the Edison Program the educator in charge told him he was no longer needed. In addition, students in the Edison Program said they were not equally represented in what was supposed to be a joint yearbook project. Many of their photos were excluded when the yearbook was released. This experience frustrated students because they felt educators were talking "equality," yet they were not displaying it in their actions.

Another student said the segregation between the traditional school and Edison School is unlike any he had witnessed. He said it started with the adults and spread to the students. The

Edison students developed their own newsletter because they were not allowed to take part in publishing the traditional newspaper. Many said they felt singled out and purposely left out of important scheduled events throughout the school year. Some even said they felt looked down upon by traditional students and staff. Some students said the discrimination they experienced made them stronger and encouraged them to fight for what they believed in. Other students felt the educators did not understand the trouble they caused for the students.

Interestingly, the information shared revealed the need and importance of continuing diversity training based on the discrimination experiences of the educators and students because of their choice of academic programs. Student narratives exposed various negative incidents they encountered simply because they chose to attend the Edison School Program. Some students were excluded from participating on committees and various activities which were supposed to service the traditional, as well as the Edison students.

The negative attitudes displayed by educators whom students felt should display equality, not just talk about it, was upsetting to the students in the school of choice program. The segregation in the classroom, cafeteria and hallways was noticeable to educators and students. The separation was not only based on race, ethnicity, or sexual orientation, but also because of their choice of school program. Some students indicated that it was a disturbing sight, but felt helpless because they were unable to do anything to change it. Many were also convinced their educators were oblivious of the impact their actions and attitudes had on the students' academic experience in the school setting.

SUMMARY: EDISON STUDENTS EVALUATE THEIR PROGRAM

The students' narratives focused on their perceptions and experiences with educators in the Edison Program High School, located in Mount Clemens, Michigan. The jointly told tales

captured interactions, positive and negative, between educators and students, as well as student to student. The narratives disclosed empirical data which allowed analysis of the educators' and administrators' definition of diversity, as well as how they interacted with their students based on this definition.

Our society believes education is the great equalizer and holds to the belief that most of its students strive to complete their education and become productive members of society. Schools of choice (charter schools) offer students an alternative to the traditional public schools. They are perceived as especially helpful in low income, urban areas. However, schools of choice take funds away from public school budgets and transfer funds to the charter schools. The Edison Program utilized more funding per student than the traditional school. Many of the Edison School educators believed this was a major factor in why the Edison students experienced differential treatment by the traditional public school they were housed with.

According to Mooney et al. (2009: 303), "By 2004, 43 percent of public school students were racial or ethnic minorities." They also argued that the amount of per pupil expenditure varied dramatically by the socioeconomic status of the school district location. The authors also noted in their findings that much of the educational inequality experienced by minority students took the form of racial profiling, funding problems, and/or educators with no diversity training. Some of the students conveyed that many of their teachers had not incorporated diversity materials into the courses offered through the curriculum implemented in the Edison School. Their observations were supported by the findings of Mooney et al. (2009) that many educators have not received diversity training in the university education programs and were unprepared to teach minority students. For example, one student described what she perceived to be a lack of diversity knowledge in the history textbook and course curriculum. The Asian female respondent

felt left out of the history class lecture because her own culture's history was not discussed in the textbook used. She felt White and African American history was represented, but her own and other racial and religious groups were not. Thus, the History teacher's lack of awareness regarding the inclusion of historical information which reflected the total student body caused the Asian student to feel her history was unimportant.

In addition, sexism was also noted in some of the students' narratives, in which they shared the different ways the educators interacted with their students. Research has shown that the differing expectations and/or encouragement that female versus male students received contributed to their varying academic abilities. (Mooney, et al., 2009: 308).

Sociologist Diane Kendall (2010: 258) argued that, "Based on the educators' reactions, female students come to learn that they are less important than male students. Over time, differential treatment undermines females' self-esteem and discourages them from taking courses." This was evident in the female students' interactions with their physical education teacher. The educators' verbal comments and actions caused the female students to feel frustrated and that it was pointless to strive to enhance their physical abilities. They felt she would never see them as equals in strength and this affected their performances, attitudes, and their sense of self-worth.

Furthermore, some of the students' shared experiences revealed that the negative experiences they had were because of their school of choice decision. Negative behaviors and actions were oftentimes directed at the Edison students from not only the traditional school students, but the educators as well. For example, omitting them from extra-curricular activities, courses, and etc, because of their decision to attend Edison revealed the traditional educators' need for additional diversity training.

Equally important, when evaluating the Edison teachers' understanding and implementation of diversity, the data supports the findings that the teachers were not providing an environment which allowed diversity to flourish. Many students complained about various incidents which they felt differential treatment outweighed an equal opportunity education.

CHAPTER SIX

"LOOKING BACK"-PHASE THREE

The looking back phase was conducted in the 2003-2004 school years and consisted of reflections of several educators' perceptions of the diversity program from the 1999-2000 school years, when the Edison Program was still operational. In addition, some of the educators who shared their stories had not taught in the Edison Program and this information allowed interesting comparative data (1999-2000 versus 2003-2004) to emerge.

The "Looking Back" section consisted of ten in-depth interviews. Three were with respondents who also participated in the phase one interviews. These narratives, taken after the Edison Academy School was discontinued in 2003, focused on their perceptions of the current diversity program in the traditional high school setting versus how it was carried out during the 1999-2000 school terms. The remaining seven "Looking Back" discussions were with educators who taught for the Mount Clemens Public High School Traditional program (See Appendix L to review a copy of the interview questions). This information was collected from the current administrator and nine educators, after which the data was coded into themes and patterns. A background summary was provided of each educator, and then the themes were outlined and discussed with the educators' perceptions. Next, a summary of the gathered data was presented. Finally, a comparative summary of the 1999-2000 and 2003-2004 school terms findings were reviewed. During this segment of the study, the educators were referred to as educators one through ten (E1-E10). Abbreviations were also devised to help identify the interviewee's race, ethnicity, and gender. The White male was identified as (WM), the Black female as (BF), the

White female participant as (WF), and the Black male was identified as (BM). Repeat participants are identified with an (R) at the beginning of the code.

EDUCATORS' BACKGROUND EXPERIENCES WITH DIVERSITY

The first educator, a White male (E1) was a new respondent and taught world history classes at Mount Clemens High School. He was born in Hillsdale, Michigan, which was approximately a two and a half hour drive from Detroit, Michigan. As a child, he recalled his parents were involved in the foreign exchange program and they often hosted students in their home for an entire school year. His mother was an elementary school teacher and his father was a funeral director and coroner in their town. He graduated with a teaching certificate from a Michigan University. He has taught at Mount Clemens High School for thirty-one years.

Educator two (RE2), a Black female, was a repeat participant also identified under phase one as educator number two. She has taught regular math classes for Mount Clemens high school, as well as math classes and English courses for the Special Education students. She was also a math teacher for Edison Academy prior to its discontinuation.

The White male Science educator (RE3) was also a repeat participant identified under phase one as educator three. He has been teaching the Science classes for the traditional school since Edison closed its doors.

The fourth educator (E4) was new to the study and identified herself as a Caucasian. She has taught at Mount Clemens High School since 1998. She had experience teaching English classes for the ninth through twelfth grades.

Educator five was a repeat participant also identified under phase one as educator five (RE5). He identified himself as White and has taught Social Studies classes and American

History at Mount Clemens High School. He taught for the Edison Academy and was reassigned to the traditional school when the program discontinued.

Educator six (E6), also new to phase three, taught math at the high school. She identified herself as an African American female. She grew up in Mount Clemens, Michigan, and attended the Mount Clemens school district throughout her childhood. She received her teaching degree from a University in Saginaw, Michigan. While growing up, she recalled the community's racial mix being predominantly Black with a couple of Bi-racial families. Her mother and father were blue-collar assembly line workers. Her father was also a hairstylist in his spare time.

The seventh educator (E7), a White male, was a new participant. He taught History and Geography classes. He grew up in Niles, Michigan, with his parents and two brothers. His mother worked part-time as a bookkeeper and his father was a pharmacist for a local drug store. The town of Niles was near the state border of Indiana. He grew up in a rural area, however, the schools he attended had a diverse group of people. He earned his teaching degree from a University located in the western region of Michigan. He moved to California to take a coaching/middle school teacher position after graduation. When he learned Mount Clemens High School was looking for a basketball coach, he decided to return to Michigan.

Educator eight (E8) identified himself as Caucasian. He was new to the study and taught Social Studies at the high school. He has taught every grade from sixth through twelfth in the Mount Clemens School District in the past. When growing up, he lived in a closed community on the north-east side of Detroit. He called it closed because it was bound by religious affiliations more than by race. He has taught public education for thirty-eight years.

The high school librarian, educator nine (E9), was a White female and also a first time participant. She was born in Royal Oak, Michigan, where most of the people were of German

decent. Her father was a maintenance electrician for the Royal Oak School District. Her father attended school until he was thirteen years old. He did not get his GED until after World War II. Because of his struggle to complete his education, he was especially tough on her to complete her schooling. She received her teaching certificate from a university in the Detroit area in History and Library Science. She has taught for East China, Port Huron, Farmington Hills, Romeo, and Mount Clemens School Districts. The wide range of school districts located in different demographic areas allowed her to obtain vast diversity experience.

The last interview was with an African American male. He was an administrator (E10) at Mount Clemens High School. He was born and raised in Detroit, Michigan, and resided in the Mount Clemens, Michigan area at the time of this study. His father was a blue-collar worker at Ford Motor Company and his mother was a domestic worker. He earned his teaching degree from a university located in the western region of Michigan. Although he has a teaching certificate, he has never taught. He has always held administrative positions throughout his career. For example, he held an ombudsman position for the Kalamazoo School District for several years, until the position was eliminated due to funding problems. Soon after, his friend informed him about the opening for an administrator in the Mount Clemens area and he decided to apply. Many of the parents and students who were now part of his staff, used to attend his schools themselves.

A number of theoretical themes emerged from their background experiences. The conversations with the educators retrieved information that helped to highlight the themes. To facilitate analysis, the information shared and the field notes were coded to develop material that would enhance the study. Educators shared incidents that involved diversity differences observed by educators, as well as students. For example, some significant incidents involved grading

practices, sexual orientation, prejudiced behaviors, and insensitivity regarding the selection of classroom subject material.

Educators who participated in the phase one interviews are alluded to as repeat respondents, and their correlating interview numbers from phase one were reissued to help the reader follow along. First time participants are referred to as new respondents. Neuman (2003:63) said:

…People transmit and receive symbolic communication when they socially interact. People create perceptions of each other and social settings. People largely act on their perceptions. How people think about themselves and others is based on their interactions.

Thus, as a part of determining the success of the diversity program, educators were asked to compare and contrast the two Mount Clemens School programs carried out during the 1999-2000 and 2003-2004 school terms. Educators' interactions between themselves and students were reviewed, and the information gathered revealed the educators' perceptions.

The first section will deal with the "Educators' Experiences with Diversity Programming." During the course of the educators' conversations, they shared their views of the 2003-2004 diversity program and staffing practices. The data also focused on whether or not the educators perceived that the administration supported diversity programming in the curriculum. The educators also shared their own experiences with diversity in the classroom.

The next theme is titled, "Additional Diversity In-Service Training" and it addresses whether or not the educators received additional diversity in-service training since the 1999-2000 school terms. Educators were also asked to reflect on previous perceptions of the diversity program for the 1999-2000 school years versus the 2003-2004 terms.

The third theme titled, "Educators' Attitudes Towards Diversity Programming" focuses on the educators' attitudes in regards to having diversity as a part of the school's curriculum.

Educator-to educator interactions were also explored, and yielded interesting information to be revealed. Their willingness to adapt to a diversified curriculum was also addressed.

Several educators shared classroom dilemmas they experienced in regards to diversity issues. Hence, section 4 is titled, "Problematic Issues Between Students in the Classroom." Interactions between students were discussed in which several educators talked about positive and negative diversity issues. For example, some educators said they were having problems with students teasing others who had disabilities or different sexual orientations, as well as students making racial slurs.

In the final section titled, "Should Diversity Programming Continue? -What Goals/Concerns Were Important to the Educators," educators were also asked to discuss whether or not they felt it was important to continue diversity programming. Educators discussed additional goals they felt their district should focus on and also voiced concerns they had with the existing program. The issues some educators experienced with their counterparts emerged along with complaints about textbooks, supplemental activities and classroom electives.

I.   EDUCATORS' EXPERIENCES WITH DIVERSITY PROGRAMMING:

In the first phase of the study, we reviewed the educators' discourses and their perceptions of the diversity program from 1999-2000, as well as the 2003-2004 school years. After a thorough examination of the data collected, several important dimensions emerged.

The first dimension to emerge into a theoretical theme addressed the educators' perceptions of the school's diversity program for the 2003-2004 school terms. The educators made comments during their interviews regarding the differences observed when comparing the 1999-2000 and 2003-2004 diversity programs. Their previous perceptions of the 1999-2000

diversity program, as well as their views on staffing practices were noted. They were asked to state whether or not administration exhibited positive or negative support concerning diversity programming. Finally, educators shared their classroom experiences with diversity curriculum and issues.

The third educator (RE3) stated that there was more emphasis on diversity with the Edison Program. The 2003-2004 focus was on the Michigan's Educational Assessment Program (MEAP). The educators and administration were looking in particular at why the Black males were rated in the lower achievement ranks on the reports. While attention was directed on the overall goal of how to increase the MEAP scores of the entire student body, less emphasis was placed on gender or ethnicity issues.

When educator nine (E9-WF) was asked to compare the two diversity programs, she said:

> …From the positive side, it doesn't seem to be any differences. It doesn't matter what color they are or if their speaking a different language. Teachers seem to be trying to meet the needs of their students.

She truly felt the programs were equal, thus supporting the administration's stance that diversity was not affected by the elimination of the Edison Program. In contrast, educator three (E3-WM) did see a difference in the previous diversity program versus the later program. He felt the latter program welcomed diversity more.

> …I think the curriculum now (2004 term) has more inclusive diversity programming. And anything related to diversified cultures as far as lesson plans or activities the administration has been good about improving.

In all, four out of the ten educators felt that both of the diversity programs in operation during the two time frames (1999-2000 and 2003-2004) which have been studied were successful. Only one educator felt the diversity program implemented in 1999-2000 was more

focused on diversity than the program that followed in 2003. Two of the four respondents believed the 2003-2004 diversity program encompassed more inclusive lessons and activities. Only one of the four who responded felt there were no notable differences between either diversity programs.

Have They Really Tried To Diversify The Faculty?

Next, educators shared their views on staffing practices. A Black educator (E10-BM), who has always functioned in the capacity of an administrator, believed his hiring practices did reflect the changing student population.

> …I think the current policy does not hire staffing that reflects the student population. In terms of African American males, they are very difficult to entice them into teaching. The ones that are available, because of budget crunches, we see that they are the first fired when the budget gets cut further. So they are the first to go, so it's a recycling effect that sees little or no improvement. You can hire them, but you can't retain them. A lot of innovative teaching methods and variety in teachers come with the new teachers. So we all end up being underrepresented. We have about 35% African American student attendance and 2% other (Asian, Hispanic). But staffing doesn't reflect that. **…**…When I first came to Mount Clemens High School the school's population of color was 17% but now it has doubled in the district. ……If it continues to increase, the quality of education will be seen as inferior if the African American population continues to go up. Where ever there are African American students in the population, there's a perception that the education is not so good because "we taint it". We need more money to encourage more people of color to come into Mount Clemens.

The science educator (RE3-WM) stated in his interview that as far as staffing was concerned, they were about 40% White, 40% Black, and 10% consisted of those identified as Other. He also said there were more White teachers than Black, but he did not see that as an issue. He also believed the administration tried to make a conscious effort, but took into consideration that the candidate's qualifications were an important issue as well. The English teacher (E4-WF) under the traditional program shared the same sentiment as educator three. In her opinion, she honestly thought the staffing got better as the years progressed. It is important to note that her point of

reference can only be that of the current diversity program, as she was only present under the traditional school setting and had no contact or experience with the Edison Program while it was operational.

(E1-WM) agreed that, as much as possible, the current administration had made an effort to hire staffing that reflects the current student population. Though he was not a part of the hiring process, he heard from others who participated in the hiring practice that a Black male literally had many opportunities of getting a position with Mount Clemens High School, but most did not apply. He believed the problem was that the district was not one of the highest paying school districts in Macomb County, and many Black males could make more money by applying with schools that had better pay rates.

(E5-WM), who taught in both the Edison and traditional schools, said he felt administration had done their best to equalize the teacher to student ratio.

> … Our district has tried to recruit more educators of color. In fact, they even went down to Mississippi. There have been a lot of changes to the staffing to diversify it. I think as far as racial category is concerned, I think it has improved. Also, they have recruited from Detroit too… We are expecting two teachers to retire this year and we are hoping administration will use this opportunity to bring in additional staffing that will enhance the diverse staffing we have right now. They are very positive about this.

In regards to staffing practices, four of the ten educators agreed the hiring practices followed by the administration made an effort to diversify its faculty to reflect the student body. Interestingly, only one (RE3-WM) of the four teachers who responded had participated in the first phase of the study. Which meant only one teacher was able to compare the diversity program from the previous term in relation to the current program.

Is Diversity Promoted In The Staffing?

In comparison to the perspective given by the Caucasian educators, the Black female math teacher (E6-BF), who was new to the school district, said she did not feel that the

administration put forth a great effort in diversifying the staff ratio to match the ever changing

student population.

> …Representation of our faculty does not reflect our student population. Out of all the teachers here, only four teachers are of color. It may not be deliberate because just in the last few years alone we've had an overflow of students come here from Detroit and there aren't positions available to hire new teachers.

Sharing the same sentiment with (E6-BF) was the librarian (E9-WF), who felt the pay was so

low that it did not provide many incoming educators enough incentives to stay very long.

> …I don't think administration has done an adequate job of diversifying the staff. Even when they get someone of color, they don't stay long. It seems to me more should be done because children need leaders and role models that mirror them.

Five out of the seven educators who responded to the staffing issue stated that they

believed the administration had tried to balance the staffing with the student body population.

The other two teachers did not feel that enough had been done in the staffing process to

encourage diversity among the faculty; one was a White female and the other a Black female.

This was interesting because it was not limited to a single racial group, but a concern among a

diverse group of educators.

Are Educators Practicing Diversity In The Classrooms?

Educators shared their classroom experiences with diversity issues and interesting

information was revealed as a result. For example, (E6-BF) said many African American

students complained to her about their English teachers. They told her that they always had to

read books which represented the teachers' heritage and not their own. In addition, (RE2-BF)

stated that her students told her they felt sometimes their teachers did not treat them fairly. Since

she was of color as well, she felt that made them comfortable enough to come talk to her about it.

The students sometimes felt the grades they received were based on the color of their skin, not on

their academic ability. So she would talk to them and try to help determine if the students' complaints had any validity to them. Some African-American students felt the White teachers graded them differently than the White students. Students constantly told (RE2-BF) that they did the same assignment the same way the White students had, yet they would not receive the same grade. She wanted teachers to be more aware of this difference and take a look at their grading practices, be aware of what students are thinking and set standard guidelines that would be fair to all students.

