Addressing the cultural needs of Latino students in the classroom: a workshop for reflective educators

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Abstract
This is a professional development workshop intended for an elementary staff venue. The purpose is to facilitate teachers in developing culturally responsive classrooms in which Latino students can confidently develop their literacy skills. The workshop will serve to assist participants in identifying what their own cultural beliefs are, developing connections with people of the Latino culture, and exploring avenues to encourage growth and understanding between the two. It allows for the participants to be proactive in the creation of instruments that will enhance communication between home and school, and to use the information gained from it to build cooperative relationships with and between Latino students, their parents, educators and the school.
Addressing the Cultural Needs of Latino Students in the Classroom:

A Workshop for Reflective Educators

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Description, Purpose, and Background

This is a professional development workshop intended for an elementary staff venue. The purpose is to facilitate teachers in developing culturally responsive classrooms in which Latino students can confidently develop their literacy skills. Because acquiring the expertise to implement such a classroom is an ongoing process, this workshop is formatted in five four-hour sessions, during the first half of the school year. The workshop will serve to assist participants in identifying what their own cultural beliefs are, developing connections with people of the Latino culture, and exploring avenues to encourage growth and understanding between the two. It allows for the participants to be proactive in the creation of instruments that will enhance communication between home and school, and to use the information gained from it to build cooperative relationships with and between Latino students, their parents, educators and the school.

While bilingual issues are a large part of accommodating students of other cultures in the classroom, second language learning is not the subject of this workshop. Instead, this is an attempt to broaden understanding of Latino people, and to incorporate what we know and learn about their culture meaningfully into the classroom.

A workshop addressing the needs of Latino students is an important challenge for our school to undertake, and stands to enhance my own professional growth as well.

Personal Beliefs and Motivation for Project

Even though I have always tried to be mindful of the beliefs and biases I held, I felt there was more I needed to understand in order to support the needs of my minority students. I was aware that all of my students needed to feel valued if they were to take the risks they would need to take in order to make appropriate literacy gains in my classroom.
When I decided to teach, I thought that it was the perfect fit. After all, I had once been a student. I struggled with an eye disorder that made reading difficult. I wasn’t a concrete thinker. I was a timid, average student. This was a job wherein I could be empathetic with my clients!

For many years, I could, indeed, be empathetic with my students. I taught first grade in a small, rural school district comprised almost entirely of students of European American decent. I held compassion for those students who struggled with learning to read. I was interested in finding ways to encourage them to take the risks they needed to in order to make gains in their literacy skills. I had found my niche.

While there were a fairly large number of single parent households, primarily the risks I encouraged students to take were academic in nature. In other words, I wanted them to risk trying something new, even if they weren’t successful at the onset. Still, I had a keen interest in creating a classroom culture that would help kids to feel comfortable enough to attempt challenging new concepts.

As soon as I agreed to take a fourth-grade position in a large, multi-section suburban school district, I realized that a classroom culture that encourages risk-taking would have broader implications. When I had a Latino student tell me the first week of school that she would soon be spending an entire month in Mexico I began to think about the cultural implications I was facing. I realized I was now certainly out of my niche. I just wasn’t equipped with the connections to her culture that I needed to have in order to understand how to be empathetic.

While I had many students with a diverse background in my new classroom setting, I understood that the Latino population was the largest growing one in the United States. It was this population, then, that I chose to research first in order to learn more regarding how I could accommodate my Latino students successfully in the classroom.
In my graduate studies I was asked to read two articles that were pivotal in my way of thinking about classroom culture. One entitled *Equity and Literacy in the Next Millennium* highlights the need for research that “explores better ways to educate all teachers to work with students in a culturally responsive manner” (Au & Raphael, 2000, p. 175). The other was entitled *What No Bedtime Story Means: Narrative Skills at Home and School* by Shirley Brice Heath (1982). We were asked to construct a chart of strengths and needs of students from different social classes in the article, and then to strategize literacy support that would benefit those student skills. I thought it would be the perfect avenue in which to approach my study of Latino students.

My principal is an empathetic woman of Chinese origin. She was happy to see my beginning attempts at multiculturalism in the classroom, and encouraged me to pursue refining my efforts. This workshop developed when I realized that, just as no two students of any background learn to read in exactly the same manner, the data on Latino students’ culture isn’t easily entered into generic charts in order to identify their strengths and needs. Becoming culturally competent in the classroom involves much broader knowledge and skills.
Methodology

Much as the Latino population in the United States is increasing rapidly, the research regarding the education of minority students is becoming widespread.

The professional literature supporting this study was primarily located through ERIC and Education Full Text sources. Priority for this examination of literature was given to articles from the last decade, preferably within this century, and studies based in the United States. This author examined studies that were primarily related to cultural issues rather than those of language. The inclusion of Latino authors was intentional. Literature regarding effective staff development on the topic of Latino culture is scarce, so more general sources on staff development were used. Priority was given to research that utilized hands-on techniques and constructivist theory.

Even though the literature revealed many specific ways in which to help Latino students perform successfully in the classroom, they were often random and individualized in nature. The material selected for the workshop was chosen based on methods that could be used across the Latino population, and approaches that were noted in more than one body of research. Methods for encouraging cultural understanding and communication that also fulfilled the requirements for staff development research were selected for use in the workshop.
Literature Review

Why Do We Need to Examine Latino Classroom Experiences?

According to Jiménez, Moll, Rodriguez-Brown, & Barrera (1999) one out of every five children in the U.S. will be Latino by the year 2020. Being driven largely by political and economic problems in their native countries (Orellana, 2001), Latinos migrate to the United States. Approximately one of every five children in the United States now live in households headed by immigrants (Suárez-Orozco & Suárez-Orozco, 2000). With the Hispanic Dropout Project (1998) citing a Latino dropout rate of 2.5 times the rate for Blacks and 3.5 times the rate for non-Hispanics, the need is evident. The cultural requirements of Latino students need to be addressed.

Since most teachers in the public school system are European American, middle class females (Jiménez et al., 1999; Moro & Grisham, 2001; & Sleeter, Torres, & Laughlin, 2004), and we know that educators have an enormous impact on the amount of engagement, learning and the self-concept of students (Jiménez et al.), in all probability most teachers suffer from lack of preparation to accommodate minority cultures in the classroom.

What Are Our Misconceptions?

Often times European Americans view all Latinos as being of the same culture, even though they may be of Mexican, Puerto Rican, Costa Rican or other descents (Jiménez et al., 1999). We don’t understand Latino children, their families or their communities sufficiently. It is our responsibility to learn how to better serve the cultural needs of these students (Jiménez et al).

It is imperative, then, that we examine our own assumptions, values and beliefs in order to understand if, even unconsciously, our perceptions and actions negatively impact our
marginalized students (Jiménez, 2002). We often, erroneously, believe that African Americans and Latinos have the same opportunities as those of European American decent. Consequently, we blame them for any disadvantages that they experience, and oppose policies that are designed to increase opportunities for them. Furthermore, we often resist having to take course work (or staff development) that challenges some of our deeply seated dominant ideologies (Bartolomé, 2004).

How Do We Change?

