

# THE DELTA KAPPA GAMMA BULLETIN

International Journal for Professional Educators

Summer 2009 • Volume 75-4



**Comparative Education: Issues and Practices**

# THE DELTA KAPPA GAMMA BULLETIN

International Journal for Professional Educators

Summer 2009 • Volume 75-4



**Comparative Education: Issues and Practices**

## The Delta Kappa Gamma Bulletin

### *Editorial Board*

Andrea Honigsfeld, Ed.D, 2008-2010  
Associate Professor, Division of Education  
Molloy College  
Rockville Centre, New York

Judith Merz, Ed.D., 2006–2010  
Doctoral Advisor, Educational Leadership  
Nova Southeastern University  
Ft. Lauderdale, Florida

Janice Novello, Ph.D., 2008-2012  
Doctoral Dissertation Advisor, University of Phoenix  
Phoenix, Arizona

Saundra Wetig, Ed.D., 2008-2012  
Associate Professor  
University of Nebraska at Omaha  
Omaha, Nebraska

---

Lace Marie Brogden, Ph.D., Editor  
Assistant Professor  
University of Regina  
Regina, Saskatchewan, Canada

---

The *Bulletin*, the official journal of The Delta Kappa Gamma Society International, promotes professional and personal growth of members through publication of their writings.

The *Bulletin* invites materials appropriate to the Society's Purposes: position papers, applied and/or data-based research, and other articles on announced themes or other topics of interest to educators; letters to the editor; viewpoints; book reviews; annotated bibliographies; poetry; and graphic arts.

Prose manuscripts for the *Bulletin*, a refereed journal, are reviewed by the Editorial Board and the Society editorial staff. Selection is based on relevance of the

topics addressed, accuracy and validity, contribution to the professional literature, originality, quality of writing, and adherence to Submission Guidelines (see page 35). Editorial Board members evaluate each submission's focus, organization, development, readability and accessibility to the general audience of *Bulletin* readers. Due to the diversity of the *Bulletin* audience, material of a religious, political or patriotic nature is not suitable for publication.

Please send materials to [bulletin@deltakappagamma.org](mailto:bulletin@deltakappagamma.org) or to *Bulletin* Editorial Staff, The Delta Kappa Gamma Society International, P.O. Box 1589, Austin, TX 78767-1589.

*The Delta Kappa Gamma Bulletin* (ISSN 0011-8044; USPS 715-850; IPM 0302295) is published quarterly each year by The Delta Kappa Gamma Society International, 416 West 12th Street, Austin, Texas. Mailing address: P.O. Box 1589, Austin, TX 78767-1589. Periodicals Postage paid at Austin, Texas. Subscription, U.S. \$20 per year; single copies, \$5 each. International dues include subscription to *The Delta Kappa Gamma Bulletin*. Views expressed do not necessarily agree with positions taken by The Delta Kappa Gamma Society International.

POSTMASTER: Send address changes to *The Delta Kappa Gamma Bulletin*  
P.O. Box 1589, Austin, TX 78767-1589

# THE DELTA KAPPA GAMMA BULLETIN

Summer 2009 • Volume 75-4

Published by The Delta Kappa Gamma Society International

---

*The Delta Kappa Gamma Society International  
promotes professional and personal growth of women  
educators and excellence in education.*

---

## ARTICLES

- 5 A CROSS-CULTURAL COMPARISON:  
TEACHER PREPARATION PROGRAMS  
IN GUJARAT, INDIA AND CALIFORNIA,  
UNITED STATES  
*by Jo Birdsell and  
Marjorie A. Suckow*
- 11 PREPARING COLLEGE OF BUSINESS  
STUDENTS FOR A GLOBAL WORLD  
*by Gayle Webb White  
and Lisa Toms*
- 14 ADDRESSING ISSUES OF TEACHING  
DISPOSITIONS AT WESTERN NEW  
MEXICO UNIVERSITY  
*by Trinidad U. Tolar*
- 19 FUN-FILLED FAMILY LITERACY NIGHTS  
*by Susan Mary Frabotta*

## VIEWPOINTS

- 23 CANADIAN WOMEN AUTHORS  
PROVIDE DIVERSITY OF SETTINGS AND  
EXPERIENCE: BOOK CLUB MEETINGS IN  
MOOSE JAW, SASKATCHEWAN, CANADA  
*by Frances D. Luther*
- 27 LIFETIME EDUCATIONAL TRAVEL: THE  
ROAD LESS TRAVELED  
*by Alta Lee Futch*

## INTERVIEW

- 29 BILINGUAL EDUCATION: MEETING THE  
NEEDS OF MULTILINGUAL LEARNERS  
*an Interview with  
Dr. Evangelina Brignoni conducted  
by Dr. Sandra Wetig*

- 
- 4 ABOUT THIS ISSUE  
33 CALL FOR SUBMISSIONS  
33 LETTERS TO THE EDITOR  
34 75TH ANNIVERSARY  
35 SUBMISSION GUIDELINES  
36 SUBMISSION GRID

COVER ARTWORK: iStockphoto

## ABOUT THIS ISSUE

This issue's theme, "Comparative Education: Issues and Practices," touched a positive, even celebratory chord with authors. One interesting dimension of comparative education lies in seeing relationships unfold; that is, identifying new ways of forging relationships between peoples, communities and cultures. This emphasis on relationships is evident in the article by Gayle Webb White and Lisa Toms, in which the authors propose strategies for preparing business students for a global world. Also relevant to forging relationships is Frances D. Luther's viewpoint article. She provides a detailed description of one local community's approach to targeting culture and identity study through the current North American phenomenon of the book club.

A second dimension of comparative education taken up by this issue's authors is that of program design and comparison. On this topic, Jo Birdsell and Marjorie A. Suckow offer a comparative study of teacher preparation programs in Gujarat, India and California, United States. Their international comparisons reflect varying approaches and regulations adopted by teacher education programs that may resonate with educators working in a variety of jurisdictions, be they local, regional, national or international. A second article relevant to this area of comparative education is Trinidad U. Tolar's descriptive article of the teacher education program at Western New Mexico University. Rounding out this dimension of the theme,

Susan Mary Frabotta offers an account of a local approach to family literacy in her description of a successful community-based, literacy project funded by The Delta Kappa Gamma Educational Foundation.

Because of the quality of submissions and reader interest in the recent Spring 2009 theme of "Educational Travel," an additional piece on this theme is included in the present issue. Alta Lee Futch offers an engaging personal narrative on choices and opportunities arising from travelling with and for educational purposes.

In addition to the aforementioned articles and viewpoints, this issue includes the second installment of a new initiative of the Bulletin's Editorial Board – Interviews with influential women educators. Editorial board member Dr. Sandra Wetig reports on her conversations with influential educator Dr. Evangelina Brignoni of the University of Nebraska at Omaha, an Assistant Professor of teacher education and Delta Kappa member devoted to the evolving contexts of bilingual education and equity issues in the 21<sup>st</sup> century. The Summer 2009 issue also welcomes two letters to the editor, and, finally, *Bulletin* readers – both members and non-members alike – are invited to review the editorial history of the publication and celebrate its past Key Women Editors. To this end, the third of four installments celebrating the *Bulletin's* 75<sup>th</sup> anniversary can be found on page 34.

---



Jo Birdsell



Marjorie A. Suckow

# A Cross-cultural Comparison: Teacher Preparation Programs in Gujarat, India and California, United States

BY JO BIRDELL AND MARJORIE A. SUCKOW

This cross-cultural comparison of teacher preparation programs in Gujarat, India and California, United States, draws on demographic and other factors. The authors provide a summary of the two states' programs: credential structure, subject matter requirements, and fieldwork for preparation, and provide comparisons between these elements. The article concludes with a discussion of differences and similarities between the two preparation programs. Regardless of differences in structure and delivery, current issues such as English language learners and Special Education initiatives are common in both Gujarat and California.

**T**he purpose of this research paper is to compare teacher preparation in Gujarat, India with that in California, United States of America (US). This paper is based on one author's recent visit to several teacher training programs in Gujarat and the other author's extensive background in teacher preparation programs. Currently, both authors work for the California Commission on Teacher Credentialing. The authors begin with a comparison of demographics of the two states. This comparison forms the foundation for the comparison of the teacher preparation programs. Three phases of teacher preparation in each state then follow. These stages are: 1) content matter knowledge (learning what to teach), 2) pedagogical preparation (learning how to teach), and 3) field experience/student teaching (teaching to learn). The paper ends with a brief description

## THE AUTHORS

**Jo Birdsell** has been in education for more than 30 years in many positions: elementary school teacher, coordinator of programs for English Learners, principal and professor. She has been a Consultant for the California Commission on Teacher Credentialing for the past two years. She is a member of Gamma Omicron Chapter in Chi State. Jo has been Chapter President, Area Director, presenter at Conventions and a committee chair for the International Convention in San Diego.

**Marjorie A. Suckow, Ph.D.**, has been working in higher education for the past 15 years in Sacramento, six years at the Association of Private Colleges and Universities, two years as the Senior Policy Analyst for the California Postsecondary Education Commission and seven years as Consultant in Teacher Preparation for the California Commission on Teacher Credentialing.

of positive attributes and areas for growth in each system.

### Context

Gujarat is one of 26 states in India. It is a progressive state, well advanced in industrial development and technology. It is also counted among the richest states of India. Because of the job and business opportunities available, people from other states also migrate to Gujarat. It is also ethnically diverse.

Gujarat has 25 counties and covers nearly six percent of the total geographic area of India. Gujarati is the principal language spoken, followed by Hindi, Sindhi and Marathi. Hinduism is the major religion in the region; Jainism and Sikhism are minor religions practiced by some Gujarat residents. Currently, there are more than fifteen universities in Gujarat.

California covers nearly four percent of the total geographic area of the 48 contiguous states of the US. English is the principal language of the state. However, 25 percent of K-12 students are considered English language learners, and nearly 68 percent of those English language learners are enrolled in kindergarten through sixth grade. According to statistics from the California Department of Education (2008), the top ten other languages spoken by public school children in the State of California are: Spanish, Vietnamese, Filipino (Filipino or Tagalog), Cantonese, Hmong, Korean, Mandarin, Punjabi, Arabic and Armenian. Major religions represented in California are Roman Catholicism, Mormonism, other Protestant denominations, Judaism and Islam.

Although there are 416 universities accredited by regional accrediting bodies, there are fewer that offer teacher preparation. In California, there are three systems of higher education. Both the University of California and the California State University systems are publicly funded. There are also many private and independent colleges and universities. Currently there are eight University of California campuses, 22 California State University campuses and 51 private/independent institutions that offer teacher preparation programs. Unlike in Gujarat, there are also County Offices of Education and school districts that prepare teachers. In California, there are nine such programs of-

fering various forms of teacher preparation.

There are 1,054 school districts in California. They represent a variety of configurations from kindergarten-sixth grade, kindergarten-eighth grade, kindergarten-twelfth grade and seventh-twelfth grades being the most common.

### Teaching Credentials in India

The Kothari Commission (1964–1968) recommended the 10 + 2 + 3 system, which is 10 years of schooling, two years of Higher Secondary attached to the 10-year school and three years for a college degree. The 10 years of schooling is divided into two phases: classes (grades) 1 to 7 – Primary and 8 to 10 – Secondary. At the end of 10<sup>th</sup> grade, Secondary School Certificate (SSC) Board examinations are conducted. After the two years of Higher Secondary, or 12th grade, each state's Board of Education conducts the Higher Secondary Certificate (HSC) exams. In Gujarat, the exams are conducted by the Gujarat State Board of Examination.