On the other hand, educators who were not of color did not have any recollection of racial disparities occurring. For example, a male educator (RE3) who taught Science said he did not see any racial issues within the school's setting, and that was the main reason he liked teaching in the Mount Clemens School District. (E1-WM) also shared the same perspective about diversity issues as (RE3-WM). His comments centered on observations he witnessed among students as well as staff members.

> …I haven't had any problems with diversity, you know with race. There have been kid problems, like he say, she say stuff. I think students get along for the most part. I don't think there's a concern over race. You see interracial dating, our staff is integrated, and our principal is African American. The community is an integrated community and I think we've been very fortunate.

Here we see four teachers disclosed their experiences with diversity issues in the classroom. Two of the educators who identified themselves as Black females stated that many of their students came to them concerning the treatment they received from other educators who were non-African American, but never confronted these teachers on their own. Many of these students stated concerns such as receiving lower grades than their White counterparts for the same quality of work, to reading books that represented the teachers and not their own cultural heritage. Therefore, it is obvious that some of the students did not see the school's diversity

program as one that represented them equally though many of the educators felt they had successfully met all their students' needs.

Finally, whether or not the educators felt administration exhibited positive or negative support for diversity programming in the curriculum was addressed. All ten educators responded. Eight of the teachers said they felt those in charge did try to hire new teachers who represented the student body, as well as positively supporting their efforts and curriculum diversity ideas. On the other hand, two teachers said they felt the administration seemed indifferent about positively impacting the diversity program.

(E7-WM), who taught History and Geography, said he felt the administration did go out of their way to hire new diverse competent teachers for the district.

> …I think administration has tried to find teachers who represent our student population. I think it's better, but the competition for other racial groups is so great and they don't come because they get more money and benefits somewhere else.

The Social Studies teacher (E8-WM) said he never ran into any opposition to anything he wanted to do as far as implementing diversity material, issues, or activities in his curriculum. In fact, he said they encouraged it. The Math teacher (E6-BF) as well as (E1-WM) and (RE2-BF) made the same claims, saying they never ran into opposition when they added diversity to their lesson plans, which were to be completed the Friday before each new school week for the administration to review. She made the following statement.

> …I feel administration is very supportive of everything we want to do that relates to diversity classroom subject matters. I submit my lesson plans every Friday for the following week and the principal's been very supportive.

(E1-WM), who taught World History, was very enthusiastic about the diversity of the student body and the administrations role in the program's success as well. He referred to Mount

Clemens High School as a little United States. He felt the diversity curriculum got better and better each year. He also said that administration was one hundred percent supportive of diversity programming and activities. The other History teacher (RE5-WM) said their whole history department bounced ideas and shared curriculum materials to make sure diversity was included in the subject lessons.

> …As for curriculum, teachers in the Social Studies department are all veteran teachers and they know to bring in current event articles. We incorporate news broadcasts and films that represent diversity.

The Math teacher (RE2-BF) said she really felt that the administration supported their efforts in diversifying curriculum and blamed the lack of additional efforts on budget cuts.

> …I think administration really supports the teachers and their lesson plans and incorporating activities for the kids. It's really hard for the principal right now because he's like one person who is trying to include everything while he's faced with drastic funding cuts. He tries to take care of curriculum, discipline, and everything else that goes along with being the principal. We also try to bring about even the main office and the board is aware of the thing we're doing to improve our current diversity program.

This educator's obvious opinion is that if there were any shortcomings in the success of diversity programming, it was because of the many dilemmas the administrator faced which prevented him from doing or providing more for the faculty. In addition to the others who spoke on this issue, (E4-WF), (E8-WM) and (E9-WF) also said they believed the administration supported diversity in the curriculum and staffing practices. For example, the librarian (E9-WF) said:

> …Administration has been great. I have never been in a school setting or situation where I was treated like a professional as I've felt here. Administration will let me try anything I think will work.

Furthermore, (E8-WM) said he knew for a fact that administration made a special effort in trying to hire more minority teachers, particularly Black males, because he sat on the hiring committee.

The two educators who felt the administrative staff had been indifferent, or put little effort into enhancing the diversity curriculum or the hiring of minorities, shared their thoughts as well. The Science teacher (RE3-WM) said:

> …I don't think there has been more or less support by administration concerning diversity. It's been indifferent. I don't think there have been any improvements or changes.

What is interesting is that this science teacher, who taught in the Edison Program as well as traditional school, said he did not see a difference in the curriculum which seemed to imply that the traditional school may have been diversifying just as diligently as the Edison Program had been. Since the schools were kept as separate entities, it would have been difficult for both programs to know what the other group's diversity pursuits were. (E7-WM) said he felt the administration passively supported various diversity activities in the curriculum and lesson plans, but fell short of making any actual effort to improve the diversity programming.

All ten of the respondents addressed the issues of whether or not administration supported diversity programming in the curriculum and whether any efforts were made to diversify the faculty. Eight of the ten responded with positive input. Two educators, a White female and a White male, felt the administration was indifferent about diversity and had not made any improvements or changes in the curriculum programming or staffing practices.

Summary of Educators' Experiences with Diversity Programming:

In regards to theme one, the educators' and administrator's responses regarding their perceptions of The Diversity Program currently implemented in their school was examined in order to obtain information about Diversity Program satisfaction. Educators also talked about their views of The Diversity Program implemented during the 1999-2000 school term versus the 2003-2004 school terms. Most of the educators were satisfied with the current diversity program.

However, four educators indicated that the program implemented during the 1999-2000 school term was more effective than the current program.

The 1999-2000 school terms, which operated under The Edison Program, appeared to receive more financial support for diversity programming activities and curriculum materials based on the information disclosed during both interview phases. Many respondents stated that funding was not an issue for The Edison School, which operated within the traditional school during the 1999-2000 school terms. Most of the educators said the textbooks used in The Edison Program represented the student population and many of the school activities showcased the students' cultural heritage.

In contrast, educators interviewed during the second phase of the research (2003-2004), stated that there have not been any additional improvements on textbooks or curriculum changes by the school district. Additional efforts, such as putting on a cultural diversity program for the student body, and additional open classroom discussions were not attempted. Many educators indicated that any additional diversity programming implemented to their curriculum was based solely on their initiative and discretion.

II.   ADDITIONAL DIVERSITY IN-SERVICE TRAINING ON AN ONGOING BASIS:

The educators' inexperience with diversity training in their college educational programs, as well as the absence of on-going diversity training through the district is discussed in this section. Several of the educators disclosed that although they worked with a diverse group of students, they felt they lacked the appropriate training to successfully meet their students' academic needs. In addition, some of the educators stated that because administration required them to focus on preparing the students for the MEAP tests, it deterred them from implementing additional diversity materials. Thus, the educators taught based on the school district's

standardized assessment requirements and not the students' overall educational needs. Interestingly, several educators said they pursued additional diversity training on their own time and funds to better service their students.

Many of the educators did not feel adequately trained to facilitate their students' learning and stated that additional diversity training would help educators understand them better. All of the educators who participated in the study stated that they did not feel enough was being done to help them stay current with their students' needs. Eight of the ten educators said that they have had only one in-service that dealt with diversity issues since the 1999 school term. This was an in-service that focused on the socio-economical differences found among high school students and its effects on their academic performances. All of the other in-services attended since the 1999-2000 school year all centered on preparing students for the MEAP tests as part of the "No Child Left Behind" program. MEAP tests are a way the federal government checks to see if schools are measuring up to other school districts through-out the United States. Half of the educators said that the mandated policy of the "No Child Left Behind" program had taken the focus away from diversity programming and training.

The History teacher (E1-WM) remembered attending a seminar some years prior where the speaker's topic was working with economically disadvantaged students. The speaker offered classroom techniques to assist teachers in being better equipped to help their students. (E1-WM) stated that he has also attended other in-services focusing on preparing teachers to work better with at-risk students. (E4-WF) also remembered attending the in-service about social class differences and had the following to say:

> …Since 2000 versus 2004, there was one diversity training class on social class. It was very interesting. She was saying you can't expect them to be able to use them to get on computers and accomplish assignments that require computers if they don't have

access to one at home. I think if they don't get breakfast the schools need to accommodate them.

(RE5-WM) said he only recalled the one in-service on social class differences, and the focus now in the traditional setting was on the "No Child Left Behind" program.

…A couple of years ago they had a speaker come in that talked about social class differences and that's been the extent of it. In-services focus on the MEAP scores trying to get kids through that. An in-service for IECP, special needs students, was also conducted.

The sentiments of (RE5-WM) were also shared by (RE2-BF). In addition, she said the principal constantly restated in staff meetings that the educators were to look at all their students' needs, not just one. (E7-WM) also recalled that the only diversity training the teachers received was the in-service offered on social class in the Macomb Intermediate School District (MISD) district office. (E8-WM) said the training session not only touched on poverty issues, but learning disabilities as well.

…I would say in the past twenty years, we only had one in-service a couple of years ago on poverty. You know, how the mind set of children born in poverty, parents in poverty influence their learning ability. That was pretty interesting.

When the administrator (E10-BM) was asked about the lack of additional training, he blamed the district's financial situation.

…In-services, it hasn't been hard to get people to come in during in-services to do diversity training. We just don't have the money. The budget crunches hinder us from doing what we want to do. So we have to do things that don't cost any money. I don't see any financial funding improvements in the coming year. I think it's going to get worse.

Only one teacher said she had not received any in-service training since she had been with the Mount Clemens School District. It is important to note that she was hired after the Edison

Program was discontinued. When the math teacher (E6-BF) was asked if she remembered attending in-services that focused on diversity, she appeared frustrated in her response:

>...I have not had any diversity training in the school since I've started teaching. Nor while I was in school getting certified I did not get diversity training.

What Have You Pursued On Your Own?

The English teacher (E4-WF) pursued diversity training on her own. She described a non-violence conference she attended.

>...I just got back from a non-violence conference, which incorporated sexism, racism, and etc. I am in a peer mediator program which only touches the surface of diversity issues. It doesn't get in depth with the differences.

It is evident here that although the English teacher attempts to enrich her educational experience through diversity training she found on her own, she still felt it was not adequate enough because it only touched on the surface of the problems educators encounter with racism and sexism.

(RE2-BF) attended a program in Lansing, with the Urban League. They examined key areas of concern in the school system. The purpose was to try to bring minorities and non-minorities together in such a way that they could advance academically together. The League members shared a desire of seeing a diverse group of students working together as a single unit, not separated by race. The conference also focused on being sensitive to students' needs and backgrounds, while ensuring that educators provided positive feedback to minority students. If an educator noticed someone was failing, they were encouraged to step in and give the student assistance, proving what an asset the teacher could be.

The History teacher (E8-WM) said he attended a "New Detroit" conference on racial sensitivity on his own:

>...Voluntarily, I also went to the "New Detroit" training on racial sensitivity. It was after the riots in Detroit. They started the new civil rights training. They tried to build

bridges. It was 2 to 3 weekend training where they tried to open your eyes and make you more aware of things.

Based on his description of the conference he attended, it was extensive and more in-depth than any in-service the school district carried out because it required a three weekend commitment and not just a single day in-service attendance.

With frustration and disappointment, the high school librarian (E9-WF) stated that she had not received any formal diversity training through the Mount Clemens School District at all, and it was upsetting to her. Before coming to the Mount Clemens school district, she taught for four other school districts which offered on-going diversity training in their educational in-services. While teaching in Farmington Hills, in particular, she remembered receiving diversity training on how to integrate immigrant populations entering into Farmington Hills Public Schools. Teacher attendance was mandatory for this in-service.

In this segment, educators disclosed whether or not they had received additional in-service training since the 1999-2000 school terms. All of the respondents remembered having an in-service training in 2001, with the Mount Clemens School District that addressed social class differences in regards to diversity. Four of the ten educators had voluntarily engaged in diversity training sessions on their own. The training sessions ranged from working with at-risk students, a peer mediator program, working with minority students, and a seminar that focused on racial sensitivity training. There is an obvious consistency in the narratives indicating that they all felt more could be done by the district to help prepare them for the continuously changing student population they were required to academically service.

Any voluntary diversity training sessions attended by the educators were also addressed. Those educators who made an effort to ensure their lesson plans, class activities, presentations

and class discussions represented the student population did so on their own. Many have incorporated innovative ideas and activities to get students to think about diversity issues.

There were several educators who enhanced their curriculum after certain groups of students complained about only learning other culture's historical contributions, and not their own. Several educators indicated that students who felt their history was not represented in the lessons appeared to not do well in those classes. As a result, some educators reformatted their teaching approach to be more inclusive of all groups. All of the diversity ideas submitted on Fridays for administration to review for the upcoming week of classes have been approved thus far. Many educators stated that they liked the fact that administration has been so supportive and that they have the freedom to go off on their own. Educators felt that it allowed them to be more creative.

Summary of Additional Diversity In-service Training on an Ongoing Basis:

Many of the educators expressed hope that the administration would be able to provide funding for additional diversity training. Most of the educators agreed that opportunities to attend in-services that allowed for additional training were more readily available during the 1999-2000 school terms. They indicated that the current administration encouraged educators to try whatever they think will work to get their students involved in learning, while no formal or informal diversity training was offered.

Instead of the schools concentrating on implementing additional courses that would enhance students' coping skills for life's problems, the school board is faced with reducing programs. Many interviewees stated that they felt this would be a significant hindrance for the students because the classes the district chose to eliminate usually attracted the attention of students who normally would be on the verge of dropping out of school. Through the woodshop,

vocal choir, life skills, auto-mechanics shop and the art classes, many students were able to get jobs after their class experiences.

A number of educators mentioned the pressure their administrator is confronted with from the school board. The administrator attempts to include and address all issues concerning school personnel, program goals, student-to-student and its student-to-educator needs on a budget that is constantly threatened with funding cuts. Educator Ten stated that prior budget cuts had hindered the school from doing many things he wanted to implement for the students. Unfortunately, he does not foresee any funding improvements in the coming school term.

Three of the educators admitted feeling frustrated and inadequate with the type of training and teaching preparation they received in regards to diversity programming in their college experience and within the school district. Although several have attended additional diversity training classes on their own, most of the educators indicated that they believe it should be a necessary part of their ongoing training that is not being met. Many of the educators feel issues such as low self-esteem, home problems, and the poor use of the English language are areas which are not being addressed in the current diversity program. Two educators indicated that nothing has been done on a district level to encourage educators to celebrate diversity in school. They see this as a critical set back because they believe most of the students serviced have no understanding of their history. In addition, some of the educators interviewed said they felt they are left to educate a group of young people whom they do not know how to relate to. All the educators interviewed in both phases said diversity is an important component of every student's academic success; students have to have understanding and respect and feel they are an important part of their learning process.

III.   EDUCATORS' ATTITUDES TOWARDS DIVERSITY PROGRAMMING:

The educators' attitudes towards diversity programming were a different dimension than their diversity training experiences. The diversity training dimension addressed whether or not the educators received professional training in their college programs. In contrast, the dimension concerning their attitudes examined their willingness to participate in the diversity program implemented in their school. The educators' lack of exposure or awareness of diversity training was examined to determine if it may have an impact on one's attitude towards diversity programming.

The educators' thoughts towards the implementation of diversity programming in the school settings are reviewed in this section. Also, the educators' willingness to adapt diversity activities and materials into their lesson plans are discussed. How educators interacted with their students as well as other educators is also addressed. Then, attention is given to the educators' interview responses when they were asked to share their thoughts towards the district's implementation of diversity in their school, and how they implemented it into their classrooms.

The English teacher (E4-WF) complained of outdated materials and class notes which many of the educators still used to teach their students.

> …Many still want to teach only using these huge binders that they have used for the last twenty years. It's unfair that students aren't exposed to more innovative ideas because of it. I have tried to get more people of color and females on the literature list.

Several times during the interview, she stated how frustrated she was with the one-sided material she had received approval to disburse to the students. She felt they were only being exposed to White literature. She began to grow anxious because she knew that while the students were not getting a well-rounded exposure to literature, her hands were tied until the school district gave her approval for a new and more diverse list of books and authors.

The librarian (E9-WF) had to make a special effort to make some students feel welcomed enough to even enter the library and explore its services.

> …As far as activities and diversity, I try to target individual students to get them motivated to learn. As I began this quest I noticed my males of color were not coming into the library. So I went to the kids I knew, that I'd helped and then they started coming in as they began to feel comfortable. It is still a struggle to get them to come in as much as the other groups. I feel they are the main group of kids, my males of color who are being under served. When I do get them to come in, they tend to come back.

(RE2-BF)'s attitude towards diversity was one of acceptance and tolerance. She discussed this on the very first day the students entered her room. She said all her classes were well informed and that everyone who came into her classes was safe, welcomed, and treated with respect. She did not care what color they were.

The History teacher (E7-WM) said he tried to incorporate diversity in his lessons as well.

> …In teaching history, I have students do notebook work, journal entries that are a good way to discuss various issues……I try to get them to understand the various cultural characteristics of U.S. history and world history. I encourage students to learn more about geography worldwide. I put students in groups and work on various topics and give them something relative to diversity. For example, one assignment I give out asks students: "Is there such a thing as race?" in their groups. They discuss it and report back to the class as a whole.

(E6-BF) said it was not difficult at all for her to incorporate diversity into her lectures. Because she taught math, diversity was not difficult, nor was it an issue when making up story problems. She had to focus in on the various race and ethnic groups represented in her classes when helping them to understand math or the community. When she made math questions, she used story problems that would appeal to her African American students and to her other students as well. For example, she tried to use different names, scenarios, and community locations that would help them relate their class materials to real things in their lives. She also made an effort to teach them life situations, examples, and statistics.

The Social Studies teacher (E8-WM) felt it was an easy task to incorporate diversity programming into his class curriculum.

> …In social studies, it's pretty easy because we try to bring in all their experiences from all groups. For example, women and minorities, but we don't touch on different religions much because it seems to be a pretty sensitive area. ..…We have different posters as you can see around the room that illustrates how much diversity is being taught in the room.

It would appear that additional training is needed to help educators discuss religious differences in a non-confrontational manner. It is noteworthy that even the educators who seemed passionate about incorporating diversity materials into their classrooms found religion to be a sensitive issue which they were unable to find a comfortable way to address. Implementing an in-service which would focus on the various religious practices around the world would allow educators to pass on this knowledge in an academic forum.

The World History teacher (E1-WM) and the Social Studies teacher (E8-WM) had unique approaches in educating their students about other parts of the world. (E1-WM) shared the following:

> …I was teaching world history and many of my students spent time in the countries I lecture about, including army kids from Selfridge Air National Guard Base. One of my African American students spent a year in Saudi Arabia and he came in and talked for an hour about his experiences in Saudi Arabia. Another student talked about his experiences in Kenya.

He allowed students to share personal experiences to bring the class material to life. This method allowed students to visualize the demographic area and everyday life of the people being discussed through one of their peers, and not just hear some teacher's perspective on the subject matter. The alternate method employed by the Social Studies teacher was to try to get guest speakers to visit his classroom.