Historically staff development has been inadequate in addressing the needs of students from diverse backgrounds. If teachers have the opportunity to juxtapose their ideologies with those of minority cultures they might better see how they unconsciously reflect their dominant culture belief systems in daily classroom instruction, causing an unequal playing field for students from a diverse background (Jiménez, 2002). We need an opportunity to adopt new methods and approaches to teaching culturally diverse students, Latinos in particular. In order to do so, Vogt and Shearer (2003) believe we need to push beyond learning a few new activities or purchasing a new book, to affecting “knowledge, attitudes, biases, practices, and, perhaps, even the particular culture that is at the heart of the school” (p. 224).

The Importance of Knowing about Students’ Culture and Home Life

Latinos don’t have the luxury of owning a comparable heritage or history in this country that African Americans can claim. Latino’s can’t be defined by color. They aren’t necessarily from the same country. Generally, the Spanish language is the common connection (Cavanagh & López, 2004). They don’t see their culture, language or history reflected in the school curricula. School curricula not embedded with their culture, language and history can interfere with their ability to develop their identity and self-concept (Jiménez et al., 1999). But teachers
can foster development of these through using a humanizing pedagogy. Students report that classroom relationships between themselves and their teacher have an impact on student lives far beyond the classroom (Fránquiz & Salazar, 2004).

Most Latinos choose to come or to stay in the United States because they are concerned about the welfare of their children (Orellana, 2001). However, many Latino parents suffer great conflict because of their decision. The urban environment in which many immigrants settle in this country goes against many of the principles to which Latino parents aspire. Often the media and the institutions their children participate in draw them in a direction different from what the family finds acceptable. Parents resent the pressure on their children to be disrespectful to their parents. They often keep their children at home, inside the house in areas of gang activity, in order to protect them and prevent them from becoming involved in gangs. Yet, sometimes their children turn them in as being abusive for such acts, because they want so desperately to fit into the mainstream culture (Olmedo, 2003).

Student attitudes frequently reflect a great respect and dedication to the family unit, and they feel a deep obligation to it. They see the family as a source of social outlet. However, pride in the family unit creates conflict for young students seeking to find identity. They are often torn between the dominant culture and their ethnic heritage (Quiroz, 2001). This is one of the main challenges for many at-risk students (Pransky & Bailey, 2002).

Parents place great value on scholastic achievement, and understand that it is the key to their children's success in this society. Often, though, they don't understand the school system well enough to feel comfortable asking questions. Nor do they know if their students are receiving special services (Jiménez et al., 1999). Even though they want to see their children
pursue higher education, parents don’t understand how to assist their children in attaining this goal (Stern, 2004).

Latinos are generally seen as hardworking and having the desire to improve their lives and those of their families. They instill values in their children that teachers welcome in the classroom. They generally value a culture that we would like to develop in our classroom, one that fosters respect, humility and acceptance of differences (Bartolomé, 2004). Still, parents see it as their role to develop those values, and protect their right to do so. They sometimes see the schools as obtrusive when they attempt to instill those values (Olmedo, 2003).

For Latino families there are four ideals that are paramount in their value system: 

- respect (respeto)
- mutual trust (confianza)
- verbal teachings (consejos)
- exemplary models (buen ejemplos) (Franquiz & Salazar, 2004). We must be mindful of these values, and carefully plan our interactions with Latino families accordingly. Doing so will help them to feel welcome, and to not misinterpret the amount of respect we have for them (Jiménez et al., 1999).

Because Latino parents trust that schools will consider their child’s best interests, and yet in reality, Latino parents often have little knowledge or understanding about what goes on within the school walls (Jiménez et al., 1999), it is imperative that we learn to know our students and strive to provide the best learning environment that we can for them. Academic and social success of students is highly connected to the school personnel’s ability to provide respect, mutual trust, verbal teachings and exemplary models. These can be the values frameworks for a caring and fair environment that encompasses the needs of all students (Orellana, 2001). This means that we need to be honest with students, and clear about our expectations. Lessons must be taught in an accessible and friendly manner (Bartolomé, 2004). It may be the caring and support of the
teacher that means the difference between Latino student success and failure (Rubinstein-Álvia, 2004).

We need to know and understand who our students are and what they need and want to accomplish through literacy. Sometimes that means finding ways to negotiate the curriculum in order to accommodate their needs. In the experience of the Latino, this may mean finding ways to give students credit for skills used for home literacy purposes, such as translations. These skills are more important to them than others that may be taught and assessed in the classroom (Jiménez, 2002). Teachers do not need to be from the same culture, language or ethnic heritage of their students in order to be culturally thoughtful and responsive (Rubinstein-Álvia).

*Are There Some Specifics About What To Teach or What Not To Teach?*

All students need to be evaluated individually to assess their needs and wants in a program (Reese, 2002). Often we tend to view culturally and linguistically diverse students as having deficits (Jiménez, 2002). In fact, the low expectations that many teachers have of Latino students undermine parents' high expectations (Stern, 2004). Home visits made by teachers can provide insights into the Latino household and community resources that may serve to enrich and extend meaning in the classroom community. Another option is a home survey completed by the student and his or her parents that can provide information on activities and language use in the home, as well as family and immigration stories (Vásquez, Pease-Alvarez & Shannon, 1994). Without knowing the backgrounds of our Latino populations, we may think we are successfully incorporating multicultural practices in our classroom by including Mexican holidays and history into our curriculum. In fact, if students are the second-generation in the United States, they may have little background knowledge or connections with these lessons (Reese, 2002).
Paulo Freire (1970) held that education should help learners understand their own reality and be transformative in nature. The scripted teacher manuals and packaged programs don’t fit into the elements that Freire describes. In fact, the one-size-fits-all programs with rigid procedures fail to provide room for teacher discretion in developing curricula that addresses the needs of culturally diverse students (Fránquiz & Salazar, 2004).

Generally, though, some statements can be said about strategies to consider or to put on the shelf in the multicultural classroom. Phonics-only approaches can cause great problems and confusion for students that are bilingual. We are still not sure as to how bilingual people transfer information from one language to real life experiences in the context of their other language (Jiménez et al., 1999). Many children help in family-based businesses out of the home, or are responsible for being the translator in a variety of settings from grocery stores to issues of rent and taxes. Skills that explicitly link concepts with real world applications help Latino students see the relevance. Helping them to link new skills to employment opportunities assists in enlightening students about job possibilities and in seeing these possibilities as attainable (Orellana, 2001).

Teachers need to be cautious about making assumptions regarding the emergent literacy experiences Latino students may have had prior to coming to school (Jiménez et al., 1999). Children are often read to, but the talk is restricted to the pictures or about the storyline. Less frequently are the parts of the book or story discussed, or is letter identification addressed. Concepts of print are rarely brought up (Hammer, Miccio, & Wagstaff, 2003).

Highly concrete purposes for writing, choral and repeated reading, and explicit instruction in reading strategies are recommended to help diverse students maximize growth in literacy skills. Use of age-appropriate materials is imperative. If all of these methods can build
on the student’s first-language strengths, the strategies will make more impact (Jiménez, 2002). It will also aid in the prevention of negative views of families (Hammer, Miccio, & Wagstaff, 2003).

Viewing and presenting ourselves as cultural advocates for these students provides a network for parents to communicate with the school in a positive manner and helps students to figure out what the culture of the school is and what the expectations of the school are (Orellana, 2001). What we see as a minor detail, such as making sure families have calendars and deadlines made available to them in Spanish, may be critical to the success and engagement the family has with the school (Cavanagh & López, 2004).