There are three types of credentials, licenses or certificates issued for teacher candidates in India: Primary, Secondary and Higher Secondary. To obtain a **Primary Teaching Certificate**, a candidate must have a high school diploma as a minimum requirement. It is a two-year program; the first year is purely content driven. Candidates are made to study content of grades 1 through 7 curricula. Some of the other names of elementary teacher certificates are Basic Teaching Certificate, Diploma in Education, Teachers' Preparation Certificate, and Junior Basic Preparation. A Primary Teaching Certificate Credential is valid for teaching kindergarten through 7<sup>th</sup> grade.

For a **Secondary Level Credential**, the candidate must have a Bachelor's degree in the subject or subjects they will be teaching. The secondary preparation program is a one-year program. This program does not have any exams on content coverage. This secondary certificate is valid for teaching specific subjects for grades 8, 9 and 10.

For a **Higher Secondary Level Credential**, a Master's degree is a pre-requisite. This certificate is valid for teaching grades 11 and 12.

### Teaching Credentials in California

In 1995, California began studying the credentialing structure in the state. In 2001, a panel



recommended a course of preparation for teachers that emphasized a “Learning to Teach” continuum. In this model, there are multiple entry points on the path to becoming a teacher, but the same standards for preparation. Candidates must demonstrate competence in subject matter, study how to teach, then student-teach, taking over the responsibilities of a classroom with the support of supervisors (Master Teachers, University Supervisors, etc.). Upon successful completion of these components, candidates may apply for a Preliminary Credential.

Once hired, their induction phase begins. For two years, beginning teachers in California have mentoring support and coaching from experienced classroom teachers who help the beginning teachers reflect on their practice and refine their skills. At the end of two years of teaching and completion of an induction program, candidates may apply for their Professional Clear Credential.

A **Multiple Subject Credential** authorizes individuals to teach a variety of subjects in a self-contained classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

A **Single Subject Credential** authorizes public school teaching in departmentalized classrooms in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults. This credential authorizes an individual to teach one of the specific content areas: Agriculture, Art, Business, English, Health Sciences, Home Economics, Industrial and Technology Education, Languages other than English, Mathematics, Music, Physical Education, Biological Science, Chemistry, Geoscience, Physics and Social Science.

The **Education Specialist Instruction Credential** authorizes individuals to teach students with disabilities. This credential is separated into six authorizations: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Visual Impairments, Deaf and Hard-of-Hearing, Physical and Health Impairments, and Early Childhood Special Education. Individuals seeking the Education Specialist Instruction Credential complete a special education preparation program that includes student teaching in the area of their chosen specialization.

## Teacher Preparation Programs in India

### *Subject Matter Content*

Most teacher preparation programs in Gujarat are full-time programs. Candidates attend classes, including practice teaching, six days per week. In the Primary Teaching Certificate program, the first year of coursework is focused on subject matter content. Secondary teacher candidates demonstrate their subject matter content knowledge by the completion of degrees—from Bachelor’s degrees to Master’s degrees.

### *Pedagogical Preparation*

The second year of the Primary Teaching Certificate program is focused on pedagogy. In the secondary program, there is no need for extra courses or exams to fulfill subject matter requirements, therefore all courses are geared to pedagogy.

Currently, the teacher preparation program concentrates heavily on educational theory and concepts. As is noted in other professional preparation programs, there are many concepts that need to be covered within a limited time, hence a balancing act between theory and practice. Most teacher preparation programs in Gujarat are structured programs with prescribed syllabi. Candidates have to take a number of “Compulsory” or “Core” courses and some “Special” or “Optional” courses.

The **Compulsory Courses** include the following eight courses: Principles and Techniques of Teaching, Classroom Management, Educational Psychology, School Organization and Management, Educational Evaluation, Education in Emerging Indian Society-I, Education in Emerging Indian Society-II, Information & Communication Technologies in Education.

For **Special Fields**, each candidate selects any one of the following courses: Better School Examination, Educational and Vocational Guidance, Value Education, Institutional Planning and Advanced School Administration, Yoga Education, Health Education, Education for Leadership and Motivation, Educational Technology, Environmental Education, Curriculum Development, Special Education, Humanistic Education, Computer Education, Futurology in Education, School Magazine: Designing, Development and Dissemination.

In the case of **Special Methods**, each can-



didate takes any two of the following methods courses: language (English, Hindi, Sanskrit, Gujarati, Marathi), social science (accountancy, commerce, psychology), math, science (biology, physics, chemistry).

Most programs include technology as part of the curriculum. In the current, technology-driven climate, when many of the students use computers at home even before they start school, the need for teachers to be equipped with information communication technologies (ICT) skills is critical. Therefore, a course on how to use presentation software for paper presentations and operate digital projectors in a classroom is a requirement. Most classrooms are equipped with projectors and screens and teacher preparation faculty use presentation software as a regular part of their teaching.

A course in action research or case study is also compulsory. This course covers aspects such as the development of survey materials, conducting basic research, analyzing data using a statistical software package, writing research reports, and presenting a final research paper to fellow candidates.

Throughout this part of the preparation, candidates are assessed using tests, quizzes, assignments and portfolios. At the end of the program candidates write a comprehensive examination.

#### *Field Experience/Student Teaching*

The following four courses are compulsory: Journal of Practice Lesson Plans, Records of Lessons Observed, Practice Lessons given, and Final Test Lessons. Each candidate also completes practical work on the following themes: Preparation of Assignments, Developing Teaching Aids, Preparation of Blue-Print and Evaluation Items and Developing Written Instructional Materials

Candidates are expected to attend a two-hour, student-teaching seminar each month where candidates and faculty have a forum to discuss various aspects of teacher preparation. The students come to seminar well-prepared to participate in thoughtful discussion. The monthly seminars help candidates develop their research, analytical and public speaking skills.

Though it is a lot of work for the school administrators to make necessary arrangements for practice teaching (assigning mentor teachers and classrooms for candidates), the teacher prepara-

tion community works well together. Candidates continue their relationships with their mentors/supervisors even after they finish their programs and begin their teaching careers.

Some teacher candidates are placed in nearby rural communities for their practicum, where they stay for the duration of their practicum and work on various projects such as teaching older people. Though this concept is not popular among candidates due to practical considerations (lack of proper place to stay during their stay, female candidates who have to be escorted because they are young, etc.), preparation programs are planning to continue with rural placements because it gives candidates some awareness of the rural community in their local area.

### **Teacher Preparation Programs in California**

#### *Subject Matter Content*

Multiple Subject candidates must pass the California Subjects Examination for Teachers (CSET). There are three subtests to the examination: Subtest I: Reading, Language, and Literature; History and Social Science; Subtest II: Science and Mathematics; Subtest III: Physical Education; Human Development; Visual and Performing Arts. These can be taken in a single sitting or over several examination dates.

Single Subject candidates may select between two options for demonstrating subject matter content. The first option is to take an approved subject matter course of study (similar to a major) in a specific content area. Standards for what the programs must include are set by panels of educators and approved by the California Commission on Teacher Credentialing (2007). If candidates did not take an approved program, the second option is to take and pass any of the 14 CSET examinations for Single Subject authorization (California Commission on Teacher Credentialing, 2009a).

#### *Pedagogical Preparation*

Candidates take a course of study that is institution specific and approved by the Commission on Teacher Credentialing. Each approved program must address twenty-one standards dealing with four distinct areas: Category A: Program Design, Governance, and Qualities; Category B: Preparation to Teach Curriculum to All Students

in California Schools; Category C: Preparation to Teach All Students in California Schools; and, Category D: Supervised Fieldwork in the Program.

Since July 1, 2008, candidates in preparation programs must also pass a Teaching Performance Assessment (TPA) prior to being recommended for a Preliminary Teaching Credential. This assessment focuses on how well candidates meet the Teaching Performance Expectations. There are several models of the Teaching Performance Assessment available. For more information on the TPA, readers are referred to the website of the California Commission on Teacher Credentialing website: <http://www.ctc.ca.gov/educator-prep/TPA.html>.

### *Field Experience/Student Teaching*

The preparation standards that provide the guidelines for field experience/student teaching indicate a professional teacher preparation program includes a developmental sequence of carefully-planned, substantive, supervised field experiences in public schools selected by the program sponsor. By design, this supervised fieldwork sequence (1) extends candidates' understanding of major ideas and emphases developed in program and/or prerequisite coursework, (2) contributes to candidates' meeting the Teaching Performance Expectations, and (3) contributes to candidates' preparation for the Teaching performance assessment (TPA) in the program. To qualify for a Preliminary Level I Teaching Credential, each candidate satisfactorily completes a planned sequence of supervised, school-based experiences that contribute to her/his preparation to serve as a competent beginning teacher in an induction program. (Standard 14: Learning to Teach through Supervised Fieldwork (California Commission on Teacher Credentialing, 2009b, p. 30)).

### **Discussion**

In Gujarat, the teacher preparation programs are able to introduce a wide variety of theories and new concepts into the teacher preparation curriculum. However, since the programs are structured to include both pedagogy and methodology and their duration is fairly short (the B.Ed program is a one-year program), the concepts are covered in a rather fast-paced fashion. Teacher

candidates do not have many opportunities to explore theories in their classroom or in practice-teaching placements.

The preparation programs are well structured so all candidates complete the program as a cohort. The enrollment and program size is determined by the main university or the administration, mostly limited to 100 students per year. Because of this, the teacher preparation faculty are familiar with their students and through constant counseling, mentoring and guidance, the programs achieve a close to 100 percent graduation rate. Employers increasingly participate in on-campus recruitment so the employment placement rate following graduation is also nearly 100 percent.

The structured curriculum, limited enrollment and cohort model of candidates help in achieving high graduation and placement rates. The teaching community – teacher candidates, teacher preparation educators, administrators, school principals, and students – are all well connected, not only in their classrooms or campuses, but also in the local communities in which they live. Education is not just for students and schools; it is for the entire community.

Special Education is a fairly new concept introduced in 2003-2004. Because it is presumed that new teachers have had training in special education, they are generally given the responsibility of teaching special needs children. Currently, schools do not have sufficient funds to make necessary arrangements for special needs children.

In California, individual preparation programs design the course of study for their candidates that address the following taken from "Category A: Program Design, Governance, and Qualities: Standard 1: Program Design" (California Commission on Teacher Credentialing, 2009b, p. 8): (a) to learn to teach the content of the state adopted K-12 academic content standards to all students; to use state-adopted instructional materials, to assess student progress, and to apply these understandings in teaching K-12 students; (b) to know and understand the foundations of education and the functions of schools in society; and (c) to develop pedagogical competence utilizing a variety of strategies.

Coursework for a Preliminary Teaching Credential is designed to be equivalent to no more than one year of full-time study at the institution.

Each California program is unique—addressing the needs of the area the institution serves and its candidate population. California teacher candidates have choices between many different types or programs—full or part time, on-line or face-to-face, cohort or non-cohort programs – as well as choices between a variety of types of institutions.

Each program strives to ensure candidates can demonstrate the necessary competencies before being granted a Preliminary Credential. Job opportunities for teachers are often more restricted in the current economic environment. At the time of this writing, candidates with a background in Special Education or secondary Math or Science are the most sought after candidates.

### Some Common Conclusions

Regardless of the differences in the structure and delivery of programs in Gujarat, India and California, US, current issues such as meeting the needs of English language learners and K-12 students requiring special education accommodations are common. Our hope is that identifying some of the similarities of working in diverse states to meet the needs of a variety of K-12 students will open possibilities for teachers in different parts of the world to work together to prepare citizens for a common world.

