

Implementing the Plan

- Allow time for ongoing, embedded professional development through discussion and collaborative planning (faculty senate meetings, grade-level planning meetings).
- Provide teachers with a concise document that is easy to articulate.
- Involve community (parents, higher education) in implementation.
- Plan a culminating activity that highlights the program's successes.
- Revisit the plan more than once a year.
- Include it as a resource on school and county Web sites.

Resources for Multicultural Education

Other resources, including:

- Summaries of model school approaches to multicultural education.
- Links to online information.

Available at:

<http://wvconnections.k12.wv.us/multiculturaled.html>



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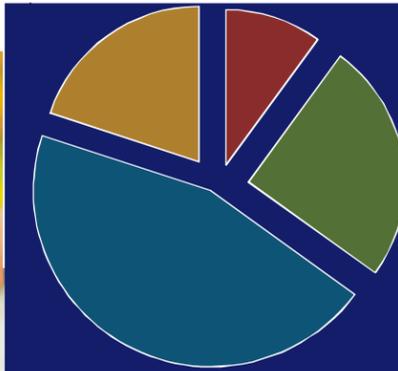
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Multicultural
Education
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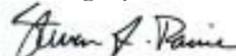
21st Century
Schools

Best Practices for Multicultural Education

Foreword

As West Virginians endeavor to meet the demands of the 21st century, our school systems must ensure that students are prepared to live in a diverse society and succeed in a global economy. Multicultural education, as required by state code and policy, equips students with both knowledge and skill sets needed to cooperatively engage with people from other cultures, races, religions and ethnicities in the 21st century.

The following best practices were gleaned from schools that have successfully implemented multicultural education plans and received commendations on their work by the Office of Education Performance Audits. The strategies focus on the development and implementation of a clear, concise plan. The list of practices is not exhaustive but is intended to provide a menu from which schools can select approaches that best serve the unique needs of their individual students and school demographics.



Dr. Steven L. Paine
State Superintendent of Schools

Planning for Multicultural Education

- Establish a **clear directive** from county and/or school leadership to formalize a plan.
- Involve **key stakeholders** in a collaborative committee (teachers, counselors, school librarians, administrators, etc.).
- Examine **school climate** at both staff and student levels.
 - Are there high expectations for all students?
 - Are there “sub-cultures” within the school that lack respect for diversity (cliques, clubs, etc.)?
 - Are there school data sets that inform the need for eliminating prejudicial bullying, harassment, bigoted, stereotypical and discriminating actions (school climate survey, discipline data, school demographics)?
- Gather information on **current school practices** regarding teaching multicultural education.
- Establish **multicultural themes throughout the school year** that support school needs and goals.
 - Coordinate existing activities and identify gaps.
- Focus on **desired student outcomes**:
 - Student skills:
 - respect, cooperation, communication.
 - Student knowledge:
 - diversity among cultures, races, religions, ethnicities.
 - Provide a framework for collaborative teacher planning.
 - Ensure that the plan is easily communicated to staff, students and community.
- Expand existing activities to develop a **schoolwide coordinated approach** through both:
 - Grade-level planning to ensure consistency across grades and “spiraled” learning.
 - Building-level activities to unify and highlight grade-level successes.
- Articulate how **other existing school programs can support** the implementation of the plan and themes.
 - Student Support Programs:
 - Quest, character education, peer mediation.
 - Academic Programs:
 - Reading, writing, fine arts, etc.