Conducting special classes for new students helps the hesitant Latino student feel welcome. One school (Epstein, 2004) holds such a class with the aim of helping to mold student attitudes about themselves, their peers and their futures. The class includes conflict resolution instruction. Explicit instruction and role-playing about what the classroom academic and behavioral expectations are help Latino students to understand hidden meanings in instructional cues such as “listen” and what the specific achievement goals are (Pransky & Bailey, 2002).

One way to connect students’ culture to school culture is to make use of literature in the classroom that reflects students’ lives. Some schools effectively integrate Latino, Native American and African American literature right along with the classics (Epstein, 2004). Because multicultural literature is often viewed as having a limited audience, or even as being substandard, low numbers of books are published. Between 1990 and 1995 only .02% of children’s literature produced had Latino themes. Only a few of those published were by native authors. Consequently, thoughtful educators need to be even more tenacious in pursuing the
availability of culturally relevant, high-quality books for use in the classroom (Jiménez et al., 1999).

In summary, multicultural education accommodating Latinos is more than content. It includes such things as the learning climate, how instruction is delivered, school and classroom policy, advocacy and leadership, and evaluation. Multiculturalism must seep into our reading, math, science and social studies curricula. It must be at the central core of everything that we do (Gay, 2003). In order to address these needs, we must return to the concerns of Au and Raphael, (2000) and consider ways in which to prepare ourselves, as educators, for the needs of people of diverse cultures.

What Should a Staff Development Program Include?

Workshops need to be focused on an apparent need (Vogt & Shearer, 2003). Because educators aren’t presently well prepared to teach diverse populations of students in their pre-service training, and there are a large number of teachers with little cultural experience beyond European American, public education personnel aren’t equipped with adequate skills to meet cultural needs of minority cultures (Sleeter et al, 2004). With the rapid increase of Latino populations in public schools the need for staff development providing for such cultural needs of minority students is established.

We need to develop constructivist practices that incorporate a variety of activities accommodating many learning styles. Our students should have hands-on experiences; the opportunity to be creative, collaboratively solve problems and make connections to their own lives. In order for teachers to be convinced of the validity of the information and experience they are receiving, staff development workshops must be constructivist in nature (Sparks & Hirsh, 1997). If staff members can participate in creating strategies for implementation, and can be
reinforced in the execution of their new ideas, through research, collaboration and modeling, they are more likely to utilize more effective teaching methods (Vogt & Shearer, 2003). Deep reflection on ideologies and practices contributes to change. Collaboration and dialogue are critical in this process (Richardson & Placier, 2001).

There are some concrete ways in which to ensure successful staff development workshops. They include such things as reviewing and evaluating the research that is presented, planning openings, closings, and transitions ahead of time and clearly stating goals. Staff developers should use a variety of approaches and activities, keep the research brief, and plan to use humor (Vogt & Shearer, 2003).

Another important aspect of good staff development is to make sure that the workshop is visually appealing. The handouts need to be crisp, with detailed information, so that the participant can concentrate on the presentation rather than note taking. Main points should be summarized at the conclusion. All references must be cited, and permission granted for resources that are used. Finally, evaluating the effectiveness of the workshop is imperative (Vogt & Shearer, 2003).

How Can a Staff Development Be Designed Using These Ideas?

Dr. Patty Schmidt developed a model for teacher education in the area of cultural understanding and communication. Called ABCs of Cultural Understanding and Communication, it capitalizes on the power of knowing one's own self in order to understand others. It is a five-step process that includes an autobiography, an in-depth biography of another culture, analyzing the differences between your culture and the other, and the discomfort one has with those differences, establishing home-school connections and developing a mutual plan between home and school for literacy development (Schmidt, 1998). Her model is what
Richardson and Placier describe as "normative-reeducative" in nature (2001). One in which, they say, is the most effective way to make changes in orientation and beliefs. Because members are participating in a constructivist environment, they are more likely to own the decisions that are made there (Sparks and Hirsch, 1997).

Conclusions and Recommendations

Through this examination of literature the author found that accommodating the cultural needs of Latino students in the classrooms includes many of the same considerations that all students benefit from. Each student should be assessed individually and a learning plan developed that best suits his or her needs. The professional educator needs to strive to understand the family and community of whom the student is a part in order to adequately understand Latino student needs. The instructor must also, on a continuing basis, examine what biases he or she holds that may compromise the students' growing relationships in the classroom.

Communication between home and school is critical to the success of the effective accommodation of Latinos. Knowing family histories, home literacies, and parent expectations help educators to internalize beliefs and customs from marginalized cultures. Action can then be taken to adapt curricula, instructional style, and classroom climate in order to assist Latino students to feel comfortable and successful.

In order for educators to invest themselves in these pedagogical changes, they must be a part of making the plans and creating the strategies for change. This can only come about in a constructivist staff development setting, and only after a close examination of what beliefs are currently held. Support and ample time to prepare for changes and to debrief about the success
being experienced is vital to the success of educators accommodating the cultural needs of Latinos in the classroom.
Workshop Outline

I. Day 1 – Theory, Who We Are and What We Practice
   A. Introduction and Background, What this workshop is. What it isn’t.
   B. Trouble on the Bridge
   C. Read aloud - *I love Saturdays y domingos*
   D. Writing an autobiographical pedagogy
   E. Creating a symbolic Coat of Arms

Homework: Journal what you notice about how your personal beliefs and attitudes impact your instruction and classroom climate

II. Day 2 – Biography of Another Culture
   A. Share our journaling
   B. Reflect on a time when you were somewhere totally new to you
   C. Complete the human maze activity
   D. Interview with Ying
   E. Construct a biography from key events in Ying’s life with a partner
   F. Creating Ying’s Coat of Arms
   G. Study autobiography and biography. Chart similarities and differences.
   H. Read aloud

Homework: Examine your chart and write an analysis of your response to the comparison of these two cultures, noting what makes you uncomfortable and the positive parallels. (This information is for your use only, and you will only be asked to share what you are comfortable in sharing.)

III. Day 3 – Establishing Home/School Communication
   A. Revisit our previous work, noting important “ahas”
   B. Tic-Tac-Toe Activity
   C. Research on the impact of positive Home/School Connections
   D. Read *The Impact of Home Visit in Students’ Perception of Teaching* by Claudia Peralta-Nash
      1. Read article
      2. QuickWrite a response
      3. Share out
      4. Complete “T” chart
         a. What is useful?
         b. What stands in the way?
   E. Home Surveys
      1. What would they include?
   F. Determine advantages and disadvantages of home visits or home surveys
      1. What information is important to gain from these options?
      2. How can the information be used to inform instruction and classroom culture?
G. In grade level groups discuss preferences for home visits or home surveys
   1. Determine which option is most beneficial for your group
   2. Develop home visit strategies or home surveys
      a. Work on grade level product

H. Book Talk – *Esperanza Rising*

**Homework:** Make at least two home visits or distribute home survey. Review results from either experience and reflect how they might impact your classroom

IV. Day 4 – *Respeto, Confianza, Cosejos and Buen Ejemplos* – Bringing it all together
   A. Process student home visits/home surveys
   B. Create chart of strengths and needs
   C. Read and discuss *The Transformative Potential of Humanizing Pedagogy: Addressing the Diverse Needs of Chicano/Mexicano Students* by María E. Fránquiz and María del Carmen Salazar
   D. Note workshop methods that are examples of these elements
   E. Role-play ways to demonstrate the four key elements
   F. Brainstorm teaching strategies that showcase strengths and support needs
   G. Create five consejos for use in the classroom
   H. Identify “What you can implement now”, “What stands in my way”
      1. Complete chart
      2. Compare chart with those at your table
   I. Book Talk – *Bless me, Ultima*

**Homework:** Inventory the multicultural resources in your classroom (Number of Latino fiction books, nonfiction books, other resources and materials) Target an implement at least one new insight in your classroom. Be ready to report what kind of success you had.