(E10-BM) shared the same sentiment as the other educators that it is not difficult to integrate diversity activities and materials in the classroom. He believed it was part of the fabric of the curriculum, and something the district supports. Thus, nine of the ten respondents shared their attitudes about diversity and the various ways they implemented diversity into their classroom curricula. Their innovative methods entailed: Trying to get more minority books on the approved reading list; encouraging acceptance and tolerance; reaching out to struggling students; involving students to provide journal entries to get them to discuss various issues; incorporating stories that appeal to all of the student population; having students bring their personal experiences into social studies and world history; and obtaining guest speakers to share their personal journeys. One respondent, a White female, stated that there were many educators who still teach from their original note binders that were about twenty years old and that they had no intensions of updating their materials.

The educators also disclosed various interactions that took place between them and their students, which they felt supported a positive perspective of diversity. The English teacher (E4-WF) said she went out of her way to get to know her students on a personal level. For example, she would take time to learn new things about her kids, like their music for example, because she wanted to know what influenced their minds. She said this was her way of trying to stay connected. She felt a lot of the other teachers resorted to criticizing how the students behaved and did not attempt to communicate with them in order to get to know them. But the other educators would constantly tell her that the students could not relate to them. The English teacher did not feel that communication was the source of the problem. The students were communicating with them, but not in the way the educators may have wanted them to respond.

> …I believe the bigger diversity problem is with the staff to student. And at that level it creates chaos for everyone. For example, I believe one of our English teachers has

a problem with Black male students. Last week, it was proven that a Black male in her class had the same exact research paper topic, and format as a White female in her class. The Black male received an "F" and the White girl; she got a "B". Same exact paper! I'm curious to see what administration is going to do with that.

Again, we see that some educators believed they were doing a good job of carrying out diversity programming and perceived their efforts as successful. An educator's tolerance of others is manifest in the way certain groups were treated in the classroom, in the above example, Black males. This is a clear indication that additional diversity training is needed to ensure educators are sensitive to all their students' needs, and to make them aware of how their hidden prejudices and discriminatory practices affect certain groups of the student population.

Unfortunately, the discriminatory practices witnessed by some of the teachers did not just target students of color, but sometimes other teachers were subject to the discrimination as well. (E6-BF) talked about an incident which occurred her first year at Mount Clemens that upset her perspective on diversity issues. She said she was alarmed by the way some of the White educators acted during faculty meetings when an African American educator wanted to voice an opinion or just make a statement to fellow educators. She recalled the following incident from one of their faculty meetings after several educators attended a "No Child Left Behind" Conference.

> …One teacher, a Black female, tried to give her feedback on the "No Child Left Behind" conference she was asked to attend. She wasn't up there five minutes and the White faculty members verbally attacked her. She had to stop in the middle of her presentation. She asked them to let her finish the presentation she was appointed to deliver. I look around the room and you could see there was so much discourse simply because she was chosen to give the update on the mandatory program. Many educators had a problem with her personally. They seem to have a problem with her being able to stand up for herself and she commands respect, order, and structure. So I figure any chance they get to challenge her, they're going to challenge her……they want the children to achieve and operate on the certain level. But when I go to staff meetings, I see the same discourse between how White teachers treat their students and how White teachers treat other faculty members of color……I just feel a lot of faculty members do

not work together well. So, how are they going to meet the students of color's needs when their attitudes and lack of respect is so evident towards teachers of color, not just the students?

In this incident, the educator feels teachers can verbally say they are for diversity and even implement ways to incorporate it into the curricula, but until they learn diversity is a way of life in and out of the class room, even among your colleagues, they do not have the right attitude or understanding towards diversity.

A Lesson We Can All Learn From

(E8-WM) said he tries on the very first day of class to let students know his stance on diversity issues.

> ...One of the things I preach on the very first day is respect and to have a business type attitude. Racial, ethnic, or religious slurs in my classroom aren't tolerated. Jokes, and put downs, any put downs of any kind. It could be physical, fat, thin, and ugly. It's like we tolerate all views, but we also respect all views. I think one of my most important jobs as a teacher is to establish an atmosphere so kids won't be ridiculed because they're different or have different views.

Another educator (E3-WM) said he also made the same statement to his students during the first week of classes. He was pleased with the fact he had never had anyone say to him that he was being indifferent. His philosophy was that he does not see Black, White, or whatever. He tried to approach it even not to favor males or females as well.

It is important for an educator to focus on relating to the students they are educating. Some students may have many unrelated educational problems where the educator has to get to know the student to some degree in order to help the whole person academically succeed. For example, (RE3- WM) said he had students that were challenged in many ways beyond the classroom environment.

> ...I had students whose mom and he had to live in the car because they didn't have a house. They lived in the car for several months. I also had a student who worked on the

assembly line in Pontiac at 3:30 am and then came back to school. A lot of my students share their stories with the class.

Summary of Educators' Attitudes Towards Diversity Programming:

Theme three revealed the educators' attitudes and experiences with their diverse student body. One area many educators acknowledge needed more attention was the behaviors some of their counterparts displayed with their students. These behaviors included ignoring students who disputed controversial grades or singling students out at the educator's discretion, not just because of the color of their skin, but also based on their use of the English language.

(RE2-BF) stated that many students complained that their educators are not attempting to communicate with them. She believed that the real problem was that educators criticized the language the students used, and justified their attitudes by saying that the students do not want to communicate with the educators. She believed additional diversity training would help educators learn how to communicate more effectively with their students.

Many educators indicated that more students of color came forth during the 2003-2004 school term complaining of discriminatory grading practices compared to the 1999-2000 school term. Several educators also stated that it had become more noticeable that division is escalating between some White educators and Black educators. Division has been observed in regards to respect, attitudes, and cohesively working together as a team. There is a general belief among the educators that these issues hindered the goal of how to educate the students being serviced in the Mount Clemens High School setting.

Two African American educators said that many of their students confided in them about unfair treatment from some Caucasian educators. They felt they had been cheated out of earned grades because of the color of their skin, not based on their academic abilities. In addition, several African American male students confided in African American educators concerning two

Caucasian educators, in particular, whom they felt had a problem with them. They told their African American educators that Caucasian educators often gave other students better grades for the same assignment, carried out in the same manner, structured in the same way simply because they were Caucasian. Educators six and nine said they have read many papers and were upset as well, because the papers did not deserve "D's" or "E's." Educator six said that all educators should consistently be reminded that they are to grade their students' academic abilities equally.

Most of the educators said the problem with attitudes presented between some educators and the way they interact with certain students would improve if more in-services addressing differences were implemented. Educator two said she really believed that since educators are not always aware of how their attitudes and actions may be perceived by some students, it continues to perpetuate in their classroom interactions.

IV.   PROBLEMATIC DIVERSITY ISSUES BETWEEN STUDENTS IN THE CLASSROOM

The educators were asked to discuss positive or negative interactions observed between students. They also shared their strategies for handling problematic issues that occurred between students in their classroom settings. Dialogue shared in this segment of the interview revealed various positive and negative interactions observed from student to student. In addition, numerous strategies implemented by the educators to handle problematic issues were then addressed and the following information was divulged.

The Math teacher (E6-BF) said she had to discipline several of her African American students for teasing some of the White students because of their clothing or hair styles. In addition, she tried to make her African American students understand that calling others of their race derogatory words was neither respectful nor allowed. There were incidents with some of the African American students bullying, and also incidents of same-race name calling. She felt there

were several issues she needed to constantly address. Not only were they lacking respect for classmates, but for themselves as well.

> ...I had a problem with an African American student singling out White students about their hair or clothing style. I'll pull them aside and try to point out to them race and ethnicity is not the only way to describe another student. I try to tell them to find other ways to describe them without singling out their race. I flip it on them and say what if they pointed at you and say "Look at the nappy headed Black boy". You have to help the students see that there are two sides of the coin. This hip-hop generation I feel are blessed because their music seems to have helped put them on the same level. It seems to have connected them all in regards to race. It's a generation thing. .....One problem I have with students from the same culture, boys, my African American boys; they are so comfortable saying "Nigga" and that bothers me. It doesn't matter if you're Black or White, it's a bad term. They're saying it in a different context, but it still bothers me. I try to make them understand, you're saying it with your homies [kids from their neighborhood, their friends], but you may not receive it if another student says it to you.

The research literature addressed the issue of race separation in the school setting. It is a dilemma that requires additional research, because it is still a major question without an answer: Why do our students separate themselves in the classrooms, hallways and even the lunch room by race and ethnic groups? The English teacher (E4-WF) said she had the greatest problem in one particular class, more than any other period. The students were allowed to sit anywhere in the classroom that they wanted. She noticed the White students automatically sat on the left side of the classroom and the Black kids sat on the right side of the classroom. They would separate themselves. They picked a side of the room and stayed there. She tried to get them to mix it up some, but they would always go back to their side. She finally gave up.

An additional dilemma she faced was the school district's approved literature list. Many of the complaints she received from her African American students was because of the type of literature they were supposed to read.

> ...Then when we were studying the holocaust, there was a comment made. A student said "we're always looking at historical problems White people had". The student

was African American. So I stopped and discussed American history to help the students understand that everyone's historical experiences shared through literature is important.

Interestingly, the English teacher also had to deal with racial issues that focused on African American students thinking White students were being showed favoritism in the grades they received, while conversely the White students would openly comment that a particularly good grade was given because another student was Black. Even though such comments were vocalized publicly and seemed like a negative comment, she thought there was a positive aspect to it. Even if they were "pulling the race card," so to speak, it was because they felt free to speak their minds openly. The teacher said they were never hostile and if their conversations went somewhere it should not have gone, she would use the incident as an opportunity to turn it into a class discussion.

The American History teacher (RE5-WM) also observed same race bashing, as the English teacher noted.

> …Another area where I see students having difficulties is where one Black student will use prejudicial terms to another Black student. I have to deal with it in the same way as gay bashing. I say prejudicial terms are not acceptable and just because it occurs among students who are the same race does not make it okay to say. For the most part they joke amongst themselves, but never between different racial groups. I try to have open discussions occasionally to keep them aware of tolerance and being accepting of others. I have to counsel the students sometimes. I have to make a speech letting students know it's not acceptable.

(RE2-BF) was the Special Needs educator who taught academically challenged students who had been mainstreamed into the general student population. She also complained about her students calling one another out of their name, but additional name calling occurred because they were academically challenged.

> …Many kids harass another kid not because of the color of their skin, but because of their academic ability. Because of their disabilities, they are sometimes teased. It's not

at a vicious level but just teenagers bothering my challenged students. So, I have to remind them that I will not allow that type of behavior……Like some kids will try to use the "N" word among their friends. Same race slurs, and I will not allow it. I tell them they are disrespecting each other and it's not allowed, race on race name calling.

So, not only were some educators dealing with name calling, but also discriminatory remarks based on the student's academic ability.   This is important because it is an indication that students could benefit from additional diversity training as well as the educators.

The Social Studies educator (E8-WM) said he often had to interrupt class because when discussing certain cultures and nations, some students would attempt to make negative racial or ethnic jokes about its people.

> …If a student says, like for instance "You wanna hear a Polish joke?" I tell them no, we don't do that and that's not acceptable. The students tried to convince me that it was really funny. I told him I didn't want to hear it. He then said, well are you polish? I told him that's not what's important. …One thing, well, a lot of our Black students use street slang, and they don't mean it in a derogatory way towards each other, but I do everything I can to stop that kind of language. I remind them they are to have a business kind of attitude, and don't use that in here.

The World History teacher (E1-WM) said he did not have problems with race. There had been the occasional childish problems, like "he-say, she-say" incidents that he would have to resolve. The administrator (E10-BM) also made the same observation, that race issues were at a minimum. However, what he did notice among the students was harassment problems of a different nature.

> …Racial issues are minimal, very minimal, really little or none because the kids have been going to school with each other, many of them since they were very young. These kids have been with each other since elementary school……Sometimes we have to deal with sexual harassment issues. Students calling each other names, or pulling on his/her arm. Sometimes it's male to male, male to female, not much female to female and hardly any at all female to male. So it's just a standard thing that you sometimes find a kid calling another kid a derogatory name, things like that. Some students are teased because of their size, weight, clothing, and things like that.

The American History teacher (RE5-WM) also mentioned he had to deal with an additional problem that some educators in phase one of the study claimed they did not encounter as a negative dilemma in the classroom; discrimination based on a student's sexual orientation.

> … I would say the sensitive areas right now are it seems students are not very accepting of people that have sexual orientations towards their same sex. Homosexuality seems to cause gay bashing. Terminology is being used where someone is being called out of their name [students made derogatory remarks about the gay students].

(RE3-WM), the Science teacher, also noticed "gay-bashing" in his classroom as well.

> …I see a lot of sexual orientation things. Once in a while you'll see or hear something. I pull them aside and try to talk to them. Talking about everyone having their own individual differences and they need to learn to accept them.

Not all of the interactions were negative. As (E7-WM) revealed, some students embraced a fellow student when they learned of their sexual orientation. At the time this narrative was conducted, he experienced for the first time ever a student giving a report revealing to his fellow students that he was a homosexual. The educator was surprised, but none of the students blinked an eye. They actually began talking about it and the student answered questions the other students had. The teacher thought his phone would be ringing all night from parents calling to complain, but nothing happened. He was a little worried that parents might call the principal in the days that follow, but they did not. He commended the students for handling it as young adults.

The librarian (E9-WF) said for the most part their comments about someone's sexual orientation were immediately dealt with if she overheard them because she wanted her students to feel accepted and comfortable. For the most part, she felt their school community was pretty accepting. She would take the time to inform students who had made statements that she has overheard, that they may not understand their choices, but derogatory comments were

unacceptable. The school policy of no "Public Display of Affection" (PDA) was also put to the test in her library one day.

> …We stress the rule no one can use PDA, which means no public displays of affection were tolerated by anyone. That goes for students as well as teachers. Administration doesn't care who you are……I had two girls in my library office who were actually girlfriend and girlfriend. A security officer walked by and said no PDA. They were sitting too close together and she felt like she needed to defuse that looked like a potential situation. I stepped in and told them "You know it's okay if you want to let people know your sexual orientation, but its outward behavior I won't go along with." My heterosexual students said they were glad something was said because it made them uncomfortable. They had seen other occasions when the girls showed intimacy behaviors and they were wondering how they were getting away with it when the heterosexual students couldn't.

Here we can see the educators dealt with a lot more than just basic educational issues like academic scores. They were also confronted with additional problematic issues such as sexual harassment, student-to-student "gay-bashing" and same race name calling.

Summary of Problematic Diversity Issues between Students in the Classroom:

Many educators stated that for the most part, the students get along just fine. Many of their students have grown up together and attended the same schools since they were in kindergarten. The educators believed that contributed to why there was minimal diversity or racial issues amongst the students, and why they are so comfortable and connected with one another. Several educators stated that on the first day of class of each new semester, they address their students about being respectful and tolerant of others' diversity.

One positive interaction Educator Seven noted in his classes involved a students' subject matter when he gave his oral presentation, at which time he revealed to his classmates that he was gay. The educator stated that the students were very respectful and tolerant of his revelation.

They were very understanding and participated in an open discussion about variances in sexual orientation.

Some of the educators mentioned that they were having problems with students teasing other students who had disabilities, different sexual orientations, and student-to-student (same race) racial slurs being exhibited in the classroom. Most found that tailoring their class lectures and addressing the issues as they occurred eliminated most of the negative comments. Many educators found they had to constantly restate the fact that students are to respect one another, and strive to act like young adults. Most educators interviewed indicated that, for the most part, the problems they are confronted with in the classroom regarding diversity are handled immediately. Oftentimes, educators said they would either pull the involved students aside or stop their lessons to have open classroom discussions. Educator One, Eight, and Nine stated that they had to deal with students disclosing their sexual orientation while doing oral reports and presentations. They were overwhelmingly impressed and relieved with the level of maturity displayed by the students.

Many of the educators interviewed said the administration should always be made aware of students' complaints or concerns so they can address them. They also stated that more emphasis should be placed on letting students know their academic expectations. For example, written guidelines prior to giving out class assignments would help educators and students know what to expect and help keep grading practices consistent.

Equally as important, many educators said their biggest problem in the classroom centered on negative comments about other students' sexual orientation when educators are not around. When educators are close enough to hear negative, gay-bashing comments, they do intervene and address the students involved to let them know their behavior is unacceptable.

Another problem an educator faced was the public display of affection. The fact that the school did not allow Public Displays of Affection (PDA) had been enforced to the students, and thereby minimized the number of outward displays of affection or harassment, but did not eradicate it completely. Most of the harassment incidents reported by educators focused on a student's height, weight, clothing, hairstyles, or physical or mental disability.

Thirdly, student-to-student discriminatory name calling and joking was noted as a problematic issue educators had to deal with. Many Educators stated that the students who used the "N" word among themselves were most upsetting. They confronted this problem by talking to the individuals about respecting one another. Most educators indicated that they have had to stop in the middle of lectures to deal with this problem. They restated to the students that certain terminology and behaviors would not be tolerated on the school premises because it was disrespectful and was perceived as prejudiced towards themselves as well as others. Equally important, only two of the ten educators denied that diversity problems exist at all. One of the respondents was a White male teacher and one was the Black male administrator.

V.   SHOULD DIVERSITY PROGRAMMING CONTINUE? –GOALS/CONCERNS
        THAT WERE IMPORTANT TO THE EDUCATORS:

In this segment, educators were asked what additional curriculum ideas, changes and professional in-services were needed. Thus, educators discussed what additional diversity activities and curriculum components they would like to see implemented in their schools, as well as what future in-services should focus on. In regard to the importance of continuing diversity programming, all of the educators hoped additional diversity training would be made a high priority. Their concerns with teacher-to-teacher interactions were noted as an area which needed to be addressed in future diversity training sessions. In addition, textbooks, class

electives and supplemental activities were highlighted as areas which needed additional attention as well.

Equally important, three of the educators interviewed shared the same concern over what they termed "voluntary segregation" widely accepted in the school environment. (RE3-WM), (E4-WF) and (E9-WF) all noticed that voluntary segregation existed in the classrooms, hallways and in the cafeteria. Many students chose to congregate amongst their own racial or ethnic groups. The educators said they find this pattern of separation upsetting and would like to see the school administration work on a way to resolve this dilemma. They stated that the administrators should create ways to get students to become more aware of their likenesses rather than their differences. The intent is to help them feel more comfortable with one another through dialogue, and offer more opportunities to interact in diverse groups by implementing additional activities in which they can participate.

All of the educators agreed that ongoing in-services which addressed diversity programming and additional training are important in their task of preparing students for their roles in society. However, most interviewed during both phase one and two of the research stated that funding was more readily available during the school term when the Edison Program was still in operation. Several educators indicated that unless funding improved for their school district, they did not foresee things improving for students as far as diversity programming and staffing changes were concerned. Many said they felt students had not been taught how to go out and mingle with other groups or how to communicate with others different from themselves. This is a dilemma most educators felt would affect their students' high school experiences, as well as their social skills in society.

The Social Studies teacher (RE5-WM) offered the idea that he wanted the district in-services to invite more diversity trained guests so they could have forums which incorporated questions and answer sessions.