## Appendix

**Table 1: Demographic comparison of Gujarat, India and California, USA**

Demographic Factors	Gujarat, India	California, USA
Land Area	6% of India	4% of USA
Population	50 million	38 million
Number of Counties	25	58
Top Five Languages Spoken	Gujarat Hindi Urdu Marathi Sindhi	Spanish Vietnamese Filipino Cantonese Hmong
Representative Religions	Hinduism Islam Jainism Christianity	Roman Catholicism Protestantism Mormonism Islam

## References

- California Commission on Teacher Credentialing (2009a). *Examinations*. Retrieved May 9, 2009, from <http://www.ctc.ca.gov/credentials/CAW-exams.html>
- California Commission on Teacher Credentialing (2009b). *SB 2042 multiple subject and single subject preliminary credential program standards*. Retrieved April 27, 2009, from <http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.doc>
- California Commission on Teacher Credentialing (2007). *Standards: Common and program*. Retrieved May 9, 2009, from <http://www.ctc.ca.gov/educator-prep/program-standards.html>
- California Department of Education (2008). *Fact book 2008*. Retrieved May 9, 2009, from <http://www.cde.ca.gov/re/pn/fb/>
- Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, (2007). *B.Ed. Prospectus*. Baroda, India: Author.
- Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, (1988). *M.Ed. Prospectus*. Baroda, India: Author.
- JG College of Education, (2008). *Course Catalog*. Ahmedabad, India: Author.
- Navrachana College of Education, (2005). *Teacher Education: Vision and Action*. Baroda, India: Author.
- Sarva Vidyalaya Kelavani Mandal, (2003). *Course Catalog*. Gandhinagar, India: Author.
- S.N.D.T. Women's Universities, (2004). *B.Ed. Course Curriculum*. Mumbai, India: Author



Gayle Webb White



Lisa Toms

## Preparing College of Business Students for a Global World

BY GAYLE WEBB WHITE AND LISA TOMS

Educators must work to ensure every student who graduates and enters the workplace is ready for an increasingly global world. Suggestions for accomplishing this goal include building an international vocabulary, choosing textbooks that have a global emphasis regardless of the discipline, choosing in-class projects that include at least one international student and planning field trips that tour foreign-run companies, including presentations by international members of the business community. Other ideas involve planning programs with the International Students Association, traveling abroad for credit in well-planned programs, including an international component in Career Days, and encouraging faculty to travel abroad.

**K**nowledge of the international environment has been deemed so important that the College of Business at Southern Arkansas University has implemented a plan to insure all business classes—from the entry to senior levels—place emphasis on international business issues. This implementation occurred because faculty members are convinced that almost all of our students will be involved in international arenas, in some way or other, over the course of their future careers. Such involvement may be as minor as the company they are employed with purchasing or selling to another company in another country, as significant as a joint venture

### THE AUTHORS

**Dr. Gayle Webb White**, Turner Professor of Management at Southern Arkansas University, has been a member of Delta Kappa Gamma since 1968, is past Kappa State President and past president of both Psi and Alpha Beta chapters.

**Dr. Lisa Toms**, Dean of the College of Business, Southern Arkansas University, was initiated as a new member in Alpha Beta Chapter of Kappa State in the spring of 2008.

with a company in another country, or even go as far as working for a multi-national corporation. It is also likely that many students will be members of virtual teams whose membership is comprised of people from other countries.

### **Need for Emphasis on the International**

In one recent study, senior international human resource managers in eight large companies stated that identifying and developing talent for a global environment is a critical issue being faced by business students (Dessler, 2009). Interestingly, employers are finding that even employees who never leave the home office need to be internationalized. One recent article revealed

cultural diversity isn't just for expatriates or frequent flying executives. Cube dwellers increasingly need to work, often virtually, across borders with people whose first language is not English and who don't have the same cultural touch points as US employees do. (Frase, 2007, 100)

Therefore, the global component is being addressed in many innovative ways in business classes and through extra-curricula activities supported through the College of Business at Southern Arkansas University. Sharing these initiatives is the focus of this paper.

### **Ways to Internationalize the Curriculum**

There are numerous ways to internationalize a business curriculum to promote internationalization; some involve direct changes to the curriculum and some involve extra-curricula activities that can enrich learning for international contexts. The remainder of this article highlights strategies used at Southern Arkansas University to build success and prepare our students for a global world.

First, an **international vocabulary** is built in the first-year Introduction to Business class. Examples include comparative and absolute advantage, cultural differences (Hofstede's (in Griffin & Morehead, 2007) terminology is introduced here), trade agreements and political alignments such as the North American Free Trade Agreement (NAFTA) and the European Union (EU) are introduced, and trade policy agreements such as the GATT (General Agreement on Trade and Tariffs) are discussed. This strategy contributes to building an international business vocabulary

that beginning students continue to use in subsequent classes throughout their program.

Second, **all textbooks chosen have an international component**. The textbook chosen for the core management class has an international management chapter as well as a global component in each chapter. For example, chapters that deal with motivation indicate that theories such as Maslow's Hierarchy of Needs (Griffin & Morehead, 2007) will not necessarily transfer from one country to another, and that workplace benefits that motivate people in one country will not always motivate employees in another. Another example of textbook content is the way various chapters discuss unions, indicating the many ways union/management relationships differ in various countries. Examples such as these are numerous in the textbooks selected and apply to discussions of motivation, unions and a variety of other topics.

A third way that the business faculty expose students to a global world is by structuring student work teams that are diverse, with **one or more international students on each team**. At Southern Arkansas University, there are usually seventy-five or more international students majoring in business so it is easy to diversify the teams globally. Small group teamwork gives students an opportunity to learn about cultural differences. Often, if a conscious effort to diversify is not made, students self-select into more homogeneous sub-groups out of comfort or convenience. Our faculty force students out of their comfort zone and into teams that are diverse, leading to solutions for cases that are often more creative and varied than those that would be produced by more homogeneous student groupings.

Another way teachers promote a global emphasis is **to routinely ask international students to react to American ways of conducting business**. For example, in the human resource management class, when paid holidays are discussed, international students share the holidays that are important in their country; when ways to advertise for employees are discussed, international students share how this is done in their home country, and so on.

**Travel abroad for credit** is a popular way to internationalize. This idea has worked for our College of Business in several ways. Students who have upper class standing (third and fourth

years) may choose the international experience and travel to Mexico over a ten-day period during spring break accompanied by a faculty member. In Mexico, the students hear lectures at Mexican universities, tour industries, listen to presentations by bankers and other Mexican business leaders, and attend cultural events. The students follow-up on their international experience by writing a paper on an international issue under the direction of the faculty member and receive three-hours of credit. However, one requirement of all of the students who go to Mexico is that they must return to the university and **share their experiences with the first-year Introduction to Business classes**; there are usually five of these first-year classes each semester. Students sharing with other students the details of their international experience certainly gets the attention of beginning students. In addition, another goal the university is attempting to accomplish is to have **all faculty be seasoned international travelers**. Consequently, different faculty members are encouraged to accompany the international teacher each semester. Having **business faculty with passports** is another excellent way to internationalize classes; they have travel narratives to share about the cultures and peoples of the countries they have visited. One visiting dean stated, "the best way to see if a faculty is doing a good job with the international is to see how many hold current passports" (E. A. Stennis, personal communication, October 15, 2006).

The **Students in Free Enterprise (SIFE) /International Students Association (ISA) Global Village** is another popular and unique way the College of Business internationalizes the curriculum (J. W. Clark, personal communication, September 14, 2007). The SIFE students have a joint project with the ISA that is conducted as a one-day share fair and is held in the lobby of the business building. International students set up tables with artifacts of their culture, including pictures, maps, school reports, art, etc. Through a sharing of culture and personal knowledge, international students answer their peers' questions as the local students informally drop by all day and talk with the international students. Faculty members promote this project and encourage participation by making announcements, attributing bonus points, including questions about other countries on tests, and by attending the dis-

plays several times throughout the day.

For several decades, the College of Business has held a **Classroom-to-Careers Day** during which industry leaders discuss careers in management, finance, marketing, accounting, and management information systems. Three years ago, the career day committee added a panel that gives a presentation dealing with globalization. The international panel members were former students employed by multi-national corporations who shared their experiences in the international arena, discussing opportunities for careers in their respective areas and answering student questions regarding international business. This panel was presented twice on the day's program, was held in the largest lecture room so almost every business student was able to attend.

Another way the college emphasizes the importance of preparing for a global world is to ask every faculty member to **give examples of how they teach internationalization in their upper-level classes**. One example of this strategy is how the international is handled in the upper-level business communications class addressing nonverbal communications such as gestures, eye contact, physical and personal space variations among countries. Differences in food, business and social etiquette and social customs are also discussed (G. L. Plumlee, personal communication, February 18, 2007). Similar information was gathered on all of the upper-level classes and compiled into a document and shared with all faculty members so that ideas used in one discipline might be adapted for another discipline. In addition, faculty members were asked to include this international emphasis in all syllabi.

When faculty members present research at conferences, they are asked to **attend at least one international session and bring back a copy of the papers presented** at the international session and share their new learnings with teachers in the various disciplines represented by the session presenters. These materials are copied and shared with faculty and also placed in a common file in the documents room of the College of Business.

A large-bus, **field trip** is taken to emphasize the international component of the College. For example, a typical trip taken in the past was to

*(Continued on page 26)*



Trinidad U. Tolar

# Addressing Issues of Teaching Dispositions at Western New Mexico University

BY TRINIDAD U. TOLAR

This article offers a description of how Western New Mexico University's (WNMU) Teaching Preparation Programs ensure that each teacher candidate possesses teaching dispositions to work effectively with diverse students in the classroom. Many colleges and universities preparing teachers in the United States use the National Council for Accreditation of Teacher Education (NCATE, 2008) standards to monitor their teaching preparation programs. The School of Education (SOE) at WNMU has developed guidelines to meet the NCATE standards, and, at the same time, ensure that all their teacher candidates demonstrate the required competencies.

**T**he National Council for Accreditation of Teacher Education (NCATE, 2008) standards state that classrooms in the United States are becoming increasingly diverse, with over 40 percent of students attending Pre-kindergarten to Grade 12 (P-12) classrooms belonging to visible minority groups, while only 20 percent of the US teacher work force belong to a visible minority group. For these reasons, NCATE advocates that all teacher candidates must develop the skills and professional teaching dispositions to work effectively with students and families from diverse populations. Teacher candidates must develop the knowledge to work with diverse students and develop professional dispositions that value and respect student differences (NCATE, 2008).

According to the New Mexico Higher Education Department (2008), the accreditation of institutions or programs in the United States has two fundamental purposes: to guarantee the quality of the institution or program and to promote the improvement of the institution or program.

THE AUTHOR

**Dr. Trinidad U. Tolar** is Assistant Professor in the School of Education at Western New Mexico University, where she has worked since 2004. From 1996-2004, she worked in K-12 public education and is a licensed, level 3 teacher. She is a member of Epsilon Chapter, New Mexico, and currently holds the position of Chapter Vice-President. Email: [tolart@wnmu.edu](mailto:tolart@wnmu.edu).



NCATE has established a mechanism to facilitate the accreditation of quality teaching preparation programs (NCATE 2007). NCATE has developed six standards that are utilized during accreditation visits to evaluate teaching preparation programs. NCATE is respectful of the academic freedom of each institution it accredits. In this context, NCATE expects colleges of education to assess teacher candidate dispositions based on observable behaviors applied in P-12 classroom settings. These observable behaviors need to show evidence that teacher candidates are ready to help all their students acquire knowledge in a caring, non-discriminatory and equitable manner.