V. Day 5 – How are we doing? What are our needs?
   A. Share what we’ve implemented in our classrooms. What has worked? What hasn’t?
   B. Research on quality multicultural books
   C. Check out library resources
   D. Look at websites to increase knowledge of books and authors
   E. Look at catalogs to determine books that may enhance curricula themes and classroom libraries
   F. Plan to integrate books into instruction and curricula
   G. Share your “best pick”
   H. Review main points
   I. “Donkey in the Well”
   J. Evaluation

VI. So, now what?
   A. Use PTO money to order multicultural books
   B. Be ready to share what has worked for you in weekly grade-level collaboration meetings
   C. Ying needs to see multicultural integration reflected in weekly lesson plans
D. Complete home visits or surveys and share data at weekly collaboration meetings. Due date is one month from completion of workshop.
Description of Workshop

Day 1

Today is a day to get to know others and ourselves. I will begin by introducing myself and by telling the participants how I became interested in the topic of facilitating Latino culture in the classroom. Also, by telling the members that this workshop is about understanding applications of Latino culture in the classroom, but that linguistics are not a part of this workshop. While bilingual issues are a significant part of helping Latino students to be successful, addressing them must be a part of another workshop held at some other time. At this point, we have more English speaking Mexican Americans than we do students with bilingual issues. Bilingual challenges are on the horizon. Logistics of breaks and snacks, etc. will also be addressed.

After introductions we will discuss how our cultures may differ from one another, and discuss how we may all see things from a slightly different perspective. Participants will be asked to complete the activity “Trouble on the Bridge” (Appendix C) in groups of approximately six people. The group will be asked to read the story and to answer the question at the end. It is a story of a woman who is killed on a bridge. Group members are asked to unilaterally agree upon the order they would hold the people in the story responsible for the murder. This activity is meant to create lots of discussion and dissention. The intention is to help the workshop members realize how differently we all view things. One group, however, will have an even more difficult time, as only the bottom half of the font in their story will be visible. They will be asked to complete the activity the best they can. When the group has had ample time to process their thinking we will share back in the whole group. We will solicit not only the order groups came up with, but also the process by which they came to agreement, if they did. The group that
had only half of the words will be asked to explain how they felt about having less advantage than the others. We will connect our discussion with how diverse populations might feel in our classroom culture. Hopefully workshop attendees will feel comfortable enough to fully process this activity, as they are primarily a staff that have worked together, and know each other well.

A read aloud of *I love Saturdays y domingos* (Ada, 2000) will be shared, and a discussion held about how the main character in this story celebrates the contrasting cultures of her two sets of grandparents.

After talking about the classroom culture we found ourselves in this morning, the differences of opinions we had about the incident on the bridge, and important points from the book, I will establish that the first component of understanding diversity is to understand ourselves and what ideologies we may hold. Each individual will be asked to write a rough autobiographical sketch of themselves. It is to include important events in their lives having to do with education, family, successes, failures, religious traditions, etc. They may reflect on why they have the opinions and beliefs that they do. They will have an hour to an hour and a half to do this, so it is meant to be a thoughtful, but beginning, reflection of themselves.

When the autobiographies are completed, each person will create a personal Coat of Arms (Appendix C) made up of symbols that celebrate who they are culturally. They will be asked to share their Coat of Arms with the group. This is a time of celebration of who we are and to note differences in one another.

**Homework assignment:** Journal what you notice about how your personal beliefs and attitudes impact your instruction and classroom climate. Personal examples might be that I say, “Everybody listen, I need your eyes up here”. I haven’t been explicit with bilingual students about what I really mean when I say the word, “listen”. It really means I need you to watch up
here, listen, and think! Or, in literature circles, have I been careful to be clear that it is okay, even expected, to discuss and argue about the book being read? It doesn’t mean that they are being disrespectful. Have I let new students know what my expectations are as far as classroom conduct, and how we show each other respect? How about the materials I use in my study of Iowa? When we talk about immigrants, have I included information about the Latino culture? After all, my student’s family has migrated here. They should be included. These will be different according to teaching style.

**Day 2**

To begin this day we’ll share some thoughts we’ve had over the last couple weeks about how our instruction is driven by our beliefs. Then participants will be asked to think about a time that they found themselves in a totally new environment. It could be when they began swimming lessons, or how they felt learning a new language, or vacationing in a different country, etc. They will be given five minutes to jot down their feelings and thoughts about that experience. Participants need to answer the questions
1) What didn’t you know how to do?
2) Did you sense expectations that you weren’t sure of?

Then small groups will be formed to discuss these feelings and develop common themes with one another.

Next we will play a cooperative game where teams try to navigate their way across a grid of squares (Appendix C). One individual goes at a time. Teams may not speak to each other, but may use gestures to convey their thoughts. As long as the teammate continues to navigate the maze successfully on the predetermined path, they may proceed. However, if they step in a wrong square, they need to return to the beginning in the exact reverse way that they came. Then
the next member tries it. They may move one square in any direction each time. However, one team will have the advantage of being given the first three squares. The first team to navigate the maze wins the game. While one goal of this game is to process the value of teamwork and critical thinking, we will also discuss how the "advantaged team" felt as opposed to the "disadvantaged" team and hope to see that when we are in the midst of things, the picture may not be as clear to us as to our collaborators who are watching from the sidelines. Again, the focus will be on how it might feel to be from a marginalized culture. Did the "advantaged" team do anything to assist the "disadvantaged" team? How did the "disadvantaged" team adapt or cope?

Our principal, Ying Ying Chen, was born in China, and still struggles today with some of the logistics of language and behaviors. At this time she will speak generally about her experiences with school in China and United States, and about the differences in culture that she experiences. Even though her experience is not Latino in nature, the goal here is for us to understand how perceptions can be different depending on what your experiences have been. Participants will have time to ask questions they have of Mrs. Chen as well. They are to find out information they believe to be key in constructing a biography of her life.

When the interview is complete, partners will write a biography of Ying's life, including the same aspects as they did in their own autobiographies. They will make a copy so they each have one for their homework assignment.

This day will end with a read aloud - *Going home* (Buning, 1998). Carlos and his family are going home for Christmas. It is a confusing time for Carlos, as he doesn't really remember Mexico, even though he was born there. He doesn't really remember the relatives he is reintroduced too, but is swept up into the festivities of the village. When he begins to understand
the love his parents have for Mexico he begins to understand the sacrifices they have made for their children.