> …I'd like to see in-services where more speakers would come in and we could have open forums on various activities we can include in our curriculums that would enhance the diversity program we currently have in place. ..…Also, English teachers need to make sure, for instance, make sure the African American students are using proper English so teachers won't count that against them. We need to make the time to fix these small things so their English will be acceptable.

The History and Geography teacher (E7-WM) also thought it would be a good idea to have programs created where educators could talk and exchange ideas on how to better serve the students. He often times noticed in Sociology and History classes that students brought up interesting social topics or questions regarding diversity and he addressed them the best he could. However, he felt all teachers should have the educational training to stop and address social issues students may present, not just the historians. One way he felt this could be accomplished was by having more visual aids.

> …More videos discussing things like slavery and the various issues that exist not just in America, but around the world. Those kinds of things we need more of and we need to keep that going not to let up.

Interestingly, some educators want the older, more seasoned educators to move out of the way so that newer, younger teachers could be hired and possibly bring innovative teaching methods with them. The librarian was one such educator who felt younger teachers that are a little bit fresher and closer to their students' age groups, would provide more support and enhance the existing diversity program in their district.

> …We need more in-service seminars for teachers so they can learn how to do activities, incorporate diversity into their lesson plans and be able to teach their students about diversity. ..…We don't know how to do that with students. I think that would

really help. ..…We need hands on approach and to be able to partner with people so we can bridge the gap.

(RE2-BF), the Math teacher, shared the same sentiment as the librarian (E9-WF) about the staff needing a fresh perspective. She said she hoped that when the elderly teachers retired, that the administration would realize that they needed to bring in teachers who better represented the student population in regard to age and race. She said the "No Child Left Behind" program utilized all of their available days for in-services. All of their educational training centered on preparing students for the MEAP test. Therefore, no time had been available to do diversity training, or to even deal with the fact that they have a new generation of students whom the educators do not know how to relate to. She felt the lack of diversity training was why some of the existing problems had not been dealt with.

> …The teacher doesn't understand that her personal feelings, whatever they are, are causing disruption and discourse among the students. Additional diversity programming needs to start at the administration level first. How can we be the examples we're supposed to be?

The administrator (E10-BM) supported what (RE2-BF) said. In addition, he wanted to extend the training to the students as well. He said he wished he could start a camp for the students that focused on various diversity issues, but his hands were tied because of funding problems

> …If we didn't have the issues we have with funding problems, I would like to see a camp that students could attend to learn to deal with racial, ethnic, sexual orientation, religious, and sexual harassment issues … staff training that would stress the importance of diversity… a lot more cultural activities so the kids get more exposure to differences like dances, plays and festivals, just an ongoing infusion for all students.

Other educators raised concerns about the African American student population in particular.

(RE2-BF), also the Special education teacher, said she noticed many of the Black students did

not participate in the after school activities and that concerned her.

> …I'd like to see a lot more African American students participate in other activities like debates and in other clubs. Like, the National Honor Society and not just in sports areas.

(E8-WM) wondered when administration would realize the increased number of Middle Eastern

students in the district called for additional training to prepare them to meet and understand their

ethnicity.

> … Because of the world situation, we need some training on Islam (Muslim) as a major religion. We get a lot of bad information and kids tease some of our Arabic students by calling them terrorists and we have to deal with situation like that. We need additional training on Hispanic culture as well. Teachers need to be more knowledgeable and I think it would make the kids more relaxed.

The educator acknowledged in his narrative that additional training was needed in regards

to Middle Easterners and their way of life. We can see here the teacher himself was not aware

that there may have been Muslim students as well as Chaldean students represented in his classes

and he grouped them together as one group. The Middle Eastern students were of Arab descent,

but their ethnicity varied according to their religious beliefs: Muslim students believe in Allah,

study the Quran and the Prophet Muhammad; in contrast, Chaldean students follow God, study

the Bible according to the Catholic teachings and believe in Jesus Christ.

In addition, the World History educator (E1-WM) would like to see in-services

implemented that would help teach students management skills for life's problems. He would

also like to see more counselors. Now the administration was also having a discussion about

downsizing to one librarian for the high school and middle school, instead of one for both.

> …And they're also talking about cutting woodshop and art. We used to have metal shop and electronics to offer our students. These classes would pick up a lot of students who were on the verge of dropping out because they found something they could get into, as well as get a job with after school.

Judging from the educators' responses, they were very interested in receiving additional diversity training. Nine of the teachers felt that enhancement to the current curricula and activities would improve their present diversity program. Many stated that they would like to see more in-services that addressed issues such as cultural and speech differences, and find ways to encourage minority students to participate in after school activities and clubs. In addition, two of the educators wanted the in-service to include out-side speakers and workshop activities in the district that would enhance communication between the educators, as well as their interaction with their students.

Summary: Should Diversity Programming Continue? -Goals/Concerns That Were Important to the Educators:

[A]   Diversity Program Goals:

In the "Looking Back" phase, most of the respondents said they felt administration had been very supportive of many lesson plans or activities they wished to include. In fact, three of the ten interviewed said the administration had frequently encouraged them to implement more diverse materials and to try more innovative approaches. Funding appeared to be a very important component in successful diversity programming as well. Most educators interviewed stated the MEAP preparation and testing focus shifted attention away from diversity programming.

Although most of the educators in the study felt the administration had done a sufficient job of hiring staff which reflects the current student population, two educators in particular strongly disagreed and indicated not nearly enough has been done to recruit minority educators.

Many of the educators stated a major factor that affects the hiring process is the lack of funding which has prohibited the district from creating new positions or being able to compete with the base salaries that other districts can afford to pay educators.

Interestingly, Caucasian educators interviewed in both phases of the study did not perceive the fact that less non-Caucasian educators had been hired. On the other hand, the African American educators perceived a lack of African American representation which they considered a major issue, and suspected that it may be a contributing factor to why some students are not academically successful in certain classes. One educator felt that another factor which contributed to the disparity of some students not being treated equally on written assignments, or when communicating with some educators, was the students' failure to use the English language properly.

A very concerned educator said she believed the problem was escalating because many Caucasian educators are not accustomed to servicing inner city youths. The minority population increased after many students from the Detroit metropolitan area opted to attend Mount Clemens High School (2003-2004). However, she felt many Caucasian educators did not have a problem relating to the students of color who had attended suburban schools most of their schooling experience. This seemed to indicate to her that it was the poor educational background, more so than their race, which contributed to their unfair treatment.

The main difference noted in the diversity programs when comparing the two school terms was the emphasis on on-going training, and more readily available funding for diversity programming in the previous school (Edison) program. Several educators stated that they felt the community support for the school has decreased as well. Some felt technology is a crucial part of educating young people in today's society and because of the aforementioned funding problems

students are not being serviced well. The Edison School had the funding that allowed them to place a computer in each child's home, but the traditional program presently in operation does not allocate funding for home-based computers. In addition, classroom size ranged from twelve to twenty students per Edison course and a limit of thirty-five students per classroom in the traditional setting. The number of students per class appeared to make a difference in how students were served; a difference that many educators indicated affects the amount of attention they can provide to students and the educator's ability to manage the classroom.

Many educators stated that as retiring staff members leave the school system, they hoped that the administration would take the initiative to hire staff that reflects the school's population. This suggests that most of the educators interviewed were in favor of diversifying the faculty, but the lack of available monies had a significant effect on the school's ability to improve the racial makeup of the student to educator ratio. There were also several areas which educators hoped to see enhanced within the current diversity program. Regarding the curriculum, suggestions were made to implement and maintain elective courses that would appeal to and service students who might otherwise dropout; courses many educators felt would aid students in gaining work experience and skills.

In regards to textbooks and supplemental materials, several educators would like to see more diverse individuals and authors represented in curricula. Some educators indicated that they would like to see the implementation of more visual aids such as relevant videos and textbooks with more representative picture illustrations of diverse groups of people. Most educators stated that adding knowledge of individuals from diverse backgrounds with different experiences would be a way to include a variety of others' heritages not currently represented in the existing

curricula. Others said additional funding is necessary in order to implement more diversity forums and to enhance educational activities that would focus on promoting diversity.

Many educators stated that they would like to see more in-services incorporated, which would allow various speakers to do presentations and hands on activities with the educators. Forums would allow educators to exchange ideas on how to service their student population better and allow them to role play various scenarios in order to help them gain more insight concerning students' needs and perspectives. Some educators indicated that in-services addressing various topics such as race and ethnic groups, religion, gender, disability, and sexual orientation issues would help with both teacher-to-teacher and student-to-teacher interactions.

In addition, some educators felt more classroom time for open discussion on various topics might enhance students' understanding, tolerance, and level of respect towards others who are different from themselves. One educator said that a camp which promoted diversity and activities that centered more on giving students the opportunity to have increased contact and interaction between the various groups would help students understand one another better. Also, implementing cultural activities on an ongoing basis was suggested. Several educators stated that they would like to see additional attention placed on employing educators with innovative ideas, more people of color, and more male educators, in particular, in the near future. Other educators indicated that a partnership with other teachers throughout the district might help them educate one another on how to make the diversity programming better. The hopes of such interactions amongst the teachers in the district would be that more dialogue would help the educators be better prepared to interact and educate the population of students whom they serviced.

[B] <u>Diversity Program Concerns</u>:

Some educators indicated that they felt the administration should do more to ensure that teacher-to-teacher interactions improve. Many state that a lot of discord and negative attitudes are noticeable, particularly during faculty meetings between Black and White educators, yet those negative attitudes are not being addressed. Two of the educators said that if educators cannot work together or communicate on a professional level, how can they meet the needs of their student population? There is a significant concern that if these attitudes and the lack of respect continues, it may escalate and carry over into the classrooms, where the students will become aware of the discord between the two groups of educators. If it is perceived by the students that racial discord is at the center of these rifts between the educators, that same attitude, lack of respect and lack of understanding may begin to spill over into the students' mentalities.

<u>CHAPTER SUMMARY OF PHASE THREE "LOOKING BACK"</u>

The "Looking Back" (phase three) section of the study involved nine educators and one administrator from the Mount Clemens High School traditional program. One area the interviews focused on was the respondents' perspectives of the diversity program implemented during the 1999-2001 school term, when the Edison Program was still in operation. Respondents were also asked to compare the diversity programs in place during the Edison School years to the present 2003-2004 program. Other areas explored were educators' views on diversity training in-services, their previous exposure to diversity training and their willingness to incorporate diversity activities and curriculum ideas. Respondents were asked to disclose positive or negative interactions observed between students in their classrooms. In addition, the educators and administrator were asked to indicate areas of importance in which they felt diversity

programming needed to be improved upon and concerns addressed. A summary of five major themes which emerged are discussed below.

The educators' in-depth interviews not only revealed pertinent information about their understanding of diversity, but also addressed social issues that may not have been addressed otherwise. For example, one concern that arose was the students feeling that their history had not been made an intricate part of the lessons at hand, or the implication of grand discrimination. In addition, the data revealed most educators felt their current diversity program was stagnant, and additional funding was necessary in order to enhance the existing diversity program. Without it, many educators indicated that the program could not move forward. Extra funding would also enable administration to hire more diverse faculty members to balance student-to-teacher population representation. Unless funding becomes available, there will be little hope that the current school setting would progress as it should in order to meet all of its students' needs. These findings indicated that educators and administrators at Mount Clemens High School actively strive to make the best diverse setting and academic experience for students that they can. However, additional training, funding, class electives and diversified activities are needed to further advance their students' academic successes.

Equally important, some educators felt it is pertinent that additional diversity programming also address tensions and the lack of respect displayed between educators. Only one respondent felt the current program was comparable to the program implemented four years ago under the Edison Administration. Six educators shared various innovative methods which they implemented on their own and felt would enhance diversity programming in their lessons. They also expressed frustration in feeling inadequate concerning diversity ideas and activities implementation. They stated that the bulk of implementing diversity curricula falls on the

individual educator because the administration does not set aside in-services or funding to help them improve the current program.

The information acquired about the educator's perspectives, personal classroom experiences, voluntary training, and in-service training clearly has an impact on the diversity program's outcome. Research data collected revealed that the administration and educators were faced with the task of making sure diversity was being carried out in all aspects of the school setting, and that there was a joint effort in ensuring the students received the best quality education possible. Based on the educators' narratives, diversity encompasses many areas including: gender issues, racial and ethnic groups, respect of an individual's religious beliefs, as well as sexual orientation. As Caragan and Ballantine (2005:311) stated, "If inequality stemming from racism, classism, sexism, prejudice, stereotyping and discrimination is to be reduced, then individuals and groups must recognize the effects of prejudice and discrimination embedded in the societal structures on their own beliefs and actions. Only then can we overcome our ethnocentric views and see one other from a cultural relativist's perspective."

CHAPTER SEVEN

Since the United States government mandates diversity programs in schools, guidelines are necessary to ensure that all members of society have an equal opportunity to receive the best educational experience possible (Fereshteh, 1995; Grant, 1992; Wiley, 1993). Education is an intricate part of our social system and a cornerstone of the foundation students will build upon that will influence various life decisions, such as, where and whether or not they will pursue a post-secondary education and where, where they will live, the associates they will call friends and acquaintances in regards to social relationships, as well as, their self-esteem and self-reliance. The educational experience helps to shape one into who they are and what they can become. Ensuring that all students exit the high school level without any negative encounters is unrealistic. However, negative experiences based on one's race, ethnicity, creed, physical or mental ability, and sexual orientation should not be tolerated.

An interest in the area of cultural diversity was carried out to explore how a school, which has a diverse student body, integrated diversity programming into its curriculum, implemented training of its staff and students, and ensured that the program promoted awareness and acceptance. Additional components explored were: how educators and school administrators interpreted diversity and the effect their interpretation had on how the program was carried out, students' academic success and how the school coped with potential problems while maintaining some aspect of order. If a lack of equality existed, the interest was centered on knowing how the Mount Clemens Edison School and the traditional Mount Clemens High School dealt with diversity dilemmas.

PURPOSE/TENETS/AIMS

The purpose of the study was to evaluate whether or not the Edison Program provided a good diversity program that promoted academic success. It was the belief of the researcher that the implementation a diversity program was influenced by how its educational leaders (educators, principals and school district) understood the meaning of the term "diversity" and implemented it into the school's setting. It was the belief of the researcher that a diversity program's academic success entailed looking at both sides of the arena: students and educators. As noted in the study, more educators felt they were doing an adequate job of promoting and supporting diversity than their students thought they were doing. From the findings, one can conclude that more training in areas such as, gender bias/discrimination, race and ethnic sensitivity, learning ability/differences and promoting student accountability in the classroom, are needed.

The aim of the study was to create questions, allow narratives to unfold and engage in participant observations to gather first hand data that would disclose these findings through personal experience. The aims of the study were met satisfactorily. Additional time was spent in the school setting after the interviews and narratives were collected to determine if the diversity program was successful or not. Things like bulletin boards, textbooks, various class lectures, class activities and materials were observed and reviewed to make a reputable determination.

In order to determine the success or failure of the diversity program, it was important to assess the program by utilizing various methods which included: face-to-face interviews with educators and administrators, several post interviews, first interviews with traditional Mount Clemens educators, and ethnographic narratives from students serviced in the school. The themes that developed from the completed in-depth interviews from educators, administrators

and the student narratives, captured certain patterns that continued to occur from case to case. This information was beneficial in helping to determine the program's success as well as shortcomings. The dynamics which emerged centered on the participants' socio-economic backgrounds, educational career experiences, attitudes and behaviors towards other groups of people different from themselves, classroom coping skills, and their perceptions of the overall diversity program implemented in the school.

Phase one interviews conducted during the study divulged that federal mandated diversity programming appeared to put a lot of effort into the implementation and integration of a diversity program in the Edison Senior Academy. The educators stated that they were required to attend periodic conferences and gatherings where additional in-service training was provided. The instructional development component was unique from their perspective because the training was comprehensive (i.e., the program's lesson plans were devised by the corporate leaders). All of the teachers indicated that the parental involvement and quarterly student learning contracts, allowed them to focus on instructional development to improve academic outcomes. The continual attendance of in-services which involved cultural awareness, cultural celebrations and shared experiences stated by all their educators during the interview stage supported and enriched their program.

For the most part, the data collection for phase one went well. There were several occasions when interviews had to be re-scheduled because the teachers were overwhelmed or had last minute scheduling conflicts. I spent approximately six to eight weeks in the field as a teacher's assistant prior to conducting interviews. This segment of the process went well, however, I wondered if the behaviors observed even after the time spent with them was somewhat altered by my presence; after all, I was also a parent of one of the students.

In phase two of the study while trying to assess the students' perspectives of cultural and racial interactions with their educators, students disclosed additional dimensions. Often in the student narratives, discrimination on the basis of the student's gender and sexual orientation were not penalized for displaying affections, whereas others who displayed traditional affection were disciplined.

Data collection during phase two was somewhat exciting because I enjoyed being with the students. It was hard for me to detach myself after collecting the data. I spent two months following them in English class. I walked around the room and brain stormed with them on various writing assignments they were given. After two months, they appeared comfortable with me so I began the data collection process. Doing jointly told tales, a form of ethnography, may seem like an easy endeavor but it was not. I devised three questions focusing on diversity, specifically concerning interactions between educators and students. Most students answered one of the three questions. However, there were 2-3 students who decided to write a paper discussing problems at home, which had nothing to do with the research question, yet still provided valuable insight into the students' backgrounds.

Phase three interviews consisted of several post-interviews, as well as, new interviews of educators from the traditional Mount Clemens school. Phase three included interviews from educators after the Edison Program was discontinued and students and faculty were mainstreamed into the traditional school setting. The interviews revealed that educators and administrators were not receiving ongoing additional diversity training, informative and interactive in-services, updated textbooks, cultural awareness celebrations or funding for diversity endeavors. According to the educators interviewed, the only diversity enrichment integrated into the school's curriculum appeared to be left up to the individual educators. Money

was stated as the main justification in the discontinuation of the Edison Program (a decision made by the Mount Clemens Board of Education), as well as the main explanation both educators and administrators noted as to why additional diversity program was not carried out in the traditional school setting. Many educators complained during their talk that other educational responsibilities were held more important such as the "No Child Left Behind" (NCLB) and the MEAP success. Many educators said that as a result of the districts' focus, the funding which might have been utilized for diversity programming was spent on preparing students for the MEAP standardized test and NCLB requirements.

This phase of the study took the most time to set up and execute. When preparing for the forty-five minute interviews, almost all of the educators asked to re-schedule. It was evident from the initial meeting with the educators that the extra planning time many had grown accustomed too while employed as Edison teachers was no longer available since the Edison Program's demise. The educators appeared pressed for time and often overwhelmed with the copying and administrative tasks required. The researcher had to find creative ways to help free up the educator's time like helping to make copies, assisting during lunch periods and even proctoring exams.

The "looking back phase" (phase three) of the study took place after the Edison Program was discontinued and the educators and students were integrated into the Mount Clemens traditional public school setting. On-going in-services, professional development and extra funds allocated for academic improvements were no longer available. There were no more professional or leadership teams in place to address issues or problems regarding diversity, the burden fell on the educators and the school administrator to handle such problems. The most troubling aspect of this stage of the study was the hopelessness and frustration many of the

educators expressed about the school district. This underlying sentiment gave the impression that many of the educators felt unequipped and undertrained to meet the academic needs of their diverse student body. Sadly enough, the students' overall educational experiences were being compromised to ensure MEAP scores met state approval and their ratings met NCLB standards.