The standards NCATE utilizes are: (1) candidate knowledge, skills and professional dispositions, (2) assessment system and unit evaluation, (3) field experiences and clinical practice, (4) diversity, (5) faculty qualifications, performance and development, and (6) unit governance and resources (NCATE, 2008). The present study focuses on an assessment of the implementation of NCATE Standard 1: Candidate's Knowledge, Skills and Dispositions.

NCATE (2007) Standard 1 requires that teacher candidates develop the skills and professional teaching dispositions necessary to: (a) develop the content knowledge to teach all their students, (b) develop the pedagogical knowledge to teach effectively, (c) demonstrate the belief that all students can learn, (d) demonstrate in an educational setting that they are able to meet the educational needs of all their students in a fair, caring, non-discriminatory and equitable manner, (e) understand the consequences of discrimination and be able to teach all their diverse learners, and (f) apply their skills and professional teaching dispositions in order to facilitate student learning.

### **Professional Teaching Dispositions**

NCATE (2007) has identified professional teaching dispositions as the values, beliefs, and attitudes that teachers demonstrate while using non-verbal and verbal communication in their interactions with communities, colleges, families and students. The following overview highlights examples of studies on professional teaching dispositions.

Collinson (1999) analyzed observable pro-

fessional teaching dispositions in educational settings and concluded that excellent teachers, who apply ethics and dispositions while teaching, help their students to develop as independent thinkers. These teachers model positive teaching dispositions while helping their students to develop skills in problem finding and solving, searching for evidence through intellectual flexibility, taking risks, and developing curiosity and creativity. Collinson also found that these teachers use an ethic of caring as necessary elements of teaching dispositions. Some of the elements found in an ethic of caring include compassion, respect for self and others, empathy, courage, patience, honesty, integrity and dedication.

Noblit, Rogers and McCadden (1995) concluded that caring is a value relevant to how a person relates to others. These researchers agreed that teachers help students to attain their goals as they model an ethic of caring, and, through caring, the students' potential for learning increase significantly. Noblit et al., found that the influence of caring puts into motion the following teachers' behaviors and beliefs: (a) teachers who care about their students accept responsibility for their students' success or failure; (b) caring motivates teachers to better themselves in order to meet the needs of their students; (c) caring teachers are able to communicate better with their students because they develop a trusting relationship, increasing their students' academic interest; and, (d) teachers who model an ethic of caring help their students to develop caring behaviors themselves. Collier (2005) concluded that caring increases the teachers' efficacy in teaching skills while improving their students' learning ability, arguing that caring is the "fuel for teacher efficacy."

### **Teaching Efficacy**

Gibson and Dembo (1984) defined teacher efficacy as the inherent beliefs that teachers have in relation to their skills and abilities in order to bring forth desirable outcomes for their students. These researchers found that one of the few teacher characteristics that can influence the achievement of students is the teacher's sense of efficacy. Bandura (1997) revealed that one of the most important factors that can influence beliefs of efficacy in a person is associated with his/her mastery of experiences. He concluded that when

a task has been done successfully, levels of efficacy beliefs increase. The opposite is true for the perception of failure, which lowers efficacy beliefs. Nieto (2000) found that many teacher candidates with a low sense of efficacy believe in the deficit model. For example, teacher candidates with belief in a deficit model may assume that due to genetic, socioeconomic status, or cultural backgrounds, some students are inferior to others. In contrast, Anstrom (1999) concluded that teacher candidates who understand the teacher efficacy model know that they are able to influence the lives of their students, and believe that all of their students are born with the ability to learn and solve problems.

### **Western New Mexico University Overview**

Western New Mexico University (WNMU) is a small, comprehensive, regional university located in Silver City, New Mexico. It was established in the fall of 1894 as the Normal School of New Mexico. Currently WNMU provides certificate, associate, baccalaureate and graduate level programs. Over 50 percent of WNMU baccalaureate and master's graduates are teachers, counselors or school administrators. WNMU has learning centers in Deming, Truth or Consequences and Gallup and serves more than 3,000 students (WNMU Institutional Report, 2004).

One of the central missions of WNMU is to provide affordable access to higher education through an open admissions policy. The Silver City campus, during the 2002 Fall semester, had an ethnic breakdown of 45% Hispanic, 43% White non-Hispanic, 2% American Indian, 1% Asian, 1% International and 7% not reported. Because of the percentage of Hispanic student enrollment, WNMU is considered a Hispanic Serving Institution (WNMU, 2004).

The WNMU School of Education (SOE) serves students and schools in Western New Mexico from Gallup in the north to Animas in the south. Many of the classes that are located in remote sites are offered using a distance education model via Instructional Television. The SOE is led by a Dean of Education who is housed at the Silver City main campus. The SOE offers an associate program in Early Childhood as well as the following Bachelor's programs: Early Childhood Education, Elementary Education, Secondary Education, Career and Technical Education,

Special Education, Bilingual Education, and Teaching English to Students of Other Languages. The SOE offers the following Master's programs: Elementary Education, Secondary Education, Special Education, Reading, Bilingual Education, Teaching English to Students of Other Languages, Counseling and Education Leadership. The SOE also offers a Licensure program in School Psychology and Alternative Licensure programs in Elementary Education, Secondary Education and Special Education (WNMU, 2004).

Since its 1998 accreditation, the SOE has kept current with the accountability measures established by federal and state regulations (WNMU, 2004). The SOE promotes the acquisition of professional dispositions that students who attend each program need to attain. The SOE uses the definition of learning proposed by Katz (1985) in developing professional dispositions; she proposed that dispositions are habits of mind developed in order to respond to certain situations. At WNMU, SOE teacher education candidates incorporate appropriate dispositions in all their educational experiences (WNMU, 2004).

### **Teaching Effectiveness and Professional Dispositions at WNMU**

NCATE Standard 1 proposes that teacher candidates need to "know and demonstrate the professional knowledge, skills and dispositions necessary in order to help all students learn" (NCATE Standard 1, 2007). Assessments need to demonstrate that SOE candidates meet institutional, state and professional standards. The SOE developed ten Program Teaching Outcomes in order to assess teacher candidates' acquisition of knowledge, skills and dispositions during the initial, intermediate and exit stages of their development (WNMU, 2004). According to Brooks and Brooks (1993), students are able to construct meanings based on the world experiences they live. Noddings (1990) proposes that learning is fostered in classrooms where students: (1) are given the opportunity to construct knowledge based on building upon prior experiences; (2) are coached to actively find solutions to problems that relate to their own world; and (3) have the opportunity to work in harmony with students who belong to different cultures. Based on this type of learning environment, the students' op-

opportunities for achievement are maximized, allowing them to become independent thinkers who are able to construct knowledge by sorting out relevant information (WNMU 2004).

The Program Teaching Outcomes selected by the SOE to help teacher candidates to maximize opportunities for their students' achievement are: (1) having the content knowledge of the field they teach; (2) showing competency in implementing and developing curriculum; (3) showing competency in assessing their students and self; (4) being effective in classroom management and the learning environment; (5) being effective in the use of technology; (6) developing effective programs for all students including students with special needs; (7) being effective in the avocation of a healthy educational and social climate that nourishes their students' development; (8) being sensitive and accepting of the diversity of their students through positive human interactions; (9) using effective communication with families, the community, and other professionals; and, (10) being committed to professional development (SOE Handbook, 2008). Through these Program Teaching Outcomes, each successful teacher candidate is able to convert knowledge into meaningful learning experiences and adapt these experiences to the learning abilities and cultural needs of students (WNMU, 2004).

Additionally, the SOE requires that teacher candidates develop three projects during practice teaching. These projects are student work samples that demonstrate the teacher candidates' abilities to teach all of their students in their assigned, practice teaching classroom. These projects are: (a) the development of an action learning project; (b) the collection of data on two case studies; and, c) self-analysis of two lessons in order to show effectiveness in creating, managing and delivering a lesson (SOE Handbook, 2008).

The Action Learning Project (ALP) is a unit of study created by the teacher candidate. The teacher candidate must pre-test students before teaching the ALP. An essential component of the ALP is that the teacher candidate must incorporate active learning strategies during the teaching of the ALP. In addition, the teacher candidate must post-test students after teaching the ALP to disclose the teacher candidate's teaching efficacy in relation to the students' ability to learn (SOE Handbook, 2008).

In addition to the ALP, case studies are designed to guide teacher candidates to look at the whole child and to discover that each student in the classroom is unique. The teacher candidates must choose two diverse students in the classroom and collect information to assess the students' attitudes, interests, performance, social skills and academic performance. Then, the practice teacher designs specific strategies to target the learning needs of each student. The teacher candidate needs to collect each student's information over a period of three months. This assignment allows the teacher candidate to provide two examples of how the needs of diverse students are addressed in the classroom context. The teacher candidate needs to develop the ability to attend to the diverse needs of individual diverse students while ensuring that the needs of the whole class are met (SOE Handbook, 2008).

For the self-analysis component, the teacher candidate must videotape one lesson at the beginning of the practice teaching experience and one lesson towards the end of the practice teaching experience. During the first videotape analysis, the teacher candidate must identify an area in which to improve his or her teaching process. This gives the teacher candidate the opportunity to assess her/his effectiveness in creating, managing and delivering a lesson. The second video analysis allows the teacher candidate to explain how s/he improved the teaching process (SOE Handbook, 2008).

### **Conclusion**

According to NCATE Standard 1, teacher candidates attending teaching preparation programs need to know and demonstrate professional knowledge, skills and dispositions necessary to help all students learn (NCATE 2007). WNMU's School of Education, through the development and implementation of the Program Teaching Outcomes, the Action Learning Project, case studies, and video analysis, has developed the necessary instruments to measure the development of knowledge, skills and dispositions of each teacher candidate (SOE Handbook 2008). Teacher candidates attending WNMU are able to develop as effective teachers in the areas of curriculum development and implementation, assessment of learners and self, classroom management, use of technology, and communica-

tion with families and the community (WNMU, 2004). Teacher candidates are able to show competency in acquiring dispositions to teach all of their diverse students, showing fairness in a caring, non-discriminatory and equitable manner (NCATE 2007), attending to students with special needs and diversity. Teacher candidates at the School of Education programs learn to advocate for the developmental and cultural needs of all their students through caring and positive human interactions. These teacher candidates show their teaching effectiveness and professional dispositions through the assessment of Program Teaching Outcomes, the teaching of the Action Learning Project, case studies and video analyses.