**Homework assignment:** Study your personal autobiography and the biography of Mrs. Chen. Chart similarities and differences on the sheet provided in your packet. Examine your chart and write an analysis of your comparison of these two cultures. Note what you are uncomfortable with and the positive parallels you can draw. *Note: This comparison is for your use only! You will only be asked to share what you are comfortable with sharing!*

**Day 3**

Today we will process our reflections from our homework, sharing any “ahas” that participants had. They will have a few minutes to process their thoughts privately, and then volunteer any they’d like to share. This is meant to be member driven, so each thought is valued.

Next, participants will play Tic-Tac-Toe (Appendix C) in partners. The goal is to see how much money they can win during a one-minute time period. Half of the players may communicate with each other during this activity. The other half may not. The game is played in the traditional manner with one player using an “x” and one an “o”. The “x” player goes first. The winner of each game receives a dime. If the game is a draw, quickly go to the next game. When time is up, use the chart to total the amount of dimes each player should receive.

The goal of this game is to see how crucial communication is in making the most gains. In other words, since some players aren’t aloud to converse about the game, generally, they will competitively try to win, and the game will often end in a draw. The players who discuss their strategy should quickly understand that alternating letting each other win reaps more benefits.
After the game is complete and a discussion about the power of communication and the strategies used has taken place we’ll look at an article that discusses how home visits might impact the classroom culture.

Participants will receive the Peralta-Nash article (2003) to read. They will be given three minutes to complete a QuickWrite (Appendix C) on this article. Three people will share out about their QuickWrite, and participants will be given two more minutes to complete their writing.

Any further sharing will be welcomed.

We will combine our thinking on a T-chart with the following headings:

1) What we can do?
2) What stands in our way?

The option of home surveys as an alternative to home visits will be discussed. We will brainstorm what kinds of questions might be included on surveys if they were to be developed. Each table will create a list of possible questions.

As a group we will briefly discuss advantages and disadvantages of using a home visit versus a home survey. We will be thinking about the questions:

1) What information do we hope to gain from these tools?
2) How can the information inform our instruction and our development of classroom culture?

In grade-level groups members will be asked to determine their grade-level preference and then to develop a tool that they would be comfortable using. They will be given the bulk of the workshop time today to develop this tool. At the end of our time together the home surveys or home visit documents will be collected so that they can be typed up for grade-level members to use.
Our day will end with a book talk about *Esperanza Rising* (Ryan, 2000) a story about a young Mexican girl who immigrates to the United States after her father dies and their plantation burns.

**Homework assignment:** Make at least two home visits or distribute and collect home survey. Review results from either experience and reflect on how they might impact your classroom.

**Day 4**

We will begin today by reviewing our experiences with our visits and surveys. Was it beneficial? What did we learn? How can it impact our instruction?

Individuals will be asked to create a chart of strengths and weaknesses they believe can be generalized about their Latino students. We will combine our thoughts on a large chart.

The Fránquiz (2004) article will be distributed with instructions to read and complete the circle, square, and triangle response sheet. We will share our thoughts on the article.

Participants will be divided into four groups. They will be asked to develop a role-play of one of each of the four key elements from the article: respeto, confianza, consejos, and buen ejemplos.

We will return to our strengths and needs chart and add ways to showcase Latino student strengths and support their needs utilizing information from the article.

Participants will be given the opportunity to create up to five consejos posters for use in their classroom.

Individuals will reflect on “What I can implement now” and “What stands in my way” T-chart (Appendix C), and share concerns or insights with those at your table.
The day will end with a book talk on *Bless me, Ultima* (Anaya, 1973) a story of a young Hispanic boy who comes to live with a family in New Mexico in the 1940s. It addresses the issues Latinos face dealing with culture and peer pressure.

**Homework assignment:** Inventory the multicultural resources in your classroom (Number of Latino fiction books, nonfiction books, other resources and materials). Target and implement at least one new insight in your classroom or instruction. Be ready to report what kind of success you had.

**Day 5**

This morning we start our day off by sharing how things have gone. What are our success stories? What are we frustrated by? What are the challenges that lie ahead? This is a group support session where we can brainstorm ways to "fix" what hasn’t worked. We will applaud efforts to move forward and celebrate what has worked for us.

Next, we will discuss the importance of quality multicultural literature. Then participants will have a chance to reflect on what level of quality their resources are, as well as what the library has to offer. During this time they will be able to access websites having to do with multicultural literature, and book catalogs to see what is available on the market. Most of our time today will be spent looking at resources and locating quality book titles that are relevant to the classroom curricula, as well as good books for free reads in the classrooms. They will have time to plan how to integrate multicultural literature into their curricula. We will end this time by sharing out our “best book pick”, and how we’ve integrated it into our classroom studies.

We will end our time by sharing a bit about the highlights and goals of the last five sessions and answering any questions participants might have. We’ll hear the story of “The
Donkey in the Well”, and learn to “Shake it off and take a step up”. Then there will be a few minutes to complete the workshop evaluation before departing.
Conclusions and Recommendations

I found constructing this staff development workshop to be valuable in many ways. Reading and internalizing the volume of research that I did for this project has helped me to be mindful of my teaching ideologies and practices. It will be an ongoing process, as it will be for all educators who would take on this endeavor with me, to explore all of the unconscious acts we commit against marginalized populations in our daily instruction.

Addressing the needs of members of minority cultures in our schools, such as the Latino people, will only become a larger issue as the numbers of Latino immigrants grow in our individual districts. We must be proactive in our efforts to understand their culture and mindful of developing curricula that accommodates their needs and manners of thinking.

However, the research is still scant in specific ways we can be successful in widening our educating perspectives and implementing them in our individual classrooms. With a greater emphasis on assessment and tighter guidelines on curricula it will take stamina and courage to pursue a humanizing pedagogy individually or school wide.

Through the collaboration of staff development the climate of the school will undoubtedly move toward more cultural competence in accommodating our Latino students. However, staff development must be carefully planned to assist teachers in learning and implementing instructional approaches and be constructivist in nature in order for staff to invest themselves sufficiently enough to implement successful strategies in the classroom.
References


Appendix A:

PowerPoint Presentations and Workshop Overheads
Addressing the Cultural Needs of Latino Students in the Classroom

A Workshop for Reflective Educators
1999.

the year 2020 (Jimenez et al.,
in the U.S. will be Latino by

One out of every four in the United

States...
A. Introduction and Background, What this workshop is. What it isn’t.
B. Trouble on the Bridge
C. Read aloud - *I love Saturdays y domingos*
D. Writing an autobiographical pedagogy
E. Creating a symbolic Coat of Arms
is basic to the understanding of others" (Schmidt in Vogt, p.133, 2003)
Trouble on the Border

- Read the story
- Independently, rank the characters
- In your group, discuss your answers until you can unilaterally agree on the order
- Be ready to discuss the feelings you experienced
• Half of you will receive a story with only the bottom half of the letters showing

• Be ready to discuss how it felt to have the advantage or disadvantage
Journal what you notice about how your personal beliefs and attitudes impact you instruction and classroom climate.
A. Share our journaling
B. Reflect on a time when you were somewhere totally new to you
C. Complete the human maze activity
D. Interview with Ying
E. Construct a biography from key events in Ying’s life with a partner
F. Creating Ying’s Coat of Arms
G. Study autobiography and biography. Chart similarities and differences.
H. Read aloud
Human Maze

- You will be divided into two groups
- You may not talk to each other during this activity
- As long as you continue to navigate the maze successfully you may proceed
- If you step in a wrong square, you must back out of the maze in the reverse way that you came in, and the next team member tries
- Move one square in any direction each time
- The first team to navigate the maze wins
• Team one will be given the first three squares

• Be ready to discuss being “advantaged” or “disadvantaged”

• Could collaborators watching on the sidelines see the maze more clearly?
How did you come to be disadvantaged?