COMPARATIVE ANALYSIS OF RESEARCH PHASES

In phase one, the educators appeared to be very positive about promoting diversity in the classroom, and were well aware of how their behaviors were an important component of their students' academic success. In comparison to the responses students made in phase two, one can conclude that there are still areas that need to be addressed, such as, implementing additional training, conducting follow-up discussions and/or giving reports, to ensure on-going diversity issues are being addressed.

For the most part, students spoke positively of the Edison Program in phase two. The issues raised usually centered on interactions with educators, but occasionally an issue with another student would surface. The most frequently discussed issues were gender bias, and the exclusion of certain students and groups in curriculum materials. Based on the responses given by their educators in phase one, though knowledgeable that their behaviors do have some affect on their students' ability to learn, most seem unaware that their behaviors are affecting their students' academic experiences to the degree that they are. Because the educators had a positive, professional program in place, many were unaware that their students were still in need of additional attention and proof that the educators had interest in their well-being.

The students were looking for academic fairness in grading practices and recognition as individuals, not as a gender set. The students' account of their school experiences in phase two

revealed that there were some discriminatory practices in place. It may have benefitted the remaining diversity program in the traditional, public Mount Clemens High School to require additional training in the areas of sensitivity, addressing gender identity and roles, and educator/student interaction scenarios. A plan of action to implement a standardized grading rubric for disciplines offered in the school program would also be helpful. Seminars are also needed to discuss diversity issues in a district-wide forum, in an effort to promote additional diversity.

In phase three, the educators appeared to still be positive about both their ability to promote diversity, and in teaching a diverse student body. However, they also stated how almost all of their training was through their own pursuits because the school district lacked the funding to host diversity in-service seminars and forums. In this phase, many educators referred to funding as the reason quality teachers, innovative materials, technological equipment and on-going training were not offered. In comparison to the teachers in phase one, phase three educators appeared to be less satisfied because they felt forced to focus on MEAP scores and not their students' overall academic experience or success.

<u>EDUCATORS' VERSUS STUDENTS' REPORTS</u>

When observing the differences in the responses of the educators and the students regarding their perceptions of their diversity program success, it was evident that there were areas of concern. Most of the educators felt they were promoting and practicing diversity through their class work and behaviors. Listening to the students' voices added a dimension to the study that helped to evaluate the success of the diversity program implemented by the Edison School. Many students agreed that their educators were doing a good job. However, some of the students also felt there were areas that could and should be improved upon. Some students felt their

teachers ignored them because of their gender status. Others felt they were not seen as individuals because some educators did not address them by their names. A Bi-racial female student did not realize until it was brought to her attention by a fellow student that she was the victim of verbal discrimination from her teacher when a racial comment was made about her being of mixed race.

After participating in classroom observations, attending leadership meetings and talking with students and teachers, it was concluded that the Edison Program seemed to be more aware of diversity issues and curriculum needs compared to the traditional public school setting. It cannot be ignored that a lot of the differences resulted from the fact that the Mount Clemens School District lacked the funding needed to seek more qualified teachers and resources to provide things such as, on-going diversity training, educator forums to discuss diversity, and seminars that focus on professional development.

ACADEMICALLY

In this study it was found that the students' academic expectations were generally more satisfactory while they attended the Edison Senior High School. Based on the data collected, it appeared that when the program was set up to track their progress every quarter during conferences with the educator, student and parent(s), academic success followed. Since the Edison Program had more funding, the students who attended the school had more up-to-date books, ongoing curriculum changes (both in terms of innovative materials and the inclusion of multicultural textbooks with visual images), cultural stories and activities. The Edison Program strived to create a culture-friendly community which welcomed all students to learn in an environment that promoted involvement of the teacher, student, parent and community. The educators who were faculty members of the Edison Program had professional on-going training

quarterly, which incorporated presentations, forum sessions and leadership seminars that included multicultural issues and curriculum ideas.

The way the Edison Program was devised helped alleviate academic differences in students of varying social and economic backgrounds; a difference usually evident in traditional public schools, particularly among suburban, middle-class students. On the other hand, since the traditional high school in Mount Clemens did not have the extra funding to provide smaller classes, up-dated textbooks, 3 computers in each class, computers in each home, ongoing professional in-service training, additional planning periods to enhance their teaching strategies and school district support, the students in phase three (the revisited phase) did not fare as well. As noted in the study, the educators in phase three discussed how frustrated they were because they were offered very little ongoing professional training or continuous diversity training. Many of the educators in phase three who had received any type of multicultural training, only did so on their own accord, money, and time. Equally important, many of the educators in phase three mentioned how they felt the focus on meeting their MEAP scores hindered them individually, but also hindered the district from providing the additional diversity training in areas such as staffing curriculum, in-service seminars, forums and innovative activities.

OVERALL VIEW OF THE STUDY

Overall, the Edison Program was a good diversity program to study. The Edison Program appeared to have ample strategies in place that allowed for a well-rounded diversity program, which could make a difference in their students' academic experiences. The educators attended on-going professional training seminars that promoted diversity and innovative curriculum materials. Funding was readily available through the program that allowed for professional guidance and training in the event that any issues or dilemmas arose.

Students shared many accounts of positive experiences in the school's community. The study also revealed racial, gender and religious issues as well. For example, when one student decided to openly state he was homosexual, it was professionally handled by the educator and maturely accepted by his fellow students. Because the Edison Program had additional ongoing professional training, they were equipped to handle issues and problems regarding diversity in an outstanding fashion. Another example shared during phase one revealed that the leadership team held a meeting to discuss a racial incident within one week's time from when the incident occurred. Within a week, a professional consultant was called in to mediate the situation. In contrast, the administrator in phase three stated that he was personally responsible for handling diversity disputes when they occurred.

It is important to note, however, that although the Edison Program appeared to address and incorporate diversity, there were still shortcomings. For example, the students shared in several of their narratives that some of the educators (Spanish and Physical Education) seemed to discriminate based on the student's gender and ability to learn the subject matter. Also, the educator who told the bi-racial female student that she should draw a zebra as the animal that represented herself, was racially discriminatory. The Asian student's comments were equally as interesting when she noted that some racial groups were better represented in the textbooks and curriculum materials than other groups.

The study was successful in its purpose of evaluating the Edison School's diversity program. It is hoped that the Edison Program looks at the findings noted in the research and improves upon teacher in-services, teaching strategies and sensitivity training in its existing school programs. In addition, it is hoped that the traditional Mount Clemens public school and other schools faced with the same dilemma can solicit funding that would allow for additional

training. This additional training would help to provide all of its students with the opportunity to learn in an environment that offers on-going, innovative training and strategies that will help its students reach their highest academic potential. Making students feel they are a part of the educational process and accepted in the school's setting plays a pertinent role in preparing them for social interactions and success in the world.

According to the literature review, diversity gained a lot of attention during the 1980s, 1990s and early 2000s. Although the 2000 Census data noted that one-third of United States citizens reported that they were non-Whites, not enough attention has been given to ensuring our educational system acknowledges how pertinent diversity is as a social issue and how it effects social interactions during one's life span. The literature indicated that diversity is beyond skin color, hair texture, where one came from, where one lives, religious beliefs or one's creed, but also encompasses sexual orientation and gender identity, as well as, physical and mental challenges. Researchers defined diversity as accepting or tolerating these differences in our society in which we are expected to interact socially, learn, play, work with and live along side one another. Once past our diverse differences, acceptance and tolerance helps interactions among members of society and helps focus attention on other important problems and social issues society is faced with.

In the literature review many researchers stated in their works that most educators were not consciously racist (Durel, 1994; Hollins, 1996; Kunjufu. 1984; Schafer, 1989; Stover, 1990). However, ingrained prejudices can be reflected in many subtle ways, and that is why it is important to look at school policies and practices to ensure that inequalities are not being displayed or tolerated. "Ever so slowly, the curriculum is moving from the concept of forefathers to ancestors, from man-made to manufactured, from civil rights to human rights, from

brotherhood to community, from the family of man to the human family" (Gill, 1991:22). Researchers Schafer (1989) and Stover (1990) stated that the imperative necessity is strengthened by the U.S. society's demographic reality that it is becoming a multiracial and multicultural society by the burgeoning minority birth rate and immigration levels, which are above one million annually. This process would require the acceptance and mutual exchange of various heritages, traditions, customs, and lifestyles as society continues to keep its doors open to newcomers.

The lack of requiring mandatory diversity courses at most universities, the lack of exposure to other races and cultural groups while student teaching, or their demographic choice of assignment upon completion of the teacher certification, contributes to the problem. The literature has shown efforts among some school districts, board members, administrators and educators in improving racial and ethnic relations in U. S. schools. However, there is little works which address the gender and sexual orientation issues some students are faced with. The study revealed that many educators are not prepared to transmit a diverse cultural perspective from generation to generation or influence student success in the school setting. Most educators who participated in the study stated that they grew up in homogenous environments and did not have previous familiarity with racial and cultural diversity groups of people. Most educators also revealed that they first encountered diversity in their teachers' training programs. An applied conclusion noted in the interviews was the disclosure that what educators often said about diversity was not what was visible in the classrooms during participant observations, student-teacher interactions, in the curriculum or in the data revealed by the student narratives. The study also disclosed that tension existed between the Edison Senior Academy educators and the

traditional Mount Clemens educators. This is an indication that not all of the staff and faculty are prepared to accept change.

When it comes to diversity and making sure the students are able to tolerate and understand others different from themselves, or making sure educators know how to teach students from diverse backgrounds to ensure academic success for all of them, our society and school system cannot wait for a catastrophe to occur. Our society needs to ensure diversity programming is implemented as a core value in the school system because the diverse student population serviced deserves to be factored in as pertinent, and is a worthwhile effort to ensure for the survival and growth of society as a whole. Our young people need to be prepared to live and work together among the larger society prior to leaving the secondary school system. Thus, policy issues at the state and government levels would need to take responsibility to make sure all the tools necessary to educate the students about diversity are readily available. Our youth may gain a greater tolerance and understanding for others' diversity if more focus was placed on diversity programming on an ongoing basis. Every individual has the right to expect respect and an obligation to respect the individuality of others.

As a result of this study, as well as, other researchers noted in the study who have worked to shed light on this subject, it is hoped that this knowledge will assist the institution of education in providing our educators with the necessary tools and training to ensure that all students are given the opportunity to excel academically in an environment that welcomes differences. "Ever so slowly, the curriculum is moving from the concept of forefathers to ancestors, from man-made to manufactured, from civil rights to human rights, from brotherhood to community, from the family of man to the human family" (Gill, 1991: 22). Society can grow closer as a human family

if a greater tolerance, understanding, respect for others and individuality is pursued as an obligation in the school districts; mission statement and not presented as an option.

Neuman (2003: 498) stated that communicating the field study findings is an important part of the larger scientific undertaking as are the ethics and politics of social research. Thus, in reporting the findings, it is important to note the way in which diversity is promoted in a school or district, as well as how educators define and implement their program into the curriculum and how the program is perceived by the student body it services. The knowledge disclosed in the study was included to help educate the general public, relevant state and government agencies about the evaluation of a diversity program. It was an effort to promote diversity and the value it will provide as well as importance of providing equal academic opportunities to the entire student population. Hopefully, the policy makers will adopt a universal definition of diversity, and develop new ways of implementing the programs into educational settings. In addition, the information disclosed may help school districts make the necessary changes or improvements to existing diversity programs such as: including more diversity seminars as in-services, upgrade current staffing so that it is reflective of the student body, and providing informative and interactive assemblies for students.

GREAT THINGS HAPPENED

As a result of being in the field conducting this research, several educators (including the administrator) saw an advantage to having a professional outside consultant and/or a liaison who would be available to handle potential issues and problems regarding diversity matters. The benefits of having a mutual advocate on the school premises when dilemmas or incidents occurred were conveyed to the administrators overseeing the Edison Corporation.

Students commented several times how good it made them feel to have an opportunity to share their stories, and to have the educators hear what they had to say as a result of this research. Similarly, educators were able to reflect on their understanding of what diversity entailed and the importance of diversity training, as well as being given an opportunity to think about future professional development directions they would like to see their district pursue.

This study began its focus by looking at race and ethnic characteristics and their affects on the students' educational experience. However, by the end of phase three it was discovered that the students' gender identity, sexual orientation, sense of belonging (regardless of family structure), social or economic differences, learning abilities, and the educators' training and professional development, can all be identified as pertinent components of successful diversity programming.

PROBLEMS THAT AROSE

The initial expectation was that ten to fifteen students would take part in the phase two narratives. Once in the field, other students asked to participate in the ethnography stage. Although close to fifty students asked to participate, several parents did not give their children permission when asked to sign the consent form.

As a researcher and parent of a child who attended the Edison Program, I had to remain neutral when any incidences occurred. For example, when the history teacher allowed several Black, male students to waste classroom time daily by not working, not listening to important lessons, and allowing them to display disruptive behaviors, I had to report the findings and could not intervene. He showed that he was aware of their disruptive behaviors when he dismissed their misconduct, stating that they would be in his summer session after he flunked them. Many of these young men were from single-parent households and probably could have helped their

families financially or assist in the care of their younger siblings had they been able to secure summer jobs, instead of having to make up their history class grade because the teacher's classroom management skills were inadequate.

LIMITATIONS OF THE STUDY

This study is limited to students who enrolled in the Edison High School Program at a suburban, charter high school outside of Detroit, Michigan. As a result, the findings may not be applicable to students enrolled in traditional public school settings.

One may encounter limitations when engaging in "jointly told tales." The narratives collected by students were of a particular interest, and addressed specific school experiences prompted by the interview questions posed to them. The aspects of the students' narratives disclosed in the study may be perceived as limited because the fieldworker holds the key to editing, analyzing and reporting the narratives' writings. One perceived limitation could be that what was shared in the students' narratives may be perceived as the fieldworker's interpretation and passed off as the students' point of view. For this reason, additional methodological measures may improve the study's validity.

The study may also be construed as limited because there were a limited number of educators interviewed (ten educators) for each phase (phase 1 & 3), out of the forty teachers on staff. The study focused on a few cases during a limited period of time (1999-2000 and 2003-2004). Hence, the qualitative research approach required in-depth interviews and focused on a small number of participants, whereas the quantitative approach, which may have utilized a

survey schedule for example, would have allowed for a larger population to participate in the study and more objective measures to be used to report the data findings.

When doing field research, the field researcher observes and interacts in the field over a period of time. In this study, the researcher was in the field for several years. The participants and the researcher get to know one another personally. It was difficult not pointing out troubling behavior while in the field and staying neutral so the data disclosed could unfold without the researcher's biases tainting the findings.

IMPROVEMENTS AND IMPLICATIONS FOR FUTURE RESEARCH

The study could have been improved by conducting follow-up interviews of the Edison Program students after they were integrated back into the traditional school setting. It would have been interesting to see if they still felt that a family/community atmosphere existed without the smaller class sizes, diversity-sensitive educators and administrators, current textbooks and materials, and without technological equipment available to help them in their academic pursuit.

Interviewing a larger sample of students and educators with even more diverse backgrounds would also improve the study, as well as incorporating input from support staff and support faculty members (i.e., Para-professional aids). It is believed that additional time in the classroom would have allowed for both the educators and students to be more comfortable and notice the researcher less. It would have enhanced the study to get responses from 2-3 additional educators in each academic discipline. The student sample consisted of students from the English class; it would have been interesting to sample 4-5 more groups of students from different disciplines in the program.

Future research questions could be formulated and focus on a survey type questionnaire which may capture additional meaningful social actions and would allow for more statistical

information to be included. In addition, questions can be incorporated that enable educators to discuss their perceptions of gender and its role in their teaching styles.

Observance of other programs and groups where districts have successfully serviced a diverse student body and worked together to improve their existing program may help improve this type of research.   In addition, taking a look at successful formal diversity training programs and figuring out how these groups can educate teachers in in-service seminars can help to ensure equitable academic success. One may also look at additional ways in which teachers who educate our children are not just qualified in academia, but know more about the students' cultural backgrounds as well, to ensure that the students are not being under challenged and underserviced.

If funding were available for future research, offering incentives may allow for a larger number of students to participate in in-depth interviews or a survey. This is important because after reviewing existing literature, it is evident that there appeared to be a lack of student perspectives available for review in this subject area. Policies in the Department of Education need to be reviewed and allow for in-services which focus on diversity programming periodically throughout the school term. The inclusion of additional training may enhance the relationship between the students and their educators and improve educational success in the classroom.

In order to achieve acceptance of racial and cultural diversity in educational institutions, educators, administrators, students, parents and members of the community would need to make a sincere commitment to work together to increase understanding and tolerance of others' differences. This would entail programs or assemblies in which the community members, as well as students, would be invited to participate in seminars held at the schools to share their

cultural heritages and experiences with both faculty and other students, to enhance understanding

and tolerance in the school setting.

APPENDIX A

CONSENT FORM
(INFORMATION FOR ADMINISTRATIVE STAFF AND FACULTY
PARTICIPANTS)
**BRIDGING THE GAP IN DIVERSITY EDUCATIONAL PROGRAMMING: A
CASE STUDY**
PRINCIPAL INVESTIGATOR, SONYA A. GANTT

The purpose of this study is to learn how the school's administrators and educators construct their definition of diversity; how diversity is integrated into the educational curriculum and staffing; and how these factors affect the diversity program's success.

I am a graduate student in the doctoral program in Sociology with a minor in Anthropology at Wayne State University, Detroit, Michigan. Sociologists study social life, social causes, and consequences of human behavior. Since all human behavior is social, the subject matter of sociology includes cultures (the shared beliefs, language, values, norms, and behaviors), structure of groups, organizations, and societies; and it studies their formation, development, and interaction.

I would like to talk with you at least once for 30-45 minutes about your educational training and experiences today, and also earlier in your life. I will take notes and audiotape our discussion.

Your identity will be kept strictly confidential. I will be the only one who will know you were interviewed and what you said. All data will be coded and anything that shows your identity will be destroyed at the end of the study. Of course you may withdraw from the study at any time for any reason or refuse to answer any questions.

There are no known risks involved. It is possible that what I learn will provide a better understanding of how diversity programming should be implemented to be more successful. An increased understanding may provide an opportunity for students to succeed academically and to excel in an atmosphere that welcomes differences.

Your expert opinions are very valuable to me but I am sorry that there is no payment possible for them. In the unlikely event of any injury resulting from the research, Wayne State University will offer no reimbursement, or compensation.

All participants will be given a signed copy of the form to keep. Please feel free to call me if you have any questions. If you have any questions regarding your right as a research subject, Dr. Peter A. Lichtenberg, Chairman of the Human Investigation Committee at Wayne State University can be contacted at (313) 577-1628.