## References

- Anstrom, K. (1999). Preparing secondary education teachers to work with English language learners. *NCBE Resource Collection Series, 13*. Washington, DC: The George Washington University.
- Bandura, A. (1997). Self-efficacy toward a unifying theory of behavioral change. *Psychological Review, 84*, 191-215.
- Brooks J. G., & Brooks, M.G. (1993). *The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Collier, M. D. (2005). An ethic of caring: The fuel for high teacher efficacy. *Urban Review, 4*, 351-359.
- Collinson, V. (1999). Redefining teacher excellence. *Theory into Practice, 38*(1), 4-11.
- Gibson, S., & Dembo, M. H. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology, 76*, 569-582.
- Katz, L. (1985). Dispositions in early childhood education. *ERIC/EECE Bulletin, 18*(2), 1-3.
- National Center for Education Statistics. (1996). *Statistical analysis report: Racial and ethnic classifications used by public schools*. Retrieved March 23, 2008 from <http://nces.ed.gov/pubs/96092.pdf>
- National Council for Accreditation of Teacher Education. (2007). *NCATE issues call for action: Defines professional dispositions as used in teacher education*. Retrieved March 25, 2008, from <http://www.ncate.org/public/102407.asp?ch=148>
- National Council for Accreditation of Teacher Education. (2008). *Unit standards*. Retrieved March 24, 2008, from <http://www.ncate.org/institutions/unitStandardsRubrics.asp?ch=4>
- New Mexico Higher Education Department. (2008). *Accreditation*. Retrieved March 24, 2008, from <http://hed.state.nm.us/content.asp?CustComKey=193242&CategoryKey=195791&pn=Page&DomName=hed.state.nm.us>
- Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education* (3rd ed.). New York: A. B. Longman.
- Noblit, G., Rogers, M., & McCadden, K. (1995). In the meantime: The possibilities of caring. *Phi Delta Kappan, 76*(9), 680-685.
- Noddings, N. (1990). Constructivism in mathematics education. *Journal of Research in Mathematics Education, 4*, 7-18. Reston, VA: National Council of Teachers of Mathematics.
- School of Education. (2008). *Practice teaching handbook*. Silver City, NM: Western New Mexico University.
- Western New Mexico University. (2004). *Institutional report*. Silver City, NM: Author.



Susan Mary Frabotta

## Fun-Filled Family Literacy Nights

BY SUSAN MARY FRABOTTA

Family Literacy Nights are evening events during which community members are invited to school for a celebration of literacy achievements through read alouds, rich literature and enrichment activities. These nights strengthen attitudes concerning reading, writing and speaking, and improve parent/teacher relationships. Parents are able to view the skills of their youngsters. Parents and children enjoy their time together. These nights contribute to achieving school goals, bring together a diverse school community, create community partnerships, and increase classroom success. Family Literacy Nights show that learning is fun!

### Creating Fun-Filled Family Literacy Nights

Eighty Kindergarten and Grade One students attend each Family Literacy Night at Eastford Road School in Southbridge, Massachusetts. This year we will host Feeling Big, Bingo Night, and Social Studies Night. Each of these programs support classroom lesson plans, encourage intercul-

tural understanding, align with the Kindergarten and Grade one curricula, and so much more! The four essential components for a successful Family Literacy Night include, but are not limited to, a theme, publicity, activities and community involvement. These nights provide the children with tools that allow them to examine closely the importance of literature in their lives.

The themes which have been used focus on school-wide read alouds, seasonal activities, literature genres, character development, setting, fiction and nonfiction, as well as content areas such as Math, Science, Social Studies and English Language Arts. Skills such as listening, writing, reading, reciting, drawing, constructing, recording, predicting, cutting, collaborating, and so much more are developed, challenged and explored with a partner as well as with a parent or a sibling. These nights are super-involved fun!

THE AUTHOR

**Ms. Susan Mary Frabotta** has been an educator for twenty-seven years. She presently teaches Kindergarten at Eastford Road School in Southbridge, Massachusetts. She is a member of the Alpha Gamma Chapter, Massachusetts. Some of her professional affiliates within the Society include co-chair of both the Scholarship and Literacy Committees, as well as being a member of the World Fellowship, Communications, and the Grace's House Committees.

An invitational letter is sent home with each youngster in our school which explains in great detail each particular Family Literacy Night. Two follow up letters are sent home with the children who will be attending the program in the form of a confirmation as well as a “night before” reminder. Each classroom teacher is given information which explains the program with instructions concerning how to return parental responses. These Family Literacy Nights are simply ideal for our younger, school age population.

Each Family Literacy Night is posted on our school’s monthly calendar with a detailed explanation of the event in our monthly Parent Teacher Association (PTA) newsletter. Calls to the local newspaper and the local cable access television station for media coverage are considered musts. The school committee is notified and a posting on our school’s website is thought to be beneficial. The sponsors for each night are noted. The enthusiasm for these Family Literacy Nights between the home and school has become contagious.

The children attend each program with a parent/guardian or a grandparent. Pictures are taken of our students involved in multi-sensory, extension activities with their families. The activities align themselves with a particular literacy adventure and with our report card objectives for Kindergarten through Grade One. Each family receives a take-home activity packet with detailed explanations as to how the information in the packet can be used. This is symbolic of our commitment to literacy as these packets reinforce the skills acquired in the immediate school environment, provide supplementary resources and literature, and include enriching work samples to be completed with others at home.

### **Tips for Creating Your Own Family Literacy Nights**

We suggest the following ideas to other schools interested in starting Family Literacy Nights in their school communities:

- Remember to think of diversity in the form of bilingual considerations, volunteers, or staff who can offer special talents or considerations to your program.
- Include in your cover letter a meeting place for families, guides to bring the children and their parents to a designated work area, a sign

in sheet, and a list of the students attending the program.

- Be mindful of and state a specific arrival time and the time frame/length of the program.

Some “must haves” for a great evening include:

- a digital camera;
- laptop, LCD projector and a slide show presentation;
- appropriate decorations such as informational banners and pertinent texts;
- covered tables and wipes;
- a sign-in sheet;
- an evaluation tool;
- a final list, organized by grade level and teacher, of the children attending the evening;
- take home materials; and,
- certificates of attendance.

This list is by no means exhaustive and we encourage others to keep track of the strategies that contribute to successful Family Literacy Nights.

Upon arrival, each family entering the lobby is greeted with a cheerful balloon bouquet which coordinates with the theme of the evening, informational flyers and a candy basket. A Delta Kappa Gamma Educational Foundation Project Grant<sup>1</sup> has provided our school with one hundred and sixty big book selections of literature for each of two “Feeling Big Family Literacy Nights.” Eighty big books are displayed along the corridors of our school for each Family Night. These books extend some three hundred plus feet from the lobby where our youngsters enter the building with their families to the cafeteria where the program is held. These big books are stored in classrooms for easy access to our yearly programs as well as for providing motivation and promoting literacy for each new class of Kindergarteners educated at our school from year to year. The display of the story books in our hallways serves as a visual reminder of the wealth of resources which have been bestowed upon us through the generous support of The Delta Kappa Gamma Society International’s Educational Foundation.

The candy baskets are made up of an assortment of specially selected chocolates and candies. Each bag of goodies is tied with a colorful ribbon and a message such as *mounds* of thanks, we’d be in a *crunch* without you, hugs and *kisses*

for our volunteers, volunteers are *lifesavers*, and thank you for being a *star* volunteer.

A total of eight stories have been chosen for our two, annual "Feeling Big Family Literacy Evenings." The first year literacy samples include the following four titles: *The Rainbow Fish* (Pfeister, 1992), *The Itsy Bitsy Spider* (Trapani, 1993), *It Looked like Spilt Milk* (Shaw, 1947), and *There Was an Old Lady Who Swallowed a Fly* (Adams, 1973). The second round of reading materials are *Read-along Nursery Rhymes* (Flores, 2005), *The Emperor's Egg* (Jenkins, 1999), *The Farmer in the Dell* (Adams, 2001), and *If the Dinosaurs Came Back* (Most, 1978). The work samples which coordinate with the first year selections of literature are a color word rainbow fish, lacing an itsy bitsy spider web, designing a whole group spider web using multicolored yarn, inventing cloud formations from white paint, printing a personalized take home book modeling the story *It Looked like Spilt Milk* and decorating an *Old Lady Who Swallowed a Fly* puppet with an emphasis on character development and playing with rhymes and alliterations. The children create, invent and design manipulatives to take home as suitable extension activities of each evening. These activities strengthen, enrich and build upon previous acquired knowledge. Oral discourse, sharing and discussion, which are a great portion of these evenings, are thought to be key in the primary grades as the Kindergarten and Grade One classrooms are language based.

A "P Pig" activity completed the story *The Farmer in the Dell*, while *The Old Lady in the Shoe* provided numerous opportunities to tap into the concept of setting, using each of the multiple intelligences through challenging, stimulating, differentiated instruction. Each child made an emperor penguin and calculated, counted and sorted colorful fish crackers for penguin consumption. In the story *If the Dinosaurs Came Back*, investigative learning was allowed to come to life when the children used their scientific expertise to create their very own dinosaur made from the lower case letter d. Each student actively participated in estimating how many of his/her hands would fit in our gigantic dinosaur paw.

Both Family Bingo Nights as well as an upcoming Social Studies Night have been sponsored by the PTA and the allotted funds from The Southbridge Public Schools in order to purchase

the materials needed to create take home work samples. Bingo Night is always an entertaining evening. The children play ten games of bingo. The games are aligned cohesively with our Kindergarten/Grade one Harcourt Reading Series (Beck, Farr, Strickland, 2007). The bingo games consist of identifying upper and lower case letter names and letter sounds, initial consonant sounds, final consonant sounds, consonant-vowel-consonant blending, high frequency words, and counting syllables. The many bingo winners receive prizes from treasure chests which are purchased for these evenings. The students receive their packet of bingo cards when they enter the building. Each youngster who participates in Family Bingo Night wins at least one bingo game during the course of the evening. The children take home an activity packet, prizes, a candy bag, some type of writing journal or story book, a certificate of attendance and so much more!

Our first annual Family Social Studies Night will focus on the themes of Christopher Columbus, the American flag, Martin Luther King Jr. and community helpers. The students will listen to stories immersed in these themes and complete handprint Nina, Pinta and Santa Maria sail boats, an AB flag pattern of the original thirteen colonies, a peaceful playground sentence starter with illustrations and a "When I grow up I want to be a..." certificate. The children will print and illustrate the career they plan to choose as an adult. The youngsters will also view a slide show of the community helpers who have visited our school in years past as part of our Peacebuilders Program. Because June has been chosen as the month for citizenship, The Southbridge Fire Department, Police Department and the Department of Public Works visit to our school build a bridge between the community and the schools. The children will again take home Social Science activities to be completed with their family, a certificate of attendance and informational strategies and suggestions to work on outside of the classroom.

Eastford Road School has had three Reading with Puppets Nights as an addition to our Family Literacy Evenings. Each night paid particular attention to three selections of literature. The children explored settings, emotions, conflicts, resolutions, initiating events, understanding who the Peacebuilders were and how they promoted



peace, as well as completed activities comparing and contrasting the text to their own experiences. The students received three books to explore at home and created a felt puppet of a key character from each selection of literature. Over a three-year time span, our youngsters actively enjoyed nine sample books. Unlike the other Family Literacy Nights discussed in detail in this article, these Reading with Puppets Programs were developed by an outside presenter. The presenter took full responsibility for the purchase of the books for each evening and the materials necessary to produce the puppets.

Literacy starts at home. The parents/guardians are made aware through these nights that their child's progress is significantly related to their family's literacy practices. The family unit needs to play a role in encouraging their youngsters to read. In a literate home, children will enjoy being read to as well as reading to an adult. It is important to provide youngsters with many reading samples which hold interest for them. These same students come to school with numerous reading experiences. Each child and their parent/guardian is asked to complete an evaluation tool of the program. Based on the results of these evaluation forms, the programs can be strengthened and improved with each attempt.

Our Family Nights have been a tremendous success! They promote academic initiatives, home-school partnerships, a love of literature and life-long learning. In the primary grades, these elements are key to ongoing excellence. Families learn how to extend education in their own homes. These nighttime celebrations improve

the standard of education in our school through the cross curriculum materials presented and the collaboration and collegiality between the children and the adults who take part in these events. The students view knowledge as power. With the support of colleagues and professional engagement, we are able to keep the momentum going when we implement these empowering Family Nights from year to year.