Advantaged?
The view may be different when your in the middle of the action as it is to our collaborators on the sidelines.
Study your personal autobiography and the biography of Mrs. Chen. Chart similarities and differences on the sheet provided in your packet. Examine your chart and write an analysis of your comparison of these two cultures. Note what you are uncomfortable with and the positive parallels you can draw.
A. Revisit our previous work, noting important "ahas"
B. Tic-Tac-Toe Activity
C. Research on the impact of positive Home/School Connections
D. Read *The Impact of Home Visit in Students' Perception of Teaching* by Claudia Peralta-Nash
E. Home Surveys
F. Determine advantages and disadvantages of home visits or home surveys
G. In grade level groups discuss preferences for home visits or home surveys
H. Book Talk – *Esperanza Rising*
Constructing a biography from key events in the life of someone of another culture helps to develop the awareness necessary to begin to compare and contrast your culture with theirs (Schmidt in Vogt, p.133, 2003).
Tie-Tac-Toe

- The goal of this game is to see how much money each team can win during a one-minute period.
- Play the game in the traditional manner with one player using an "x" and one an "o".
- "X" goes first.
- The winner of each game receives a dime.
- If the game ends in a draw, go to the next game.
- When time is up, total your scores on the chart.
• Half of you will be able to talk with your partners
• Be ready to discuss the impact communication had on the game and how much you won
Homework made by teachers can provide insights into the Latino household and community resources they may serve to enrich and extend meaning in the classroom community (Vásquez, Pease-Alvarez & Shannon, 1994)
Make at least two home visits or distribute and collect home surveys. Review results from either experience and reflect on how they might impact your classroom.
A. Process student home visits/home surveys
B. Create chart of strengths and needs
C. Read and discuss *The Transformative Potential of Humanizing Pedagogy: Addressing the Diverse Needs of Chicano/Mexicano Students* by María E. Fránquiz and María del Carmen Salazar
D. Not workshop methods that have been an example of these elements
E. Role-play ways to demonstrate the four key elements
F. Brainstorm teaching strategies that showcase strengths and support needs
G. Create five *consejos* for use in the classroom
H. Identify "What you can implement now", "What stands in my way"
I. Book Talk – *Bless me, Ultima*
2004.

Franguis X Salazar, ejemplar, confianza, consejos, and buen respeto, family value systems that are paramount in Latino...
[mutual trust]
[verbal teachings]
buen ejemplos

[exemplary models]
Inventory the multicultural resources in your classroom (Number of Latino fiction books, nonfiction books, other resources and materials). Target and implement at least one new insight in your classroom or instruction. Be ready to report what kind of success you had.
A. Share what we've implemented in our classrooms. What has worked? What hasn't?
B. Research on quality multicultural books
C. Check out library resources
D. Look at websites to increase knowledge of books and authors
E. Look at catalogs to determine books that may enhance curricula themes and classroom libraries
F. Plan to integrate books into instruction and curricula
G. Share your "best pick"
H. Review main points
I. "Donkey in the Well"
J. Evaluation
Because multicultural literature is often viewed as having a limited audience, or even as being substandard, low numbers of books are published (Jiménez et al., 1999).
Thoughtful educators need to be tenacious in pursuing the availability of culturally relevant, high-quality books for use in the classroom, (Jiménez et al., 1999).
A. Use PTO money to order multicultural books
B. Be ready to share what has worked for you in weekly grade-level collaboration meetings
C. Ying needs to see multicultural integration reflected in weekly lesson plans
D. Complete home visits or surveys and share data at weekly collaboration meetings. Due date is one month from completion of workshop.
“Shake it off...

and take a step up”!
Trouble on the Bridge
Adapted from the Federal Mediation and Conciliation Service

In a house is a young woman married to a man who works very hard. She feels neglected. When her husband goes off on still another trip, the young wife meets an attractive man who invites her to his house. She spends the night and at dawn she leaves, knowing her husband is coming back. Alas! A madman who kills everyone who comes near him blocks the bridge. The young wife follows the river and meets the ferryman, but he demands thirty dollars ($30.00) to take her to the other side. The young wife has no money. She runs back to her lover and asks for $30.00; he refuses to help. The woman remembers that a platonic friend lives close by. She runs to him and explains her plight. The friend refuses to help; she has disillusioned him by her conduct. Her only choice is to go by the bridge in spite of the danger, and the madman kills her.
That is the story.

Questions: In what order do you hold the characters in this story responsible for the tragedy? (Number them in order with "1" being the most responsible.)

<table>
<thead>
<tr>
<th>My Ranking:</th>
<th>My Group’s Ranking</th>
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<tbody>
<tr>
<td>Woman</td>
<td>Woman</td>
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<tr>
<td>Husband</td>
<td>Husband</td>
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<tr>
<td>Lover</td>
<td>Lover</td>
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<tr>
<td>Madman</td>
<td>Madman</td>
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<tr>
<td>Ferryman</td>
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<tr>
<td>Friend</td>
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</table>
Trouble on the Bridge
Adapted from the Federal Mediation and Conciliation Service

In a house is a young woman married to a man who works very hard. She feels neglected. When her husband goes on an trip, the young wife meets an attractive man who invites her to his house. She spends the night and at dawn she leaves, knowing her husband is coming back. Alas! A madman who kills everyone who comes near him blocks the bridge. The young wife follows the river and meets the ferryman, but he demands thirty dollars ($30.00) to take her to the other side. The young wife has no money. She runs back to her lover and asks for $30.00; he refuses to help. The woman remembers that a platonic friend lives close by. She runs to him and explains her plight. The friend refuses to help, she has disillusioned him by her conduct. Her only choice is to go by the bridge in spite of the danger, and the madman kills her.

That is the story.

Questions: In what order do you hold the characters in this story responsible for the tragedy? (Number them in order with “1” being the most responsible.)

My Ranking:

<table>
<thead>
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<th>Character</th>
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<tbody>
<tr>
<td>Woman</td>
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<tr>
<td>Husband</td>
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<td>Friend</td>
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My Group's Ranking:

<table>
<thead>
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<th>Character</th>
<th>My Group's Ranking</th>
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<tbody>
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<td>Lover</td>
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<td>Ferryman</td>
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<tr>
<td>Friend</td>
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</table>
**Tic-Tac-Toe**
Adapted from the Federal Mediation and Conciliation Service

*Directions:*

- Participants will pair off to see how much money each player can win in a one minute time period.
- **PLAYERS ARE NOT ALLOWED TO COMMUNICATE WITH ONE ANOTHER DURING THE ONE MINUTE TIME PERIOD!!**
- Players should alternate being “X” and “O”. The player who is “X” should go first.
- The winning player of each tic-tac-toe game will receive a dime. If a game ends in a draw, quickly go on to the next game.
- At the end of one minute, total the winning games for each player using the formula on the back page and determine how many dimes each player should receive.
- Please do not begin until you are told to do so.