CONSENT FORM
(INFORMATION FOR ADMINISTRATIVE STAFF AND FACULTY
PARTICIPANTS)
**BRIDGING THE GAP IN DIVERSITY EDUCATIONAL PROGRAMMING: A
CASE STUDY**
PRINCIPAL INVESTIGATOR, SONYA A. GANTT

Sonya A. Gantt
(810) 463-1568 or (313) 577-2930

_____   _____
Participant   Date

_____   _____
Investigator   Date

APPENDIX B

INTERVIEW SCHEDULE-Administrators/Educators
PHASE ONE
BRIDGING THE GAP IN DIVERSITY EDUCATIONAL PROGRAMMING
PRINCIPAL INVESTIGATOR, SONYA A. BERKLEY

1.   **What important events in your life influenced your decision to become**

   an administrator / teacher?

2.   **Where did you earn your teaching degree?**

3.   **What grade levels have you taught?**

4.   **Where have you taught?**

5.   **Where were you born?**

6.   **When growing up, were you exposed to other cultural and racial**

   groups in your community?

7.   **What type of work did your parents do?**

8.   **What influenced your decision to teach / work in your present**

   position?

9.   **What does the term diversity mean to you?**

10.   **What influenced your understanding of the term diversity?**

11.   **In your classroom, how do you try to integrate diversity activities and**

   materials into your lessons?

12.   **In your administrative position, how do you try to integrate diversity**
   activities and training into your school?

13.   **How might you improve the current diversity program operating in**
   your school?

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MOUNT CLEMENS SECONDARY ACADEMIES

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FAX: 810-469-7066

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Wayne State University
February 24, 1999

To Whom It May Concern:

Please be advised that Ms. Sonya Gantt, a parent of one of our Senior Academy students, will be conducting classroom observations for the purpose of gathering data for her direct study. These observations are scheduled to begin March 12, 1999. Ms. Gantt and the staff understand that any data collected may be published on the condition that staff and student anonymity is protected.

If you have any questions regarding Ms. Gantt's visits to the Mount Clemens Secondary Academies, please contact me at 810-469-6100, extension 1491.
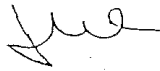
Sincerely,

James Watson
Principal

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MOUNT CLEMENS SECONDARY ACADEMIES

TO: School Personnel

FROM: Jim Watson

DATE: 2/24/99

RE: Ms. Sonya Gantt

Please be advised that Ms. Gantt, parent of one of our Senior Academy students, is enrolled in a Doctoral program at WSU. This requires her to make classroom observations for the purpose of gathering data for her direct study. These observations are scheduled to begin March 12, 1999. Ms. Gantt has permission to conduct such observations with the prior knowledge of the teacher. Any data collected may be published with the condition that staff and student anonymity is respected.

Appendix E

Memorandum

TO: Dr. Peter Lichtenberg, Chairman

        Behavioral Investigation Committee

FROM: Sonya A. Gantt

        Graduate Student,

        Directed Study Anthropology

        ANT 7998 Field Problem

SUBJECT: Approval of Exemption from Human Subject Review

DATE: 2/16/99

Attached is a BIC Protocol Review form and consent form for participant

observations and adult volunteer interviews in an educational setting. As the

Principal Researcher of this research project, I am requesting an exemption from

review by the BIC. This request is based on exempted categories set forth in

subsection A.1.b. which states that research on the effectiveness of or the

comparison among instructional techniques, curricula, or classroom management

methods is exempt.

The participants who will be interviewed are informants, not subjects. The

information that will be obtained from them is voluntary and refusal to participate

will involve no penalty.

I would appreciate an expedited review of the approval for exemption. Please

contact me at 313-577-2930 if you have any questions.

Wayne State University
Human Investigation Committee

NOTICE OF EXPEDITED APPROVAL

TO: Sonya A. Gantt
           Sociology
           2254 FAB

FROM: Peter A. Lichtenberg, Ph.D.
           Chairman, Behavioral Institutional Review Board (B03)

DATE: April 16, 1999

RE: Protocol # 03-62-99(B03)-ER; "Bridging the Gap in Diversity Educational Programming: A Case
           Study." No funding requested

The above Protocol and Consent Form were **APPROVED** following Expedited Review (Category 7*) by the
B03 Chairman, for the Wayne State University Institutional Review Board, for the period of **April 16, 1999**
through **April 15, 2000**.

EXPIRATION DATE: April 15, 2000

This approval does not replace any departmental or other approvals that may be required.

Federal regulations require that all research be reviewed at least annually. **It is the Principal Investigator's
responsibility to obtain review and continued approval before the expiration date.** You may **not**
continue any research activity beyond the expiration date without HIC approval.

- If you wish to have your protocol approved for continuation after the above approval period, please
  submit a completed Continuation Form (see enclosed) at least <u>six weeks</u> before the expiration
  date. It may take up to six weeks from the time of submission to the time of approval to process
  your continuation request.
  **Failure to receive approval for continuation before the expiration date will result in the
  automatic <u>suspension</u> of the approval of this protocol on the expiration date. Information
  collected following <u>suspension</u> is unapproved research and can <u>never</u> be reported or
  published as research data.**

- If you do not wish continued approval, please submit a completed Closure Form (see enclosed)
  when the study is terminated.

All changes or amendments to your protocol or consent form require review and approval by the Human
Investigation Committee (HIC) **BEFORE** implementation.

You are also required to submit a written description of any adverse reactions or unexpected events on the
appropriate form (Adverse Reaction and Unexpected Event Form) within the specified time frame (see
enclosed HIC policy).

*Based on the Expedited Review List , Revised November, 1998
cc: Faculty Supervisor

Revised 1/99

APPENDIX F

INTERVIEW SCHEDULE – Students
PHASE TWO
BRIDGING THE GAP THROUGH DIVERSITY EDUCATIONAL PROGRAMMING
PRINCIPAL INVESTIGATOR, SONYA A. BERKLEY

Please choose one of the following questions and share a personal incident based on a racial or cultural experience you encountered in your school setting.

1.   **Have you ever observed differences in interactions (attitude/behaviors)**

         displayed by your Administrators / teachers because of what you

         perceived as a racial/cultural bias?

2.   **Have your relationships with administrators and educators been**

         positive/negative experiences?

3.   **How did the positive/negative interaction make you feel (e.g. lowered or**

         raised self-esteem, academically improved or impaired, gained a positive

         or negative attitude, motivated or discouraged to learn

WAYNE STATE UNIVERSITY

Appendix G

Notice of Expedited Amendment Approval

To: Sonya A. Gantt
     Sociology
     2254 FAB

From: Peter A. Lichtenberg, Ph.D.
       Chairman, Behavioral Institutional Review Board (B03)

Date: April 19, 2000

RE: **Expedited Amendment to Protocol #: 03-62-99(B03)-ER**; "Bridging the Gap in Diversity Educational Programming: A Case Study." New Title: "Bridging the Gap through Diversity Educational Programming: A Case Study." No funding requested

The following requested change(s) to the above-referenced protocol have been **APPROVED** following **expedited review**, and are effective immediately.

- Receipt of a PI-initiated request to amend the protocol study title: "Bridging the Gap through Diversity Educational Programming: A Case Study." (The word "through" replaced the word "in".) The consent form (for administrative staff and faculty participants) has been revised to reflect the new title (revision dated 04/16/00). In addition, a new consent form (for student participants) has been drafted along with a letter that will be sent to parents, and a copy of the interview schedule to be utilized with volunteer students. Approval letters from the Edison Project Partnership to conduct the research have also been submitted. All items submitted on behalf of the PI dated 04/06/00 and received in the HIC Office on **April 17, 2000.**

This protocol, as amended, will be subject to annual review.

APPENDIX G

WAYNE STATE UNIVERSITY

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NOTICE OF EXPEDITED CONTINUATION APPROVAL

Correction

TO: Sonya A. Gantt
Sociology
2254 FAB

FROM: Peter A. Lichtenberg, Ph.D. _Peter A. Lichtenberg_
Chairman, Behavioral Institutional Review Board (B03)

DATE: April 19, 2000 (Correction May 12, 2000)

RE: Re-review of Protocol #: 03-62-99(B03)-ER; "Bridging the Gap through Diversity Educational Programming: A Case Study." No funding requested

The above-referenced protocol and Continuation Form, submission dated 04/06/00 and received in the HIC office on 04/17/00, were APPROVED following Expedited Review by the Chairman of the Wayne State University Institutional Review Board (B03) for the period of April 19, 2000 through April 18, 2001.

> ### EXPIRATION DATE: April 18, 2001
> Note to PI: Data for this protocol collected between April 16, 2000 and April 19, 2000 is unapproved research, cannot be included with data collected during an approved period, and can never be published as research data.

This approval does not replace any departmental or other approvals that may be required.

Federal regulations require that all research be reviewed at least annually. **It is the Principal Investigator's responsibility to obtain review and continued approval before the expiration date. You may not continue any research activity beyond the expiration date without HIC approval.**

- If you wish to have your protocol approved for another year, please submit a completed Continuation Form at least six weeks before the expiration date. It may take up to six weeks from the time of submission to the time of approval to process your continuation request. Failure to receive approval for continuation before the expiration date will result in the automatic suspension of the approval of this protocol on the expiration date. Information collected following suspension is unapproved research and can never be reported or published as research data.

- If you do not wish continued approval, please submit a completed Closure Form when the study is terminated.

All changes or amendments to your protocol or consent form require review and approval by the Human Investigation Committee (HIC) BEFORE implementation.

You are also required to submit a written description of any adverse reactions or unexpected events on the appropriate form (Adverse Reaction and Unexpected Event Form) within the specified time frame.

APPENDIX G

WAYNE STATE UNIVERSITY

HUMAN INVESTIGATION COMMITTEE
4201 St Antoine Boulevard - UHC-6G,
Detroit Michigan 48201
Phone: (313) 577-1628
FAX: (313) 993-7122
WEB: www.hic.wayne.edu

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Notice of Protocol Expedited Amendment Approval

To: Sonya A. Gantt
       Sociology
       46 Robertson
       Mount Clemens, MI 48043

From: Francis G. LeVeque, D.D.S.
       Chairman, Human Investigation Committee

Date: October 31, 2000

RE: 03-62-99(B03)-ER; "Bridging the Gap through Diversity
       Educational Programming: A Case Study." Source of Funding: No
       Funding Requested

The following requested changes to the above protocol have been reviewed and
approved, effective immediately:

Receipt of a principal investigator-initiated protocol change (revised/increased
enrollment); sent in directly by the PI on October 20, 2000.

This protocol, as amended, will be subject to annual review **on April 18, 2001.**

Mount Clemens Secondary Academies
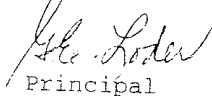An Edison Partnership School
Appendix H

Wayne State University
April 1, 2000

To Whom It May Concern:

Please be advised that Ms. Sonya Gantt, a parent of one of
our senior Academy students, will be conducting classroom
observations for the purpose of gathering data for her
dissertation research. These observations are scheduled to
begin upon approval from WSU Investigation Review Board. Ms.
Gantt and the staff understand that any data collected may be
published on the condition that staff and student anonymity
is protected.

If you have any questions regarding Ms. Gantt's visits to the
Mount Clemens secondary Academies, please contact me at 810-
469-6100, extension 1495.

Sincerely,

Principal

The Edison Project

APPENDIX I

Mount Clemens Secondary Academies
An Edison Partnership School

Mount Clemens 58
Community School District
155 Cass Avenue
Mount Clemens, MI 48043

Tel (810) 469-6100 ext. 1368
Fax (810) 469-7066
MrClemens_jr.edisonproject.com

To: School Personnel
From: George Loder
Date: 4/01/00

Re: Ms. Sonya Gantt

Please be advised that Ms. Gantt, parent of one of our Senior
Academy students, and is enrolled in a doctoral program at
WSU. This requires her to make classroom observations for
the purpose of gathering data for her dissertation research.
These observations are scheduled to begin upon approval from
WSU Investigation Review Board. Ms. Gantt has permission to
conduct such observations with the prior knowledge of the
teacher. Any data collected may be published with the
condition that staff and student anonymity is respected.

The Edison Project

APPENDIX J

Mount Clemens Secondary Academies
An Edison Partnership School

To: Parents/Guardians
From: George Loder
Date: 4/1/00
RE: Sonya Gantt, Principal Investigator of Research Study: **BRIDGING THE GAP IN DIVERSITY EDUCATIONAL PROGRAMMING: A CASE STUDY**

To Whom It May Concern:

Please be advised that Ms. Gantt, parent of one of our Senior Academy students, and is enrolled in a Doctoral program at WSU. Her research focuses on the Edison Program and she would like to have your child's perspective of the school's diversity program incorporated into the study. Participation is on a voluntary basis. If your child is interested please indicate below. A consent form will be provided which states the purpose, procedure, risks, and benefits of the research. Ms. Gantt will be in touch with the students who chose to participate to determine when he or she may be available for an interview.

There are no known risks involved. She would like to talk to your child at least once for 30-45 minutes. Their identity will be kept strictly confidential. All data will be coded and anything showing their identity will be destroyed at the end of the study.

It is possible that what the data discloses will provide a better understanding of how diversity programming should be implemented to be more successful. An increased understanding may provide an opportunity for students to succeed academically and to excel in an atmosphere that welcomes differences.

Your child's opinions and experiences are valuable to the study but there is no payment possible for them. All participants will be given a copy of the signed consent form to keep. Thank you in advance for your help and please feel free to call if there are any concerns or questions.

Sincerely,

Principal

Name_____ Grade_____

_____Yes, my child would like to participate

_____No, my child would not like to participate

The Edison Project

APPENDIX K

CONSENT FORM
(INFORMATION FOR STUDENTS AND PARENT PARTICIPANTS)
BRIDGING THE GAP THROUGH DIVERSITY EDUCATIONAL PROGRAMMING: A CASE STUDY
PRINCIPAL INVESTIGATOR, SONYA A. GANTT

Purpose:

The purpose of this study is to learn how the school's administrators and educators construct their definition of diversity; how diversity is integrated into the educational curriculum and staffing; and how these factors affect the diversity program's success. Incorporating students' perspectives will assist in evaluating the success of the school's diversity program.

I am a graduate student in the doctoral program in Sociology with a minor in Anthropology at Wayne State University, Detroit, Michigan. Sociologists study social life, social causes, and consequences of human behavior. Since all human behavior is social, the subject matter of sociology includes cultures (the shared beliefs, language, values, norms, and behaviors), structure of groups, organizations, and societies; and it studies their formation, development, and interaction.

Procedure:

I would like your permission to talk with your student at least once for 15-30 minutes about his or her personal experiences regarding a racial or cultural incident encountered in the school's setting. I will take notes during the discussion for the purpose of obtaining the student's grade, age, class incident occurred, and nationality. Each participant will write their story in his or her own words and I will type it in like manner; thus it will appear in the study as they have relayed it.

Risks:

Your student's identity will be kept strictly confidential. I will be the only one who will know you were interviewed and what you said. All data will be coded and anything that shows your identity will be destroyed at the end of the study. Of course you may withdraw your student from the study at any time for any reason or refuse to answer any questions.

There are no known risks involved. It is possible that what I learn will provide a better understanding of how diversity programming should be implemented to be more succeed academically and to excel in an atmosphere that welcomes differences.

APPENDIX K

CONSENT FORM
(INFORMATION FOR STUDENTS AND PARENT PARTICIPANTS)
BRIDGING THE GAP THROUGH DIVERSITY EDUCATIONAL PROGRAMMING: A CASE STUDY

Benefits:
Your student's experiences are very valuable to me but I am sorry that there is no payment possible for them. In the unlikely event of any injury resulting from the research, no reimbursement, or compensation will be offered by Wayne State University.

All participant's and parent/legal guardian will be given a signed copy of the form to keep. Please feel free to call me if you have any questions. If you have any questions regarding your right as a research subject, contact the Chairman of the Human Investigation Committee at Wayne State University can be contacted at (313) 577-1628.

Sonya A. Gantt
(810) 463-1568 or (313) 577-2930

_____   _____
Parent/Legal Guardian Signature   Date

_____   _____
Participant   Date

_____   _____
Investigator   Date

APPENDIX L
INTERVIEW SCHEDULE-Administrators/Educators
PHASE THREE
BRIDGING THE GAP IN DIVERSITY EDUCATIONAL PROGRAMMING
PRINCIPAL INVESTIGATOR, SONYA A. BERKLEY

1. **In regards to diversity and the school's curriculum, do you find the current (2004-term) program more or less inclusive than the diversity program four years ago (1999-2000 term)?**

2. **Has administration exhibited positive/negative support towards lesson plans that incorporate diversity activities?**

3. **How have you handled problematic issues in your classroom that involve diversity disputes? For example, have you encountered problems in regards to student interactions because a student is viewed as different based on their racial, sexual orientation or religious belief?**

4. **Have you engaged in any additional diversity programming training since you began teaching at Mount Clemens High School?**

5. **Has administration incorporated any additional diversity training in-services during the last two school terms (2002-2004)?**

6. **What positive/negative diversity interactions have you observed in the classroom between students as well as student/teacher?**

7. **To your knowledge, has administration hired staffing that reflects the current student population adequately?**

8. **What additional diversity activities, curriculum components or in-services would you like to see incorporated that may improve the current diversity program at your school?**

APPENDIX M

<p style="text-align:center">Research Informed Consent
Title of Study: Bridging the Gap Through Diversity Programming.</p>

You are being asked to be in a research study of how diversity programming is integrated into the educational curriculum and staffing at Mount Clemens High School at Wayne State University. Please read this form and ask any questions you may have before agreeing to be in the study.

The study is being conducted by, Sonya A. Berkley, who earned a Master's degree from the department of Sociology.

Study Purpose:
The purpose of the study is to learn how the school's administrators and educators construct their definition of the term diversity; how diversity is integrated into the educational curriculum and staffing; and how these factors affect the diversity program's success. The estimated number of study participants to be enrolled at Wayne State University is about ten.

Study Procedures:
If you take part in the study, you will be asked to participate in an audiotaped interview that will last about 30-45 minutes. I would like to talk to you about your educational training and experiences today, and also earlier in your life. Your expert opinion is very valuable to me. The sort of questions you will be asked are: How long have you been teaching, what university did you earn your teaching degree, did the university you attended have a diversity training component, how has Mount Clemens included diversity in its school mission statement, is the present diversity program meeting the needs of all your student body. At anytime, you have the option of not answering some of the questions and remaining in the study. You will be asked to complete one interview that will only require one session, at your convenience.

Benefits:
- "There may be no direct benefits for you; however, information from this study may benefit other people now or in the future."

Risks:
"There are no known risks at this time to participation in this study."

Research Related Injuries:
In the unlikely event that this research related activity results in an injury; no reimbursement, compensation or free medical care is offered by Wayne State University. If you think that you have suffered a research related injury, let the investigator know right away.

Compensation:
- You will not be paid for taking part in this study.

Confidentiality:
All information collected about you during the course of this study will be kept confidential to the extent permitted by law. You will be identified in the research records by a code name or number. Information that identifies you personally will not be released without your written permission. However, the study sponsor, the Human Investigation Committee (HIC) at Wayne State University or federal agencies with appropriate regulatory oversight, may review your records.