<sup>1</sup> Frabotta, S. *Feeling Big*. Independent research project funded by a grant from The Delta Kappa Gamma Educational Foundation. The Delta Kappa Gamma Society International, Austin, Texas. 2006-2008.

## References

- Adams, P. (2001). *The farmer in the dell*. Auburn, ME: Child's Play International.
- Adams, P. (1973). *There was an old lady who swallowed a fly*. Auburn, ME: Child's Play International.
- Beck, I., Farr, R., & Strickland, D. S. (2007). *Harcourt trophies*. Orlando, FL: Harcourt.
- Flores, C. (2005). *Read-along nursery rhymes*. Carson, CA: Lakeshore Learning Materials.
- Jenkins, M. (1999). *The emperor's egg*. Cambridge, MA: Candlewick Press.
- Most, B. (1978). *If the dinosaurs came back*. New York: Harcourt.
- Pfister, M. (1992). *The rainbow fish*. New York: North-South Books.
- Shaw, C. (1947). *It looked like spilt milk*. New York: Harper Collins Publishers.
- Trapani, I. (1993). *The itzy bitsy spider*. Watertown, MA: Charlesbridge Publishing.



Frances D. Luther

## Canadian Women Authors Provide Diversity of Settings and Experience: Book Club Meetings in Moose Jaw, Saskatchewan, Canada

BY FRANCES D. LUTHER

In an environment where the winter months have wind chill temperatures that dip below minus forty degrees Celsius, a group of five women meet once a month in Moose Jaw, Saskatchewan, Canada, to discuss a variety of books written by Canadian women authors. This article provides an overview of selecting the books to be read, integrating the book club into the community, staging the venues for the meetings, outlining leadership roles and responsibilities, obtaining the books each month, and a culminating activity. Also provided are an annotated bibliography of the books read at the 2007-2008 Moose Jaw Book Club and additional information for Delta Kappa Gamma members who may wish to attend the *Festival of Words* conference.

### THE AUTHOR

**Frances D. Luther**, B.Ed. (Regina), M.L.I.S. (Alberta), Ph.D. (Saskatchewan) is a member of Alpha Chapter, Maryland, U.S.A. Dr. Luther is tenured faculty at Towson University in the Instructional Technology Doctoral Program and the Graduate School Library Media Program. She serves as Chairperson of the Publication & Information Dissemination Committee of the International Association of School Librarianship. Dr. Luther has worked in K-12 and postsecondary educational institutions in Canada. For further information on obtaining books cited, contact [fluther@towson.edu](mailto:fluther@towson.edu).

This article describes procedures and insights of a book club in Moose Jaw, Saskatchewan, Canada. The most important aspect of this particular book club is to choose appropriate material to be read. Attention is paid to selecting books by Canadian women authors that portray Canadian identities. One recently published book is chosen for each month. The range of settings for the books depicts the wide diversity of ethnic and cultural groups that comprise the Canadian population. The settings also explore the vast geographical differences

that exist within the Canadian landscape. For example, one author chosen for the book club, Kirkby (2007), is a Hutterite woman who has lived on several Hutterite colonies in the western prairie provinces of Canada. She tells about growing-up on the colonies, trying to discover who she is, all the time experiencing oppression from within the culture and discrimination from the outside “English” culture. Another author, Brooks (2007), explores her Icelandic roots and her ancestors’ migration to the Western Canadian province of Manitoba. Familial and cultural ties to the homeland remained strong and enriched, as well as caused problems for her family group. Another author, Mckay (2006), describes what it was like to be a woman growing up in the eastern, maritime region of Canada, using marriage to gain wealth and social standing. A fourth author, Hay (2007), writes about her personal escape to remote Northern Canada, experiencing foraging bears, migrating caribou herds and political disputes between First Nations Peoples (Canadian Indigenous Peoples) and the Federal Government.

To create ties between the book club and the community, and to help promote reading by modeling, this book club typically chooses at least one book written for adolescents, but also enjoyed by adults. The selection of adolescent book titles is coordinated with a book club at a local high-school. Trading of personal copies of the books between the two clubs provides contact between the constituencies and saves money for the participants. As a way of further modeling, the teenage children of the book club members are invited to attend and participate in one of the book club’s evening meetings each year.

The venues for the book club meetings rotate amongst the members’ homes. The hostess provides lunch and ambience that, where possible, are indicative of the cultural and geographical setting of book to be discussed that month. For example, in Kirkby (2007), listening to Cowboy Music was not condoned in the book’s strict religious setting, but the teenagers in the story would covertly play the forbidden music when community elders could not hear. The hostess for the book club that month, therefore, had a recording of a famous Cowboy Music artist from the book setting’s historical period and named in the book, Hank Williams, playing in the background as the

book club members arrived. Special foods, such as Saskatoon pies, made from Saskatoon berries, a fruit crop native to the geographical setting of the book and also mentioned in the book, were served for lunch.

The leadership role for the group is determined on a volunteer basis. One member of the group assumes responsibility for organizing the meetings and ordering the titles for the book-club, but all members have a voice in the decision-making for the group. As the final meeting for one year is ending, the leader compiles a list of meeting dates for the upcoming year, based on availability of the group members for those dates. The group members also discuss their preferred dates to host the group. The leader creates a group email list-serve and disseminates an initial overview of book-club meeting dates, locations and book titles for the next year. As meeting dates approach, the leader sends out an email reminder for the date of the next meeting, the meeting location and the title of the book chosen for that month. Typically, a one-week lead-time is used for meeting reminders.

Each member is responsible for purchasing her own book each month. When a list of books is identified by the group for up-coming meetings, the leader orders the books from a local bookstore. The vendor has the list of members’ names under the leaders’ name so that when members come to the store, the vendor can assure the members about the correct title for the next meeting. There are several book clubs in Moose Jaw – a small city of approximately 32,000 inhabitants – and the local community vendor’s lists helps to prevent any confusion amongst the various clubs. In the case of the Moose Jaw book club described here, the vendor also gives the book club members a 15% discount for special “book club” orders.

As a culminating experience for the year, many of the book club members attend a local Canadian authors’ conference, the *Festival of Words*, featuring several of the authors read in the Moose Jaw book club. For example, at *Festival of Words* 2008, Mary-Ann Kirkby (2007) read from her book that had been used in the book club the previous winter (see bibliography below). Each year’s slate of authors for the conference is determined by Festival of Words members who vote and indicate preferences on lists

of Canadian authors that were distributed. This slate of authors also could be used for selection of titles in other book clubs.

### Annotated Bibliography

The following bibliography is comprised of the Canadian authors featured in the 2007-2008 season of this Moose Jaw book club, complete with recommendations from the club members:

Kirkby, M. (2007). *I am Hutterite*. Prince Albert, SK: Polka Dot Press. 306p., ill.; Awards: Saskatchewan Book Award, National Best Seller. ISBN: 978-0-9783405-1-3 (paperback)

This narrative is seasoned with delightful and often humorous stories of the author's life on Hutterite colonies of the Canadian Prairies. Infused into the storyline are many of the words used on the colonies to describe various foods, clothing, and family relationships. The competing values of wanting a life where community is at the heart of the family's way of life, yet needing autonomy to make decisions to better the family's existence are portrayed. Included are photographs of family members and the author at various stages of her life. This book is highly recommended.

Hay, E. (2007). *Late nights on air*. Toronto, ON: McClelland & Stewart. 368p.; Awards: The Scotiabank Giller Prize, #1 National Best Seller. ISBN: 978-0-7710-4019-1 (paperback)

Hay (2007) depicts a time in Canada's history when the people in her story moved north of the 60th parallel (60 degrees N. latitude) to the small city of Yellowknife, Northwest Territories, to escape something in their lives. Brought together by their jobs at a radio station, the characters share some of the angst in their lives. An incredible, six-week canoe trip into the spectacularly beautiful but formidable Arctic region provides an occasion of metamorphosis for several of the radio station employees. The political, ecological and cultural ramifications of the impending Berger Report halting the extension of the Mackenzie Valley gas pipeline provide a backdrop for the story. This book is marginally recommended. One book club member, Stephanie Olson (per-

sonal communication, 2008) questioned the Scotiabank Giller Prize as something she could use as a guide for future appropriate book choices. In her estimation, a book that wins an award should be a "good read," but this was the second time she had read a Scotiabank Giller Prize winner and she did not particularly enjoy either book.

Mckay, A. (2006). *The birth house: A novel*. New York: NY: William Morrow. 385p., Ill.; ISBN: 0061135852 (hardcover); 978-006-113587-3(paperback)

Set in the eastern, maritime region of Canada, the roles of several women are explored as they emerge and grow in their lives. Conflicts for the central character including community persecution for learning and practicing mystic folk-medicine for midwifery, and making decisions such as marrying a man she didn't love for the security of the house that her mother-in-law would provide and outfit are at the heart of the story. Loving a man thirty years her junior provides trepidation for another woman. Historical illustrations of advertisements for camouflaged women's vibration units add humor to the text. Originally published in Canada, this book is highly recommended.

Brooks, M. (2007). *Mistik Lake*. Toronto, ON: Groundwood Books. 206p.; ISBN: 0888997523(10) (hardcover); ISBN: 978-0888 997524 (paperback)

A teenage girl, living in a small-town in the province of Manitoba, explores her feelings as her mother leaves the family and travels to the ancestral homeland of Iceland to remarry and start another family. The girl recounts her own young sexual exploits, her relationship with her father who has essentially "shut-down" emotionally and the impact of her madden aunt who visits the family, providing a glimpse into big city life where women paint their toes, "even in winter." This is the book that was traded with the local high school book club, as described previously. This book is recommended, but not enthusiastically by one of the adult members who questioned the teenage sexual role modeling. Martha Brooks has written several other books for adolescents including, *Two Moons in August*, *True Confessions of a Heartless Girl* and *Bone Dance*.

### Additional *Festival of Words* Conference Information

The annual *Festival of Words* conference is held the third weekend in July each summer at the Moose Jaw Museum and Art Gallery (<http://www.mjmag.ca>) in partnership with a local business. Additional information on the *Festival of Words* can be found on the festival's website at <http://www.festivalofwords.com/> or by telephone, +1-306-691-0557.

As an added draw to any Delta Kappa Gamma member who may want to attend the *Festival of Words* conference, the venue offers many tourist attractions within a few short blocks. During breaks, the conference attendees can stroll through the beautiful Crescent Park that hosts swans, ducks, numerous flowering plants and a stone amphitheatre used for outdoor, evening concerts. Special underground Moose Jaw City tunnel tours are also available. One tour features Al Capone's Roaring Twenties hideaways where local myth says he used to "ride the rails" to sanctuary in Moose Jaw when things got "too hot" for him in Chicago. A second guided tour takes participants through the underground laundries of the Chinese immigrants to the city of Moose Jaw. A casino and hot spring mineral spa are also connected nearby, as is an elegantly restored historic theatre in the Moose Jaw Cultural Centre, which sponsors drama and musical groups for the community. A guided, historic, trolley tour takes tourists around the City of Moose Jaw to see the numerous, large, colorful murals painted on the sides of buildings. The murals depict significant events in the history of the city. Of note, Moose Jaw was designated Cultural Capital of Canada for 2008.

### Preparing College of Business Students for a Global World

(Continued from page 13)

the World Trade Center in Dallas. A panel of international business executives discussed global business, a question-answer session followed and then a trip was made to a Japanese run business in the Dallas area. This manager-guided trip afforded students an opportunity to view some of the differences between American and Japanese styles of management.