---

**Game #1**

Player #1 (X)  
Player #2 (O)  
Winner of game #1

---

**Game #2**

Player #1 (X)  
Player #2 (O)  
Winner of game #2
Game #3
Player #1 (X) 
Player #2 (O) 
Winner of game #3 

Game #4
Player #1 (X) 
Player #2 (O) 
Winner of game #4 

Game #5
Player #1 (X) 
Player #2 (O) 
Winner of game #5 

Game #6
Player #1 (X) 
Player #2 (O) 
Winner of game #6 

Game #7
Player #1 (X) 
Player #2 (O) 
Winner of game #7
### Game #8

Player #1 (X)  
Player #2 (O)  
Winner of game #8

### Game #9

Player #1 (X)  
Player #2 (O)  
Winner of game #9

### Game #10

Player #1 (X)  
Player #2 (O)  
Winner of game #10

### Game #11

Player #1 (X)  
Player #2 (O)  
Winner of game #11

**Total Number of Games Won**

Determine the total amount of money won per player using the formulas below.

\[
\text{(Player's name)} \times \text{Games won} \times 10 \text{ Cents} = \text{Total money won}
\]

<table>
<thead>
<tr>
<th>(Player’s name)</th>
<th>(Games won)</th>
<th>(Total money won)</th>
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Human maze solution
The Donkey in the Well
Author Unknown

One day a farmer’s donkey fell down into a well. The animal cried piteously for hours as the farmer tried to figure out what to do.

Finally, he decided the animal was old and the well needed to be covered up anyway; it just wasn’t work it to retrieve the donkey. He invited all his neighbors to come over and help him. They all grabbed a shovel and began to shovel dirt into the well.

At first, the donkey realized what was happening and cried horribly. Then, to everyone’s amazement, he quieted down. A few shovel loads later, the farmer finally looked down the well and was astonished at what he saw. With every shovel of dirt that hit his back, the donkey was doing something amazing. He would shake it off and take a step up. As the farmer’s neighbors continued to shovel dirt on top of the animal, he would shake it off and take a step up. Pretty soon, everyone was amazed as the donkey stepped up over the edge of the well and trotted off!

The moral of the story:

Life is going to shovel dirt on you. (Trying something new is like falling into a well.) The trick to getting out of the well is to shake it off and take a step up. I invite you to “Shake it off and take a step up”!
Appendix B:

Workshop Materials and Equipment
Workshop Materials and Equipment

Markers, pencils
Writing paper, pencils
Chart paper
Book catalogs
Consejos strips
Overhead projector
Computer with PowerPoint software
LCD projector
Large projection screen
Whiteboard
Markers, erasers
Teacher packets
One copy of the following articles for each participant:

- *The Impact of Home Visit in Students' Perception of Teaching* by Claudia Peralta-Nash
- *The transformative potential of humanizing pedagogy: Addressing the diverse needs of Chicano/Mexicano students* by Mará E. Fránquiz and María Del Carmen Salazar

Name card
Post-It notes
2 Rolls of dimes
Appendix C:

Participant Packet
Addressing the Cultural Needs of Latino Students in the Classroom

A Workshop for Reflective Educators

One out of every five children in the U.S. will be Latino by the year 2020 (Jiménez et al., 1999).

Day 1 — Theory, Who We Are and What We Practice

A. Introduction and Background, What this workshop is, What it isn’t.
B. Trouble on the Bridge
C. Read aloud - I love Sábado y domingo
D. Writing an autobiographical pedagogy
E. Creating a symbolic Coat of Arms
"Knowing oneself is basic to the understanding of others." (Schmidt in Vogt, p.133, 2003)

Trouble on the Bridge

• Read the story
• Independently, rank the characters
• In your group, discuss your answers until you can unilaterally agree on the order
• Be ready to discuss the feelings you experienced

Just one more thing...

• Half of you will receive a story with only the bottom half of the letters showing
• Be ready to discuss how it felt to have the advantage or disadvantage
**Homework assignment:**

Journal what you notice about how your personal beliefs and attitudes impact you instruction and classroom climate.

---

**Day 2 – Biography of Another Culture**

- A. Share our journaling
- B. Reflect on a time when you were somewhere totally new to you
- C. Complete the human maze activity
- D. Interview with Ying
- E. Construct a biography from key events in Ying’s life with a partner
- F. Creating Ying’s Coat of Arms
- G. Study autobiography and biography. Chart similarities and differences.
- H. Read aloud

---

**Human Maze**

- You will be divided into two groups
- You may not talk to each other during this activity
- As long as you continue to navigate the maze successfully you may proceed
  - If you step in a wrong square, you must back out of the maze in the reverse way that you came in, and the next team member tries
  - Move one square in any direction each time
  - The first team to navigate the maze wins
Just one more thing...

- Team one will be given the first three squares
- Be ready to discuss being "advantaged" or "disadvantaged"
- Could collaborators watching on the sidelines see the maze more clearly?

How did it feel

to be disadvantaged?
Advantaged?

The view may not be as clear

when you're in the middle of the action as it is to our collaborators on the sidelines.
**Homework assignment:**

Study your personal autobiography and the biography of Mrs. Chen. Chart similarities and differences on the sheet provided in your packet. Examine your chart and write an analysis of your comparison of these two cultures. Note what you are uncomfortable with and the positive parallels you can draw.

**Day 3 – Establishing Home/School Communication**

A. Revisit our previous work, noting important "ahas"
B. Tic-Tac-Toe Activity
C. Research on the impact of positive Home/School Connections
D. Read *The Impact of Home Visits in Students’ Perception of Teaching* by Claudia Peralta-Nash
E. Home Surveys
F. Determine advantages and disadvantages of home visits or home surveys
G. In grade level groups discuss preferences for home visits or home surveys
H. Book Talk – *Esperanza Rising*

**Constructing a biography from key events in the life of someone of another culture helps to develop the awareness necessary to begin to compare and contrast your culture with theirs (Schmidt in Vogt, p.133, 2003).**
**Tic-Tac-Toe**

- The goal of this game is to see how much money each team can win during a one-minute period.
- Play the game in the traditional manner with one player using an “x” and one an “o”.
- “X” goes first.
- The winner of each game receives a dime.
- If the game ends in a draw, go to the next game.
- When time is up, total your scores on the chart.

**Just one more thing . . .**

- Half of you will be able to talk with your partners
- Be ready to discuss the impact communication had on the game and how much you won

**Home visits**

made by teachers can provide insights into the Latino household and community resources they may serve to enrich and extend meaning in the classroom community (Vásquez, Pease-Alvarez & Shannon, 1994)
Homework assignment:

Make at least two home visits or distribute and collect home surveys. Review results from either experience and reflect on how they might impact your classroom.