Submission/Revision date: 10/25/04		Participant Initials_____
Protocol Version #: 2.0	Page 1 of 1	Template Approved 12/17/03

APPENDIX M

[Bridging the Gap Through Diversity Educational Programming]

Voluntary Participation /Withdrawal:
Taking part in this study is voluntary. You may choose not to take part in this study, or if you decide to take part, you can change your mind later and withdraw from the study. You are free to not answer any questions or withdraw at any time. Your decision will not change any present or future relationships with Wayne State University or its affiliates or other services you are entitled to receive.

Questions:
If you have any questions now or in the future, you may contact, Sonya A. Berkley at the following phone number (313) 577-2930. If you have questions or concerns about your rights as a research participant, the Chair of the Human Investigation Committee can be contacted at (313) 577-1628.

APPENDIX M

[Bridging the Gap Through Diversity Educational Programming]

Consent to Participate in a Research Study:
To voluntarily agree to take part in this study, you must sign on the line below. If you choose to take part in this study, you may withdraw at any time. You are not giving up any of your legal rights by signing this form. Your signature below indicates that you have read, or had read to you, this entire consent form, including the risks and benefits, and have had all of your questions answered. You will be given a copy of this consent form.

_____   _____
Signature of Participant / Legally Authorized Representative   Date
_____   _____
Printed Name of Participant/ Authorized Representative   Time

_____   _____
**Signature of Witness (When applicable)   Date

_____   _____
Printed Name of Witness   Time
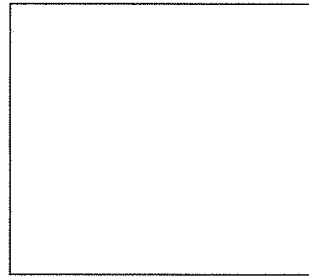

_____   _____
Signature of Person Obtaining Consent   Date

_____   _____
Printed Name of Person Obtaining Consent   Time

** Use when participant has had consent form read to them (i.e., illiterate, legally blind, translated into foreign language).

APPENDIX N

WAYNE STATE UNIVERSITY

Human Investigation Committee

Medical/Behavioral Protocol Summary Form

University Health Center, 6G   (313) 993-7122 Fax
4201 St. Antoine Blvd.   (313) 577-1628 Office
Detroit, MI 48201   www.hic.wayne.edu

ALL HIC SUBMISSION FORMS MUST BE TYPEWRITTEN
INVESTIGATORS ARE RESPONSIBLE FOR UTILIZING THE MOST CURRENT VERSIONS OF HIC FORMS.

HIC Use ONLY

HIC Protocol Number:

Section A: Principal Investigator (PI), Project Title, & Endorsements

1.	NAME OF PI:	Sonya A. Berkley (Gantt)	PAGER: (N/A)
	DEPARTMENT:	Sociology	FAX: ( )
	DIVISION:	Liberal Arts	E-MAIL: aa1240@wayne.edu
	CAMPUS ADDRESS	656 W. Kirby FAB 2248	PHONE: (313) 577-2930

2.	NAME OF PROTOCOL COORDINATOR		N/A ☒
		PHONE: ( )	EMAIL:

3. All PIs who are students or who are **not** WSU faculty or employees of WSU or an affiliated health care institution, must provide **home mailing address and phone number** in addition to the above information. (If provided, all correspondence from the HIC office will be sent to this address.)

HOME ADDRESS:	37482 Radde Clinton Township, Michigan 48036	HOME PHONE: (586) 468-3472

4. PROJECT TITLE: ***"Bridging the Gap Through Educational Programming".***

5. ENDORSEMENTS:

a) **PRINCIPAL INVESTIGATOR:** In signing this description of the research project, the PI agrees to accept primary responsibility for the scientific and ethical conduct of the investigation, as approved by the HIC. The project cannot begin until the investigator has received documentation of HIC review and final approval.

X _____
Signature of Principal Investigator   Title   Date

b) **FACULTY SUPERVISOR/SPONSOR:** For students or individuals without a WSU faculty appointment, a WSU faculty supervisor/sponsor is required. In signing this description of the research project, the faculty supervisor/sponsor certifies that he/she has reviewed the research plan and has approved the scientific and ethical aspects of this research. The faculty supervisor/sponsor will supervise all compliance with the human participant's guidelines.

X _____
Signature of WSU Faculty Supervisor/Sponsor   Printed Name   Title   Date

    c) **FACULTY SUPERVISOR'S CAMPUS ADDRESS:** _____

       PHONE #: _____   **EMAIL ADDRESS:** _____

d) **DEPARTMENT CHAIR/DEAN:** In signing this description of the research project, the Dept. Chairperson or Institute/Center Director certifies that (1) appropriate support will be provided for the project and that (2) appropriate scientific and ethical oversight has and will be provided.

X _____
Signature of Department Chair/Dean   Printed Name   Title   Date

If PI is a student, or an individual without a WSU faculty appointment, the above signature must be that of the WSU Faculty Supervisor/sponsor's Chair/Dean

6.	FORM COMPLETED BY:	Sonya A. Berkl;ey	TITLE:Student

APPENDIX N

PHONE: (313)577-2930	FAX: ( )		E-MAIL: aa1240@wayne.edu

7.	*Note: Individuals contacting potential research participants and/or obtaining consent must be considered "key personnel". If their identities are not known at the time of this submission, an amendment must be submitted and approved before they can participate in the research project. Principal Investigators, co-investigators, and key personnel are required to take the WSU educational training program on the protection of Human Research Participants (http://www.hic.wayne.edu)*

KEY PERSONNEL (SUCH AS CO-INVESTIGATORS, COLLABORATORS, RESEARCH ASSISTANTS, ETC.):

Name	**Division/Dept.**	**Research Role**	**Signature**
a) Nelson Jackson	Mount Clemens HS	contact teachers **x**	
b)		**x**	
c)		**x**	
d)		**x**	
e)		**x**	
f)		**x**	
g)		**x**	
h)		**x**	
i)		**x**	
j)		**x**	

8.	CHECK THE TYPE OF IRB REVIEW REQUESTED (ALL THAT APPLY)	☒ Adult ☐ Pediatric ☐ Behavioral		

9.	CHECK THE APPLICABLE TYPE OF REVIEW (CHECK ONLY ONE)	☐Exempt Review (enter category # for behavioral research)
		  (**STOP**, if requesting **MEDICAL** review please use Medical Exempt Review Form)
		☒Expedited Review (enter category) #
		  http://www.hic.wayne.edu/hicforms/expeditecat.html
		☐Full Board Review		

10.	STATUS OF PRINCIPAL INVESTIGATOR	☐Undergraduate ☒Graduate	☐Resident/Fellow ☐Faculty Staff	
11.	TYPE OF PROJECT	☐Research Proposal ☒Thesis/Dissertation	☐Master's Project ☐Other (describe):	

Section B: Research Project Characteristic

12.	CHECK THE APPLICABLE SUBMISSION	☒ Initial Submission ☐ Five-Year Renewal		
13.	PROPOSED PROJECTS DATES MUST BE IN MM/DD/YY FORMAT:	FROM: **IRB APPROVAL**		TO: **04/30/05**
14.	FUNDS FOR THIS PROJECT ARE BEING PROVIDED BY/REQUESTED FROM: *MUST ANSWER QUESTION #15	☐ Private Industry* ☐ Governmental agency* ☐ Departmental (WSU/DMC/VAMC)	☐ Foundation* ☐ Other (describe):	☒ N/A
15.	FUNDING SOURCE: CONTACT NAME: ADDRESS:			☒ N/A

APPENDIX N

	PHONE:		
16.	STATUS OF FUNDS:	☐ Approved ☐ Pending	☒ N/A
17.	NOTE. If research is to be performed at a site outside the Principal Investigator's or co-investigator's department, attach a letter of support (on letterhead stationary) indicating permission or approval to conduct research in that facility. For International research sites, contact the HIC office for further instructions		
	PROVIDE THE NAMES OF ALL FACILITIES WHERE THE RESEARCH WILL BE PERFORMED (E.G., NAME OF HOSPITAL, OUTPATIENT CLINIC, SCHOOL, CHURCH).	**Mount Clemens High School** **155 Cass Ave.** **Mount Clemens, Mich. 48043**	☐ N/A
	Scientific review committees are in place at Karmanos Cancer Institute (Protocol Review Committee), Veterans Administration Medical Center (Clinical Investigation Committee), the Department of Psychiatry and Behavioral Neuroscience (Department Review Board). An approval letter must accompany all research that receives prior committee scientific review.		
18.	IS THIS A MULTICENTER STUDY (SUCH AS A DRUG COMPANY STUDY, COOPERATIVE GROUP, ETC.)?	☐ Yes(Go to Question #19)	☒ NO (GOTO Question #20)
19.	a. IS WSU THE COORDINATING CENTER FOR THIS STUDY	☐ Yes (if yes, complete the coordinating center form and attach with this submission) Go to Question #20	☐ NO (COMPLETE b)
	b. COORDINATING CENTER NAME: COORDINATING CENTER ADDRESS:		

Section C. Data Collection

20.	WHAT IS THE APPROXIMATE NUMBER OF PARTICIPANTS/ DOCUMENTS/ SPECIMENS TO BE COLLECTED?	At this site? **10 participants**	At other sites? none

21.	IDENTIFY THE SOURCE OF THE DATA (CHECK ALL THAT APPLY)	☒ Human Participants Age range: **22-60**
		☐ Medical Documents/Records/Charts
		   (if checked, complete HIPAA summary form)
		☐ Non-Medical Documents/Records/Charts
		☐ Database
		   ☐ Created under a Public Health Authority (i.e. SEER) and publicly available
		   ☐ Other (if checked, complete HIPAA Summary Form)
		☐ Specimens
		☐ Internet
		☐ Other (explain)	

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APPENDIX N

22.	PROSPECTIVE DATA COLLECTION METHODS (CHECK ALL THAT APPLY):	☐ Questionnaire/Survey
		☒ Interview
		☐ Medical records
		(if checked, complete HIPAA summary form)
		☐ Non-Medical Documents/Records/Charts
		☐ Database
		    ☐ Created under a Public Health Authority (i.e. SEER) and publicly available
		    ☐ Other (if checked, complete HIPAA Summary Form)
		☐ Psychological testing
		☐ Educational testing/evaluations
		☐ Observation
		☐ Focus groups
		☐ Audio/video taping *
		☐ Specimens
		☐ Other (describe):
			☐ N/A

	*NOTE: Audiotapes and/or videotapes are a powerful threat to the participant's confidentiality because they are more specific identifiers than textual information in a data file. Consequently, such materials should be destroyed at the end of the study unless the participant gives express permission for their retention and must be specified in the consent form		
23.	RETROSPECTIVE DATA SOURCES CHECK ALL THAT APPLY	☐ Archival data ☐ Computer database ☐ Specimen repository ☐ Medical records (if checked, complete HIPAA summary form) ☐ Other (describe):	☒ N/A
24.	IDENTIFY MATERIAL(S) TO BE DISTRIBUTED TO PARTICIPANTS OR OTHERS. PROVIDE A COPY OF EACH	☐ Pamphlets, brochures ☐ Books ☐ Educational /Training Materials ☒ Other (describe): **interview questions**	☒ N/A
25.	HOW LONG WILL EACH PARTICIPANT BE INVOLVED IN THIS STUDY? (SPECIFY BOTH ACTIVE AND FOLLOW-UP INVOLVEMENT; E.G., 8 WEEKS, 3 YEARS, LIFETIME, ETC.)	☒ One time ☐ Active treatment: ☐ Follow-up:	☐ N/A
26.	APPROXIMATELY HOW MUCH TIME WILL EACH PARTICIPANT SPEND DOING RESEARCH-RELATED ACTIVITIES? (E.G., 15 MINUTES; 5 ONE-HOUR VISITS, OVER 6 MONTHS, ETC.).	**one hour visit**	☐ N/A
27.	WILL DECEPTION OR EXPERIMENTAL MANIPULATION BE USED?	☒ No (Go to Question #28) ☐ Yes (answer questions a and b) a) Explain why deception is necessary: b) Describe plans for how and when participants will be debriefed:	☐ N/A
28.	a) IS RECRUITMENT SELECTION OF RESEARCH PARTICIPANTS BASED ON GENDER? (SEE HIC POLICY @ www.hic.wayne.edu/hicpol/wandm.htm)	☒ No ☐ Yes – if yes, provide scientific justification:	☐ N/A
	b) ARE PREGNANT WOMEN EXCLUDED? (SEE HIC POLICY @ www.hic.wayne.edu/hicpol/inclusio.htm	☒ No ☐ Yes – if yes, provide scientific justification:	☐ N/A

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	c) IS PARTICIPANT SELECTION BASED ON RACIAL/ETHNIC CRITERIA? (SEE HIC POLICY @ www.hic.wayne.edu/hicpol/wandm.htm)	☒ No ☐ Yes – if yes, provide scientific justification:	☐ N/A
	d) WILL NORMAL HEALTHY VOLUNTEERS BE ENROLLED? (SEE HIC POLICY @ www.hic.wayne.edu/hicpol/volun.htm)	☐ No ☒ Yes	☐ N/A
	e) INDICATE THE VULNERABLE GROUP(S) YOU PLAN TO ENROLL IN THIS RESEARCH PROJECT: (SEE THE APPLICABLE HIC POLICY)	☐ Mentally disabled/cognitively impaired www.hic.wayne.edu/hicpol/cognitive.htm ☐ Minors (under 18 years of age) www.hic.wayne.edu.hicpol.children.htm ☐ Non-consenting participants www.hic.wayne.edu.hicpol.permiss.htm ☐ Prisoners www.hic.wayne.edu.hicpol.prisoner.htm ☐ Fetuses www.hic.wayne.edu.hicpol.inclusio.htm ☐ Terminally ill www.hic.wayne.edu.hicpol.terminal.htm ☐ Other – explain:	☒ N/A
29.	WILL/COULD STUDENTS/EMPLOYEES OF WSU/DMC/VAMC BE ENROLLED IN THIS PROTOCOL? (SEE HIC @ www.hic.wayne.edu.hicpol.student.htm)	☐ No ☐ Yes (If yes, address in question #33 how will PI and/or recruiters avoid potential coercion of students/employees)	☒ N/A
30.	HOW WILL PARTICIPANTS BE RECRUITED? (CHECK ALL THAT APPLY) *SEE HIC POLICY ON ADVERTISING @ www.hic.wayne.edu.hicpol.advertis.htm **STATE LOCATION OF AD/NOTICE/FLYER AND PROVIDE VERBATIM COPIES	☐ Direct person-to-person solicitation ☐ Advertisement* ☐ Notice/flyer* ☐ Psychology Student Pool ☐ Classroom instructor ☐ Principal Investigator ☐ Resident/Fellow ☐ Primary Care Provider ☐ Co-Investigator/Collaborator ☐ Research nurse ☐ Research assistant ☐ Student/Student Assistant ☒ Other (specify):**School Principal**	☐ N/A
31.	PROVIDE A NARRATIVE DESCRIPTION OF THE RECRUITMENT PROCEDURES. STATE WHO WILL RECRUIT PARTICIPANTS AND DESCRIBE ANY RELATIONSHIP (I.E., EMPLOYER, TEACHER, ETC.) HOW WILL PI AND/OR RECRUITERS AVOID POTENTIAL COERCION OF STUDENTS/EMPLOYEES/ETC.?	Explain: **Mr. Nelson Jackson, the school principal will approach participants first. The participants are teachers I interviewed in 2000 for thesis research. The interviews will be post-interviews to conduct comparative analysis of their diversity programming.**	☐ N/A
32.	FOR BEHAVIORAL RESEARCH, PROVIDE A COPY OF THE RECRUITMENT SCRIPT. IF THIS IS NOT COMPLETE AND CONCISE, THE PROTOCOL MAY BE TABLED	Attached ? ☐ No ☐ Yes	☒ N/A
33.	IS THERE ANY POTENTIAL FOR COERCION OF THE PARTICIPANT FROM RECRUITMENT PERSONNEL OR THROUGH RESEARCH ACTIVITIES	☒ No ☐ Yes, If yes please explain the proposed safe guards:	☐ N/A

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Section D: Consent of Research Participants

34.	IDENTIFY THE PERSONNEL WHO WILL BE RESPONSIBLE FOR **OBTAINING THE INFORMED CONSENT** OF THE PARTICIPANTS. THESE INDIVIDUALS MUST BE AMONG THOSE WHO WERE IDENTIFIED AS "KEY PERSONNEL" IN QUESTION #7. (CHECK ALL THAT APPLY).	☒ Principal Investigator ☐ Resident/Fellow ☐ Co-Investigator/Collaborator ☐ Research Nurse ☐ Research Assistant ☐ Other (specify):	☐ N/A
35.	WILL MORE THAN ONE CONSENT/ASSENT FORM BE USED?	☒ No ☐ Yes – how many?	☐ N/A
36.	SELECT THE <u>TYPE</u> OF CONSENT(S)/ASSENT(S) THAT WILL BE USED. (CHECK ALL THAT APPLY AND <u>ATTACH A COPY</u>) SEE THE GLOSSARY LOCATED ON THE HIC WEBSITE FOR A DESCRIPTION OF THE DIFFERENT TYPES OF CONSENT/ASSENT. www.hic.wayne.edu/glossary.html	☒ **Written consent**.	☐ N/A
		☒ English Version	
		☐ Non English Version www.hic.wayne.edu/hicp;p/nonengcon.htm	
		☐ **Information sheet** – explain the rationale for an Information Sheet rather than a written consent:	☐ N/A
		☐ **Written Assent** (required for children between 13 and 18 years (unless otherwise justified)	☐ N/A
		☐ **Oral Assent** (required for children between 7 and 12 years (unless otherwise justified)	☐ N/A
		☐ **Oral Consent** (Answer a and b)	☐ N/A
		(a) Explain the rationale for using **oral** rather than written consent: b) Describe how **oral** consent will be documented and witnessed:	
		☐ **Waiver of consent in emergency situations** (Answer questions a and b)	☐ N/A
		(a) Explain the rationale for this consent procedure:	
		(b) Describe the consent process:	
		☐ **Waiver of consent** for other reasons (e.g., chart review, database analysis). Describe how this research qualifies for waiver of informed consent [see 45 CFR 46.116(d) and 46.408(c)].	☐ N/A
		a) Is the risk more than minimal? ☐ No ☐ Yes	
		b) Will the waiver adversely affect the rights and welfare of the research participants? ☐ No ☐ Yes	
		c) Can the research be practicably carried out without the waiver? ☐ No ☐ Yes	
		d) Will the participants be provided with additional pertinent information after participation, if appropriate? ☐ No ☐ Yes	
	NOTE: Written informed consent will be obtained in all circumstances except the following: (1) if the subject is capable of giving informed consent but cannot sign due to physical impairment, or (2) if because of the subject's mental impairment consent is obtained from the subject's closest available next of kin or legally authorized representative, and that person is unable to come to the hospital within the time frame for enrollment permitted by the protocol, then oral consent will be obtained from the representative by telephone, followed immediately by a faxed, signed consent form. A copy of the consent document will be given to the legally authorized representative. Note that if a patient is unable to sign the consent document at the time of enrollment due to temporary mental impairment, but later in the course of the study this impairment resolves, he/she will be informed about the research as early as possible		