**Internships** are another way to involve students in international studies. Many times, a company needs an international student as a part of an intern team because of languages. Faculty encourage students to take part in internship opportunities.

### Conclusions

We maintain a university does not prepare students for the international world they will face by offering only a single class; rather, internationalization must permeate the entire business curriculum. This permeation concept has been previously emphasized by the American Association of Collegiate Schools of Business (AACSB, 2007). This emphasis by a major accrediting association confirms the belief of faculty members in the College of Business at Southern Arkansas University that we are on a track that will assure success for future students. It is hoped that the ideas presented in this paper will prove helpful to other educators interested in internationalization and globalization.

### References

- AACSB Guidelines (2007). *Eligibility procedures and accreditation standards of business accreditation*. Tampa, FL: The Association to Advance Collegiate Schools of Business.
- Dessler, Gary (2009). *A framework for human resource management* (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Frase, Martha (2007). Show all employees a wider world: Even employees who don't travel overseas need to know the culture and practices of the countries where you have commercial ties. *HR Magazine*, 99-102.
- Griffin, R., & Morehead, G. (2007). *Organizational behaviour* (8th ed.). Boston: Houghton Mifflin.

## VIEWPOINTS



## Lifetime Educational Travel, the Road Less Traveled

BY ALTA LEE FUTCH

Lifetime educational travel experiences are an alternative to formal educational travel credit programs. This article discusses one individual's lifetime educational travel experiences via "the road less traveled." Personal examples and experiences demonstrate what lifetime educational travel can be and how it can make a difference in everyday life. These experiences make memories and bonds with family and friends that last a lifetime, far beyond any official credit received. The author encourages others to plan their own lifetime educational travel experiences.

When I think of educational travel, I recall the lines in the poem "The Road not Taken:"

I shall be telling this with a sigh  
Somewhere ages and ages hence  
Two roads diverged in a wood  
And I took the one less traveled by  
And that has made all the difference.

- Robert Frost (1992)

The main road for my educational travel was the family excursion: vacations with side trips into local and family history. The roads less trav-

eled included Grandpa Smith's porch, automobile trips, family reunions, visits to historical places along the way, and flying with Daddy. My educational travel experience has spanned my lifetime, given me a passion for learning, and proven less expensive than most formal educational travel programs.

At an early age, Grandpa Smith and I sat on his porch in Northeastern Oklahoma overlooking a patch of cleared land. As I sat by his rocking chair and knee, he and I discussed the problems of the world and saw nature unfold before us. We went over the hill to the Illinois River where we quietly fished, watched nature, and heard the ripple of the river. I asked many questions and listened to the wisdom only a Grandfather could impart.

My immediate and extended family – my two younger sisters, Mother and Daddy, Grand-

THE AUTHOR

**Alta Lee Futch** is a member of Epsilon Nu, Texas. She enjoys travel, music and spending time with her family.

ma and Grandpa Smith and Aunt Myrna – took many trips together. We all piled in the car, spent the day traveling the rivers, hills, mountains and back roads of Texas, Oklahoma, Missouri and Arkansas, talking and observing. We stayed at inexpensive cabins or with relatives and cooked our own meals. Each evening, we recapped the day, listened to additional stories and planned the next day's activities. My sisters and I were encouraged to listen, observe, question, evaluate and discover.

Family vacations included visits to older family members, cemeteries, family reunions and music get-togethers. I was encouraged to soak up everything I could about whichever area we were visiting and the people around me. I listened to music from bygone eras and learned to play the tunes and sing along with other family and community members.

Daddy became a private pilot after his daughters married and he could “afford a few things!” Another educational travel avenue opened for me as I learned a lot about aviation and what it takes to fly a plane. I learned about pre-flight checks, flight plans, visual and instrument navigation, map reading skills, communications, air etiquette and weather conditions. I also learned to see the country in a very different way from the air.

I have continued my educational travels to all of the places mentioned above as well as to Utah, Illinois, Minnesota, Georgia, Pennsylvania, Washington D.C., Colorado, New Mexico, Mississippi, Louisiana, Maryland, South Dakota, Wyoming, Oregon and Mexico. Traveling with my husband Dana, a former United States Air Force brat, has also been interesting. He has accused me of taking him to “the jumping-off places” while I have assured him, “I know where we are going. I can find my way on land or in the air!”

My professional activities as a school librarian have expanded my opportunities and knowledge of World, United States and Texas History. Through co-sponsorship of middle-school Junior Historians, my concept of educational travel has been tested and continues to survive. Educational travel trips with my Junior Historian co-sponsors

have provided unique and enlightening experiences about teachers and their antics.

My most recent educational travel experience was the “primitive” route to the West Rim of the Grand Canyon, said to be “near Las Vegas” with my parents, sister and nephew. I learned “near Las Vegas” was a misrepresentation and “primitive” in this instance meant putting your vehicle through dry riverbeds on bone jarring, washboard and unpaved roads. If two vehicles met, one was doomed to back up to the last wide spot in the road, quite a distance in some cases. Before this trip, I only thought I had been on primitive roads before while traveling in Arkansas and Missouri! We are still finding damage, loose screws and bolts on the sport utility vehicle we drove.

I chose to take the less traveled road “and that has made all the difference.” It has given me a love of genealogy, history, reading, music, family and out-of-the-way places. Educational travel has given me the passion to question, research and find my own answers. I value family and people skills – communicating and getting along with all ages and backgrounds. I use the music from bygone eras when our Veterans of Foreign Wars of the United States (VFW) band, the Misfits, volunteers at five nursing homes per month.

Health issues limit my educational travel more now. I re-live special times with family, friends and many funny incidents by reading the travel diaries I kept. Although many of the people are no longer with me and the places have changed, the educational travel memories remain. Educational travel has widened my horizon and made me the person I am today.

I encourage anyone to choose lifetime educational travel. The possibilities are endless: plan with family and friends to see your own country as well as the World, on and beyond the boundaries and better known paths of professional educational travel programs.

### Reference:

Frost, R. (1992). The road not taken. In W. Harmon (Ed.), *The top 500 poems* (p. 900). New York: Columbia University Press.





Evangelina Brignoni



Sandra Wetig

## Bilingual Education – Meeting the Needs of Multilingual Learners

AN INTERVIEW WITH DR. EVANGELINA BRIGNONI CONDUCTED BY DR. SAUNDRA WETIG

This interview is the second in a new series initiated by the members of the *Bulletin's* 2008-2010 Editorial Board. The goal of the series is to feature interviews conducted with Delta Kappa Gamma members or other educational leaders on a topic related to the theme of the issue.

### Bilingual Education

Over three million students in the United States of America have limited English proficiency (LEP). Bilingual education has been practiced in many forms, in many countries, for thousands of years. Defined broadly, it can mean any use of two languages in school – by teachers or students or both – for a variety of social and pedagogical purposes.

Generally speaking, bilingual education incorporates the practice of teaching non-native-English speaking children in their native language. Developed in the American context in the 1960's, such programs were intended to allow

#### THE AUTHORS

**Dr. Brignoni**, Assistant Professor of teacher education and a member of the Omega Chapter in Omaha, Nebraska, shares her experience in developing an elementary and secondary Bilingual Education Endorsement at the University of Nebraska at Omaha (UNO).

**Dr. Sandra Wetig** is Associate Professor in the College of Education at the University of Nebraska at Omaha. She is currently serving as a member of *The Delta Kappa Gamma Bulletin* Editorial Board (2008-2012).

children to progress in subjects such as math, science and social studies while they learned English in a separate class. In today's context, a period of demographic transformation in United States, bilingual education means something more specific. It refers to approaches in the classroom that use the native language(s) of English language learners (ELLs) for instruction. The goals of bilingual education include:

- teaching English;
- fostering academic achievement;
- acculturating immigrants to a new society;
- preserving a minority group's linguistic and cultural heritage;
- enabling native English speakers to learn a second language;
- developing national language resources; or,
- any combination of the above.

### **Dr. Brignoni's Background in Bilingual Education**

Evangelina's parents were born on the island of Puerto Rico. Her parents' first language was Spanish. She noted, "When they met and decided to get married, they made a conscious decision to teach English to their children because they felt that it was the language that would help them perform well in school. Consequently, I have spent my entire life recuperating my parents' first language, and continue to this day developing and improving my bilingual skills."

### **A Career Devoted to the Development of Bilingual Education**

*What is your teaching experience/background?*

My teaching experience started in California when I was given a 3rd grade bilingual class. I actually received my teaching credential in Multiple Subjects with a bilingual emphasis from California State University, Long Beach in 1978.

As a classroom teacher, I was always in a bilingual setting, teaching self-contained kindergarten, first grade, third grade, and sixth grade classes. I also taught combination classes of 4/5 bilingual and 3/4/5 bilingual gifted. For 16 years, I taught in bilingual classrooms. Later, due to the death of a fellow staff member and close friend of mine, I became a bilingual resource teacher and later a staff developer for the district. My focus was always working with English learners

and maintaining the first language of their families through bilingual education.

*Why were you interested in developing the Bilingual Education Endorsement Program in the College of Education at the University of Nebraska at Omaha (UNO)?*

When I was hired to teach literacy and the English as Second Language (ESL) methods courses at UNO, I was wondering why I accepted the position because I have always worked at a university that sponsored a bilingual program.

For example, when I worked at California State University – Fullerton and at Chapman University as adjunct faculty, I was considered a member of the bilingual education credentials faculty. That felt like home and where I needed to be. After accepting the position at UNO, I never voiced this aloud, but I was hoping that a bilingual education endorsement program could be started at UNO. And, we did it! Thanks to Becky Schnabel, Lana Danielson, Yvonne Tixier y Vigil, Carolyn Gascoigne, Susan Mayberger, and others, we collaborated and came up with an outstanding plan to endorse bilingual education teachers.

There is a need to have fully endorsed bilingual teachers valued for the work they currently do in dual language settings. There are at least seven sites in the Omaha Public School District alone that offer dual language programs K –12. During this past year, at least 22 teachers have applied to this pilot program. This thrills me to no end.

*Why is UNO the only Nebraska institution that offers a Bilingual Education endorsement?*

As far as I know, UNO was the first university to apply to the Nebraska Department of Education to offer a bilingual education endorsement. Perhaps, and this is only an educated guess, there have not been enough resources in other universities to warrant the application to provide an endorsement in bilingual education.

*What is the need in Nebraska for Bilingual Education? What ethnic/racial backgrounds are targeted in Nebraska?*

There is a huge need for more bilingual teachers in Nebraska public schools where the communities are primarily Latino immigrants who

have newly arrived. Lexington, Nebraska has a dual language elementary school and they are growing a grade a year. Right now, our target language is Spanish, but in dual language programs, the target population would be native Spanish speakers, fluent English proficient students, English only speakers, and bilingual students. The goal is to have all students perform well academically in Spanish and English. There are communities in Scottsbluff, Grand Island, Ralston and others that have a high Latino immigrant population and I predict that the need will grow in these communities for quality bilingual education programs.

*What do you perceive as the greatest challenges in 21st century classrooms in regards to students?*

The biggest challenge in 21st century classrooms is inequity. Not all classrooms look alike or have the same resources. Some dual language classrooms have overhead projectors, while others have Smart Boards. Equal access to technology is a challenge in all classrooms not just in dual language settings. Another challenge is keeping up with the fast changes occurring on a daily basis. How does an English only teacher keep up? How will a dual language teacher keep up in Nebraska? The world is hot, flat and crowded.