Day 4 – Respeto, Confianza, Consejos and Buen Ejemplos – Bringing it all together

A. Process student home visits/home surveys
B. Create chart of strengths and needs
C. Read and discuss *The Transformative Potential of Humanizing Pedagogy: Addressing the Diverse Needs of Chicano/Mexican Students* by Maria E. Fundrez and Maria del Carmen Salazar
D. Not workshop methods that have been an example of these elements
E. Role-play ways to demonstrate the four key elements
F. Brainstorm teaching strategies that showcase strengths and support needs
G. Create five consejos for use in the classroom
H. Identify “What you can implement now”,”What stands in my way”
I. Book Talk – Bless me, Ultima

There are four ideals that are paramount in Latino family value systems: *respeto*, *confianza*, *consejos*, and *buen ejemplos* (Franquiz & Salazar, 2004).
Homework assignment:
Inventory the multicultural resources in your classroom (Number of Latino fiction books, nonfiction books, other resources and materials). Target and implement at least one new insight in your classroom or instruction. Be ready to report what kind of success you had.

Day 5 – How are we doing?
What are our needs?

A. Share what we’ve implemented in our classrooms. What has worked? What hasn’t?
B. Research on quality multicultural books
C. Check out library resources
D. Look at websites to increase knowledge of books and authors
E. Look at catalogs to determine books that may enhance curricula themes and classroom libraries
F. Plan to integrate books into instruction and curricula
G. Share your “best pick”
H. Review main points
I. “Donkey in the Well”
J. Evaluation
Because multicultural literature is often viewed as having a limited audience, or even as being substandard, low numbers of books are published (Jiménez et al., 1999).

Thoughtful educators need to be tenacious in pursuing the availability of culturally relevant, high-quality books for use in the classroom, (Jiménez et al., 1999).

So, now what?

A. Use PTO money to order multicultural books
B. Be ready to share what has worked for you in weekly grade-level collaboration meetings
C. Ying needs to see multicultural integration reflected in weekly lesson plans
D. Complete home visits or surveys and share data at weekly collaboration meetings. Due date is one month from completion of workshop.
“Shake it off... and take a step up”!
In a house is a young woman married to a man who works very hard. She feels neglected. When her husband goes off on still another trip, the young wife meets an attractive man who invites her to his house. She spends the night and at dawn she leaves, knowing her husband is coming back. Alas! A madman who kills everyone who comes near him blocks the bridge. The young wife follows the river and meets the ferryman, but he demands thirty dollars ($30.00) to take her to the other side. The young wife has no money. She runs back to her lover and asks for $30.00; he refuses to help. The woman remembers that a platonic friend lives close by. She runs to him and explains her plight. The friend refuses to help; she has disillusioned him by her conduct. Her only choice is to go by the bridge in spite of the danger, and the madman kills her.

That is the story.

Questions: In what order do you hold the characters in this story responsible for the tragedy? (Number them in order with “1” being the most responsible.)

<table>
<thead>
<tr>
<th>My Ranking:</th>
<th>My Group’s Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman</td>
<td>Woman</td>
</tr>
<tr>
<td>Husband</td>
<td>Husband</td>
</tr>
<tr>
<td>Lover</td>
<td>Lover</td>
</tr>
<tr>
<td>Madman</td>
<td>Madman</td>
</tr>
<tr>
<td>Ferryman</td>
<td>Ferryman</td>
</tr>
<tr>
<td>Friend</td>
<td>Friend</td>
</tr>
</tbody>
</table>
Tic-Tac-Toe
Adapted from the Federal Mediation and Conciliation Service

Directions:

- Participants will pair off to see how much money each player can win in a one minute time period.
- **PLAYERS ARE NOT ALLOWED TO COMMUNICATE WITH ONE ANOTHER DURING THE ONE MINUTE TIME PERIOD!!**
- Players should alternate being “X” and “O”. The player who is “X” should go first.
- The winning player of each tic-tac-toe game will receive a dime. If a game ends in a draw, quickly go on to the next game.
- At the end of one minute, total the winning games for each player using the formula on the back page and determine how many dimes each player should receive.
- Please do not begin until you are told to do so.

* Half of the groups WILL be allowed to communicate with their partner

<table>
<thead>
<tr>
<th>Game #1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Player #1 (X)</td>
<td>________________</td>
<td></td>
</tr>
<tr>
<td>Player #2 (O)</td>
<td>________________</td>
<td></td>
</tr>
<tr>
<td>Winner of game #1</td>
<td>________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Game #2</th>
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</thead>
<tbody>
<tr>
<td>Player #1 (X)</td>
<td>________________</td>
<td></td>
</tr>
<tr>
<td>Player #2 (O)</td>
<td>________________</td>
<td></td>
</tr>
<tr>
<td>Winner of game #2</td>
<td>________________</td>
<td></td>
</tr>
</tbody>
</table>
Game #3
Player #1 (X)  
Player #2 (O)  
Winner of game #3

Game #4
Player #1 (X)  
Player #2 (O)  
Winner of game #4

Game #5
Player #1 (X)  
Player #2 (O)  
Winner of game #5

Game #6
Player #1 (X)  
Player #2 (O)  
Winner of game #6

Game #7
Player #1 (X)  
Player #2 (O)  
Winner of game #7
Game #8
Player #1 (X) ________________
Player #2 (O) ________________
Winner of game #8 ________________

Game #9
Player #1 (X) ________________
Player #2 (O) ________________
Winner of game #9 ________________

Game #10
Player #1 (X) ________________
Player #2 (O) ________________
Winner of game #10 ________________

Game #11
Player #1 (X) ________________
Player #2 (O) ________________
Winner of game #11 ________________

Total Number of Game Won
Determine the total amount of money won per player using the formulas below.

\[ \text{Total money won} = \text{(Player's name)} \times 10 \text{ Cents} \times \text{(Games won)} \]

\[ \text{(Player's name)} \times 10 \text{ Cents} = \text{(Total money won)} \]
<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
QuickWrite

Quickly write your thinking in response to the Claudia Peralta-Nash article. What do you agree with? What do you find disturbing?
<table>
<thead>
<tr>
<th>What Can I Use?</th>
<th>What Stands in My Way?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Strategies</td>
<td>Instructional Strategies</td>
</tr>
</tbody>
</table>
Response Chart

What's going around in my head?

What three points do I want to remember?

What "squares" with my thinking?
<table>
<thead>
<tr>
<th>What Can I Use?</th>
<th>What Stands in My Way?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
References


Appendix D:
Name Table Tent
Name: ____________________________

School: __________________________

Grade: ____________________________
Appendix E:

Workshop Evaluation Form
Workshop Evaluation Form

Directions: Please respond to the following statements by circling a number, using five as the highest and one the lowest score.

1. I can make useful changes in my classroom as a result of this workshop
   1 2 3 4 5

2. I believe accommodating the culture of Latino students in my classroom is important
   1 2 3 4 5

3. I learn best when I’m allowed to be a part of the decision-making and strategy planning
   1 2 3 4 5

4. It is most helpful to me when I am given specific procedures rather than having to develop them
   1 2 3 4 5

5. I feel more competent in facilitating Latino students in my classroom as a result of this workshop
   1 2 3 4 5

Please answer the following questions to help us improve future workshops.

1. What did you find most useful from this workshop?

2. What practices or activities will you implement into your own classroom as a result of this workshop?

3. What would you change about this workshop to make it more useful to you?

4. Are there any questions or specific topics that you would have liked to learn more about, or would like addressed in future workshops?

Thank you!