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Section E: Confidentiality

37.	How will the research participants be identified in the research documents (E.G. ON CASE REPORT FORMS, QUESTIONNAIRES, SURVEY TOOLS)	Explain:The participants will be identified by code numbers only.	☐ N/A
	SOCIAL SECURITY NUMBERS, MEDICAL RECORD NUMBERS, EMPLOYEE NUMBERS, OR SCHOOL IDENTIFICATION NUMBERS CAN BE DIRECTLY LINKED TO INDIVIDUALS AND MUST NOT BE USED AS A CODE NUMBER		
38.	IS THERE A MASTER LIST THAT LINKS THE CODE NAME/NUMBER TO THE SUBJECT'S IDENTITY?	☐ No (Go to Question #40) ☒ Yes, if yes please explain **The names coincide with the numeric code only for the purpose of data analysis**	☐ N/A
39.	WHERE IS THE MASTER LIST BEING KEPT? PROVIDE LOCATION AND WHAT PROVISIONS FOR CONFIDENTIALITY ARE BEING USED	Explain:**The list will be kept in a metal, locked file cabinet in my basement office.**	☐ N/A
40.	WHERE WILL THE ORIGINAL SIGNED INFORMED CONSENT BE KEPT? PROVIDE LOCATION AND WHAT PROVISIONS FOR CONFIDENTIALITY ARE BEING USED	Explain:**The original signed consent forms will be kept in a metal, locked file cbinet in my basement office.**	
41.	OTHER THAN THE STUDY PERSONEL AND THE WSU HUMAN INVESTIGATION COMMITTEE, WHO WILL HAVE ACCESS TO THE RESEARCH DATA?	☐ Sponsor ☐ National cancer institute ☐ FDA ☐Cooperative Group ☐Other	☒ N/A
42.	COULD ANY PART OF THIS ACTIVITY RESULT IN THE POTENTIAL IDENTIFICATION OF:	For information on obtaining a Certificate of CONFIDENTIALITY, refer to http://www.nigms.nih.gov/funding/confidentialitycert/index.html	
	a. CHILD/ELDER ABUSE	☐ No ☐ Yes	☒ N/A
	b. REPORTABLE COMMUNICABLE DISEASES	☐ No ☐ Yes	☒ N/A
	c. CRIMINAL ACTIVITIES	☐ No ☐ Yes	☒ N/A
	IF ANY QUESTION CHECKED YES, THIS MUST BE NOTED IN THE RISK SECTION OF THE INFORMED CONSENT		

Section F: Benefits* and Risks to Research Participants
(*NOTE THAT FINANCIAL COMPENSATION, IN ANY FORM, IS NOT A BENEFIT)

43.	DESCRIBE THE BENEFITS IF ANY TO THE RESEARCH PARTICIPANTS FOR INVOLVEMENT IN THIS PROJECT.	**There are no direct benefits to the partcipants for involvement in this project.**	☐ N/A
44.	DESCRIBE THE BENEFITS TO SOCIETY (IF ANY) THAT MAY RESULT FROM PARTICIPANT PARTICIPATION IN THIS RESEARCH PROJECT	**A greater understanding of the meaning/interpretation of diversity programming and hopefully improve ways to implement a more effective program that will address all its students needs.**	☐ N/A
45.	DESCRIBE THE NATURE AND DEGREE OF POTENTIAL RISKS TO RESEARCH PARTICIPANTS	SEE GLOSSARY UNDER "RISK" ON THE HIC WEBSITE FOR A DESCRIPTION OF THE DIFFERENT TYPES OF RISK	
	a. PHYSICAL		☒ N/A
	b. PSYCHOLOGICAL		☒ N/A
	c. SOCIAL		☒ N/A

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	d. ECONOMIC		☒ N/A
	All the above risks and benefits should be listed in the informed consent		
46.	WHAT PRECAUTIONS WILL BE TAKEN TO MINIMIZE RISKS DESCRIBED ABOVE?		☒ N/A

Section G: Cost and Compensation

47.	WILL THE RESEARCH PARTICIPANTS BE COMPENSATED?	☒ No (Go to question #48)	☐ N/A
		☐ Yes (Answer questions a and b)	
		a. Type and total amount:	
		b. The amount and milestone for each payment:	
48.	WILL THE RESEARCH PARTICIPANT INCUR ANY ADDITIONAL EXPENSES FOR EXPERIMENTAL OR PROTOCOL SPECIFIC DIAGNOSTIC TESTS OR PROCEDURES	☒ No	☐ N/A
		☐ Yes, please explain:	
	DO NOT REFER THE RESEARCH PARTICIPANT TO HIS OR HER INSURANCE COMPANY TO INQUIRE IF CERTAIN PROCEDURES ARE COVERED UNDER HIS OR HER PLAN. THE SECURING OF THIS INFORMATION IS THE RESPONSIBILITY OF THE PRINCIPAL INVESTIGATOR AND SHOULD BE COMMUNICATED TO THE PARTICIPANT		

Section H: Interventions/Measurements Solely for Research Purposes

49.	IS THIS A THERAPEUTIC/TREATMENT STUDY? (INTERVENTIONS/MEASUREMENTS THAT WILL BE DONE SOLEY FOR RESEARCH PURPOSE, E.G. DRUG THERAPY, PSYCHOLOGICAL THERAPY, PHYSICAL THERAPY, ETC.)	☐ No (SKIP to Question #56)	
		☐ Yes	
50.	DOES IT INVOLVE A PLACEBO?	☐ No	
		☐ Yes	
51.	IS AN EXPERIMENTAL AGENT(S)/DEVICE(S)/USE INVOLVED IN THIS PROJECT?	☐ No	
		☐ Yes	
52.	IS THIS A NEW INDICATION OF THE STUDY AGENT/DEVICE/ USE? (NEW USE, ALTERED DOSE, NEW ROUTE OF ADMINISTRATION, NEW PARTICIPANT POPULATION, ETC)?	☐ No (SKIP to Question #54)	
		☐ Yes	
53.	PROVIDE IND (INVESTIGATIONAL NEW DRUG NUMBER OR IDE (INVESTIGATIONAL DEVICE EXEMPTION) NUMBER. NOTE: APPROVAL CANNOT BE GRANTED UNTIL THE RCEIPT OF ABOVE	Number: (Go to question #54)	☐ Not given (Answer question a)
	a. DOES THE MEDICAL DEVICE QUALIFY FOR NON-SIGNIFICANT RISK CONSIDERATION? (SEE POLICY@ http://www.fda.gov/oc/ohrt/irbs/devices.html#risk) NOTE IF THE IRB DETERMINES THAT THE DEVICE IS CLASSIFIED AS SIGNIFICANT RISK, AN IDE WILL BE REQUIRED	☐ No (Answer question b)	☐ Yes (Go to question 54)
	b. IF THE FDA HAS PROVIDED NO IND/IDE NUMBER FOR THE ABOVE INDICATIONS, PLEASE JUSTIFY WHY THIS NUMBER IS NOT REQUIRED. INCLUDE A COPY OF ANY DOCUMENTS SUPPORTING THIS JUSTIFICATION. REFER TO THE HIC WEBSITE, HELPFUL LINKS FOR FDA REQUIREMENT	Explain:	
54.	WILL NON-FDA APPROVED DRUGS/CHEMICALS WITHOUT IND NUMBERS BE GIVEN TO RESEARCH PARTICIPANTS?	☐ No (Go to Question #55) ☐ Yes (answer question a)	☐ N/A

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	a. DESCRIBE THE SAFETY/PHARMACOLOGY PROFILE OF THE DRUG/CHEMICAL			
	PROVIDE A COPY OF THE LITERATURE SEARCH THAT DETERMINED THIS DOSE/USE			
55.	HAS A COPY OF THE INVESTIGATIONAL DRUG BROCHURE/PACKAGE INSERT BEEN INCLUDED	☐ No ☐ Yes		☐ N/A
56.	WILL RESEARCH PARTICIPANTS BE EXPOSED TO IMAGING OR DIAGNOSTIC RADIATION (E.G., X-RAYS, CT SCANS, ETC) OVER AND ABOVE THAT GIVEN FOR CLINICAL PURPOSES? Note: In the consent form, the amount of additional radiation and subsequent risk must be described in lay terms. For example, "the amount of radiation from participation in this research study is the same amount that would be received by flying from New York to Los Angeles."	☒ No (Go to question #57) ☐ Yes (answer questions a, b and c) a) Specify the facility where radiation will be given: b) Describe the additional imaging or diagnostic procedures: c) Describe the total amount of the additional radiation exposure in rads/millirads:		

Section I: The Use of Biological Specimens

57.	ARE BIOLOGICAL SPECIMENS INVOLVED IN THIS PROTOCOL? (SEE POLICY ON RESEARCH STUDIES INVOLVING BIOLOGICAL SPECIMENS @ www.hic.wayne.edu/hicpol/specim.htm)	☒ No (SKIP to Section J) ☐ Yes	
58.	WHAT BIOLOGICAL SPECIMENS WILL BE COLLECTED?	☐ Blood ☐ Tissue ☐ Urine ☐ other (please list)	
59.	SPECIFY THE FOLLOWING:	Use lay and medical terms (cc's or mls **and** teaspoons or tablespoons	☐ N/A
	a. METHOD OF COLLECTION		
	b. AMOUNT		
	c. FREQUENCY		
	REFER TO HIC WEBSITE FOR THE POLICY ON RESEARCH STUDIES INVOLVING THE COLLECTION OF BLOOD SAMPLES		
60.	DISCLOSE ANY DEVIATION FROM THE WSU/DMC/VAMC IRB APPROVED POLICY ON "RESEARCH STUDIES INVOLVING THE COLLECTION OF BLOOD SAMPLES" @ www.hic.wayne.edu/hicpol/specim.htm	Explain:	☐ N/A
61.	ARE SPECIMENS ALREADY IN EXISTENCE, ON THE SHELF, AT THE TIME OF SUBMISSION?	☐ No (SKIP to Question #62) ☐ Yes (Answer questions a-d)	
	a. ARE THE SPECIMENS ANONYMOUS, I.E., WITHOUT LINKAGE TO PERSONAL IDENTIFERS (NAME, SSN, ETC.)?	☐ No ☐ Yes	
	b. ARE IDENTIFIERS KNOWN TO KEY PERSONNEL?	☐ No ☐ Yes	
	c. ARE IDENTIFIERS KNOWN TO 3RD PARTY ONLY (E.G., PATHOLOGY BANK)?	☐ No ☐ Yes	
	d. DESCRIBE THE IDENTIFIERS		☐ N/A

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62.	WILL THE SPECIMEN FROM THE RESEARCH PARTICIPANT BE COLLECTED AFTER THE STUDY RECIEVES HIC APPROVAL?	☐ No (SKIP to Question #63) ☐ Yes (Answer question a)	
	a. Will the specimens be anonymized (without linkage to personal identifiers) before they are given to the PI/research staff?	☐ No (Answer question b.) ☐ Yes	☐ N/A
	b. Describe the linkage to the participants.	Explain:	☐ N/A
63.	Are biological specimens being collected for clinical (non-research) purposes?	☐ No (SKIP to question #64) ☐ Yes (Answer questions a-d)	
	a. WILL THE SPECIMENS BE DERIVED FROM ADDITIONAL TISSUES/FLUID/BLOOD COLLECTION MADE AT THE TIME OF THE CLINICAL ACTIVITY?	☐ No ☐ Yes	
	b. WILL THE SPECIMENS BE DERIVED FROM BIOLOGICAL WASTE OR LEFT OVER MATERIALS?	☐ No ☐ Yes	
	c. WILL THE SPECIMENS BE ANONYMIZED BEFORE GIVEN TO KEY PERSONNEL	☐ No ☐ Yes	
	d. PLEASE DESCRIBE THE IDENTIFIERS:		☐ N/A
64.	WILL **ANY** OF THE SPECIMENS BE USED TO IDENTIFY **ANY** GENETIC INFORMATION?	☐ No ☐ Yes , If yes, EXPLAIN:	
65.	WILL THE SPECIMEN BE STORED FOR FUTURE USE?	☐ No (SKIP to Question 66) ☐ Yes (Answer question a)	
	a. IS THE FUTURE USE LISTED IN THE CONSENT?	☐ No ☐ Yes	☐ N/A

Section J: Narrative Description

66.	Please **attach** a **concise** narrative description, in non-technical language (lay terms), of the research project. Information given here should provide the members of the IRB who do not have the complete protocol (i.e., everyone but the primary and secondary reviewers) with a clear understanding of the proposed research. Please do not 'paste' text from the full protocol, and do not refer to protocol page numbers. Literature citations should **not** be included in this section. • Include why you are doing the study and what you hope to accomplish, • what criteria will be used to determine participant inclusion/exclusion and sample size, and • a brief description of how the study will be conducted including methods and materials. **This application may be <u>tabled</u> if 1) The protocol summary form is incomplete, and/or 2) the narrative description is not concise or is not readily understandable to a layperson. Tabling will cause a one-month, or more, delay in the review process** Attach a copy of the grant application (if applicable) and the full research protocol. The summary below does not take the place of a full research protocol

APPENDIX O

WAYNE STATE UNIVERSITY

HUMAN INVESTIGATION COMMITTEE
101 East Alexandrine Building
Detroit Michigan 48201
Phone: (313) 577-1628
FAX: (313) 993-7122
http://hic.wayne.edu

NOTICE OF PROTOCOL EXPIRATION

To: Sonya Berkley

Sociology

From: Francis LeVeque, D.D.S.

Chairman, Human Investigation Committee

Date: February 03, 2006

RE: Protocol #:   0504001727

Protocol Title: Bridging the Gap Through Diversity Educational Programming

Sponsor:

Reference #1:   094304B3E

Reference #2:

This is to notify you that approval for the above protocol EXPIRED on 11/08/2005. Data collected after the expiration date is unapproved research, cannot be included with data collected during an approved period, and can never be reported or published as research data.

In accordance with DHHA and FDA policies, **you may NOT continue any further research efforts for this protocol.** You should notify the sponsoring agency that this protocol is terminated.

Resubmission Requirements for expedited * or full board review:

1. Complete a Continuation Form to provide information regarding data collected since the last renewal.
2. Complete a new Protocol Summary Form.
3. Inclue reference to the expired protocol number (this number will not change).

*Protocol is minimal risk and meets the criteria for expedited review per the federal and FDA regulations (45 CFR 46.110 and 21 CFR 56.110).

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ABSTRACT

AN EVALUATION OF THE EFFECTIVENESS OF A DIVERSITY EDUCATIONAL PROGRAM

by

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Administrators and educators have been given the responsibility of working towards improving racial and social interactions in their school settings. It is important to note that most of the literature on diversity programming suggests that the perception held by a school's administration of what constitutes an all encompassing racially and culturally diverse program plays an important role in its implementation and success.

With the continual growth of minority populations in the United States, studies argue that schools should strive to be as diverse as the communities they serve. Some communities have altered their school curricula and introduced diversity training to their staff and students to make their programs more reflective of the school's population. However, data suggests critical reforms are still needed nationwide to increase awareness and tolerance of racial and cultural differences in educational institutions (Fereshten, 1995, Pyszkowski, 1993, Wang et al., 1995). The study focused on evaluating how the Edison Senior High School Academy implemented its diversity program, and the affect that the educators' and administrators' interpretation of the term "diversity" had on the diversity program's success. The Edison format required several changes from the way the traditional public school operates in areas such as the way it was organized, its

scheduling process to curriculum materials, professional development and administrative practices. The purpose of the study was to explore the effectiveness of the Edison school's diversity educational program. Work for this study was conducted in three phases from 1999-2004.

The first phase (1999-2000 school terms) consisted of participant observations in nine of the educators' classrooms and face-to-face interviews with those teachers and the school's administrator. The second phase (2000-2001) consisted of interviews from thirty-four students and utilized the jointly told tales approach. This approach allowed students to give their perceptions of the Edison diversity program implemented in their own words, which was incorporated into the body of the report without modifications. Phase three, the last phase, occurred during the 2003-2004 school terms and involved revisiting the diversity program carried out at the Mount Clemens High School after the Edison Program was phased out. The Edison students and educators were merged into the traditional public school setting. Several of the educators who participated in phase one of the study were also respondents of the looking back segment (phase three) of the study, and addressed the likenesses and differences they observed between the diversity programming of the 1999-2000 school terms versus the 2003-2004 school terms. In addition, seven new educators and one administrator participated in the third phase of the study, which revisited face-to-face interviews and classroom observations.

This study explores the link between how school administrators and educators construct their definition of diversity and whether their perceptions are an important factor in the success of the program. According to the educators and administrators who participated in the study, many believed existing problems in the classroom stemmed from students' lack of interest and peer distraction. In order to gain a better understanding of why certain behaviors and lack of

motivation exist in their classrooms, student narratives were incorporated to further enhance the study. Student narratives (text told in the students own words) have been incorporated and may allow insight into the evaluation of the diversity program from their perspectives. Mcgill (2003) believed understanding and addressing students' perceptions is one of the most positive ways to inform educators of what their students are thinking. Students' experiences have been captured and analyzed. The narratives may offer alternative reasons for negative classroom behaviors and interactions, as well as disclose positive social interactions.

In addition to the interpretation factor, an examination of prior literature reveals that the methodological approach before the early 1990s tends to be more quantitative than qualitative. The field study follows the qualitative approach that allows for rich, thick descriptions and interpretations. "My role in the field, engaging in participant observations and conducting interviews with administrators and educators, impacts the reflexive analysis of the data collection, and the content analysis. With this new information, educational programs can be designed that will promote positive racial and cultural interactions and acceptance. All schools should make efforts to teach these social skills to help individuals develop a greater understanding and respect of others' differences.

AUTOBIOGRAPHICAL STATEMENT

I was born in Rochester, New York. After graduating from Benjamin Franklin High School, I earned an Associate degree in Liberal Arts from Monroe Community College in Henrietta, New York. I majored in Sociology at the University of Michigan-Flint and earned a Bachelor of Arts degree. I moved to Mount Clemens, Michigan, to attend graduate school at Wayne State University. I was employed for three years as a teacher's assistant for various professors in the Department of Sociology. I worked as a research assistant for one year at Karmanos Cancer Institute through Wayne State University.

I taught various courses (Introduction to Sociology, Social Problems and an upper division and graduate level course in Domestic Violence) while at Wayne State University. I taught full-time at Mott Community College in Flint, Michigan, for one year and left to teach at Macomb Community College. I taught part-time for Venciennes University at the Selfridge Air Base for four years. I have been employed with Macomb Community College for eight years. I was part-time, then temporary full-time and am now a full-time Instructor of Sociology.

I contributed chapter nine of Dr. Mary C. Sengstock's book titled, "Voices of Diversity: Multi-Culturalism in America." I also created a power point presentation utilized at Macomb Community College for faculty and staff diversity training seminars. Because of my interest in multiculturalism and our society, I am also an active member of several organizations through Macomb Community College. This dissertation denotes my interest in the pursuit of equal academic success in a diverse society and is a personal commendation to all persons who persevere to bring about change and encourage educational excellence for all of society's members.