*What have you learned about yourself as a result of being in a leadership role in developing this program?*

I have learned to accept the notion that I had something to do with beginning the bilingual education endorsement program, and that feels great. My past experience does matter. Being in a leadership role, I have learned to place my ego at the door and to do things for the good of the program and the community, and not take things too personally. Additionally, I have learned to listen to what is needed to enhance the program and find the resources that will help make things work. I have learned to advocate more vocally for the students in the program and find ways to get them enrolled. I know I am part of the team, and each team member is a leader, and together we can make the bilingual education endorsement program not only a pilot program, but an adopted and approved endorsement in Nebraska.

*Being in a leadership role, I have learned to place my ego at the door and to do things for the good of the program and the community, and not take things too personally. Additionally, I have learned to listen to what is needed to enhance the program and find the resources that will help make things work.*

*What personal change will result from developing the program?*

My Spanish will improve. It has and it will. I will be a better-organized person at home and at work. I will network with more bilingual teachers and build relationships and friendships with them.

*What professional change will result from developing the program?*

I need to keep abreast of all of the latest research in bilingual education. I want to be cutting edge in this field. Right now, I am doing what worked and what works – I want to start thinking about what we don't know about yet. Another professional change is to dedicate time to writing about this journey of paving the path in Nebraska. O! What a journey!

*What rewards/strengths will you see as a result of this program?*

As a result of this program, more teacher leaders will emerge. There is already a bilingual teacher who wants to pursue her doctorate in order to teach at the university level. I would love to have her as a colleague. Another reward is that the teachers will inspire their students to contin-

ue developing their biliteracy. Perhaps, they can inspire their elementary, middle school and high school students to pursue teaching as a career.

Another strength of the program is that the status of teaching in Spanish has been elevated to high. The teachers feel validated and have expressed this to me often. I am thinking of two teachers, in particular, whose first language is English and their Spanish has improved tremendously. I am so proud of their efforts in this area.

*What advice would you give other colleges/departments who are interested in developing a bilingual endorsement program?*

1. Find out what other universities have done and ask for the standards they have as a starting point. This is what I did. When I started, California had just approved bilingual education standards for teacher education. They let me use them and that is what I did. I applied their standards and tweaked them for Nebraska. The Nebraska Department of Education was impressed that we had a framework.

2. Do not do this alone. Include key people who understand the teacher credentialing process, including cross-curricular faculty and members from the local school district. This may be your fact-finding team and, together, you can determine if it is do-able.

3. Make sure you have someone who has credibility in the classroom. In other words, find a professor who has taught in bilingual settings. All of the classroom management, academics

and language issues that pertain to dual language can be addressed and researched with someone who has had the experience.

4. Live, love, laugh. As far as starting a new bilingual education program, making time for oneself is so important. All the important issues cannot be dealt with if personal time is not honored.

*Any other questions or information you would care to share with members of the Society and other teachers?*

Research shows that learning in one's first language helps in the acquisition of a second language. This is why bilingual education is so important. What is amazingly wonderful about a dual language program, and preparing teachers to excel in this area, is that it is a win-win situation. When both languages have equal status, all students leave highly biliterate and bilingual. Learning another language and knowing two equally well helps students become bicultural and learn from other perspectives. Ultimately, they are on their way to becoming intercultural. I am very happy to be working in Nebraska and at UNO where this possibility has become a reality.

*For more information on the Bilingual Education Endorsement Program contact:*

Dr. Evangelina Brignoni

402-554-2604

ebrignoni@unomaha.edu

<http://coe.unomaha.edu/tedgraduateendorsements.php>

## Letters to the Editor

Just a quick note to say how much I enjoyed the Delta Kappa Gamma 2009 Spring *Bulletin* about educational travel. I began teaching at 19 years of age and earned a Bachelor of Science, a Master's degree, and more over time. At this writing, I'm approaching my 86th birthday. I began my teaching career included teaching for the U.S. Air Force Dependent Schools in Spain, Japan, Morocco, Germany, England, Turkey and the Philippines, and I also taught in Illinois and Indiana – more than 40 years all totalled! I have been on several overseas mission trips, and one trip around the world – what a great life I've had!

—Marjorie White, Kappa Chapter, Indiana

Many voices of our European members claim that the *Bulletin* is of little or no interest to them because of the too much American oriented content. Even if we are good at English in most European countries, it is an effort for many members to read – and even more to write – pedagogical articles in a foreign language. I have really been one to try to convince our members that it is of interest to read the *Bulletin* as a way to see what is going on in other parts of the world.

Still the *Bulletin* is, in Europe, not always an argument for a membership. I think this should be seriously considered by the *Bulletin* Editorial Staff! Perhaps the *Bulletin* should consider a special space in each issue for contributions from members outside the USA. This could encourage members from other member countries to make contributions to the *Bulletin* and be more active than we are at the moment in making submissions.

—Marianne Skardéus, Chi Chapter, Sweden

### Call for Submissions!

Members are encouraged to submit manuscripts for consideration by the *Bulletin* Editorial Board. *The Delta Kappa Gamma Bulletin* accepts Action Research, Qualitative Research, Quantitative Research, Annotated Bibliographies, Program Descriptions, Position Papers, Book Reviews, Viewpoints, Graphic Arts, Letters to the Editor, and Poetry for **print** issues (spring, fall) and **online** issues (summer, winter). Manuscripts should be focused, well organized, effectively developed, concise, and appropriate for *Bulletin* readers. The style should be direct, clear, readable and free from gender, political, patriotic or religious bias. For more detailed information, please refer to the Submission Guidelines on page 35 and the Submission Grid on page 36. Listed below are the suggested themes of upcoming issues.

#### Winter 2010 (76-2) Building Coalitions/Building Learning Communities

(Postmark deadline is September 1, 2009)

Public Relations • Relations Between Schools and Communities • Teaming Strategies • Working with the Business Community • Focusing on the High School • Vocational Education • Working with Parents

#### Spring 2010 (76-3) 21st Century School Environment

(Postmark deadline is December 1, 2009)

Physical & Emotional Environments • Sustainability • "Going Green" • Healthy Buildings • Security • Health Concerns in Schools • New Designs • International Structures/Infrastructures

Submit all materials to: *Bulletin* Editorial Staff

The Delta Kappa Gamma Society International P.O. Box 1589, Austin, Texas 78767-1589

**bulletin@deltakappagamma.org**

# The *Bulletin* Celebrates 75 Years of Editorial Service

From its beginnings as a newsletter through its evolution to a refereed journal, *The Delta Kappa Gamma Bulletin* has sought to celebrate the achievements of the Society and its members, and to promote scholarship in education. Whether highlighting Society activities, sharing member viewpoints or showcasing new research, editing has played a key role in the *Bulletin's* success.

Following her tenure as International President, Dr. Annie Webb Blanton became Editor (1934-1945) and Manager of the *Bulletin*, publishing the first issue from her home at 1909 Cliff Street in Austin, Texas. Since those early years of the *Bulletin*, 10 women have served as Editor. The commitment of these women, combined with the dedication and support of administrative staff at the Society's Headquarters, has seen the

## Key Women Editors:

Dr. Annie Webb Blanton (1934-1945)  
Dr. M. Margaret Stroh (1946-1955)  
Eunah Temple Holden (1956)  
Helen Hinshaw (1956-1968)  
Isabel Kerner (1969-1974)  
Dr. Inez C. Jeffery (1975- 1981)  
Kathryn H. Vacha (1982)  
Shauna M. Burke (1983-1984)  
Jane Posten (1985-2007)  
Jill Foltz (2007- 2009)

*Bulletin* grow to a publication with a circulation of more than 100,000 and, as of 2009, one that is available electronically through the *ProQuest Education Journals* database.

The following testimonial of Mrs. Isabel C. Kerner, Editor from 1969-1975, speaks to the variety of tasks associated with the production of the *Bulletin* over the years:



## MRS. ISABEL C. KERNER

Editor from 1969-1975

In retrospect, the six years I spent at The Delta Kappa Gamma Society Headquarters in Austin as editor constitute the most challenging experiences of my life. Given the opportunity of putting into practice those journalistic principles accumulated in graduate study and teaching procedures I am grateful to the Society for the opportunity of having a second career.

Fond memories of those years include friendships formed, staff members loved, planes met, teas and initiations held in the beautiful Annie Webb Blanton Room, printers visited, clerical help appreciated, international conventions attended, and a keen awareness developed of the great values of the Society.

Perhaps the most important benefit derived from my experience as editor is the realization of the vast scope of the work of Delta Kappa Gamma. To be located in the area where the Society was formed by 12 women educators in 1929 and to observe its growth to over 145,000 members are memorable experiences. I am both proud and humble that I had a small part in publicizing the activities of a Society that, because of its objectives, faces a great future in the educational world.

While teas in the Blanton Room may no longer be part of the official duties of *Bulletin* Editor, one thing remains constant: *The Delta Kappa Gamma Bulletin* continues to celebrate the breadth and depth of members' experiences, abilities and professional dedication.

## **Bulletin Submission Guidelines**

Submissions from members will be accepted for review provided that:

- The submission is not being considered concurrently in whole or substantial part by another publisher.
- The *Bulletin* has exclusive option of possible publication for a period of six months following receipt of the submission.
- The author assumes responsibility for publication clearance in the event the submission was presented at a professional meeting or is the direct product of a project financed by a funding agency.
- Authors are responsible for accurately citing all quoted and bibliographic materials and for obtaining permission from the original source for quotations in excess of 150 words or for tables or figures reproduced from published works.
- Co-authors are permitted. At least one author must be a Delta Kappa Gamma member.

### **Manuscript Preparation**

- Though there is a suggested theme for each issue, manuscripts on all topics are welcome.
- Manuscripts should be focused, well organized, effectively developed, concise and appropriate for *Bulletin* readers. The style should be direct, clear, readable and free from gender, political, patriotic or religious bias. Topic headings should be inserted where appropriate.
- Please see Submission Grid on the following page for specific requirements of the types of manuscripts appropriate for publication.
- Use *Publication Manual of the American Psychological Association*, current edition, for manuscript preparation. Visit the APA Style website at [www.apastyle.org](http://www.apastyle.org).
- Double space the entire manuscript, including quotations, references and tables. Print should be clear, dark and legible. Pages must be numbered.
- References should refer only to materials cited within the text. Non-retrievable material, such as papers, reports of limited circulation, unpublished works and personal communications, should be restricted to works absolutely essential to the manuscript.
- Abbreviations should be explained at their first appearance in the text. Educational jargon (e.g., preservice, K–10, etc.) should be defined as it occurs in the text.
- Place tables and figures on separate pages at the end of the manuscript. Use Arabic numerals and indicate approximate placement in the text.
- Photos, graphics, charts, etc. that may enhance the presentation of the manuscript may be included. Contact the editorial staff ([bulletin@deltakappagamma.org](mailto:bulletin@deltakappagamma.org)) for information regarding the use of photos.

### **Submission**

- **One submission per author per issue.**
- Submit electronically your manuscript, definitive abstract, and biographical information to [bulletin@deltakappagamma.org](mailto:bulletin@deltakappagamma.org). Biographical information must include author(s) name(s), occupational position(s), Society and professional affiliations (list offices held), address(es), phone number(s) and e-mail address(es).
- Submit a recent photograph of the author(s) suitable for reproduction to *Bulletin* Editorial Staff, The Delta Kappa Gamma Society International, P.O. Box 1589, Austin, TX 78767-1589. To submit electronic/digital photos, the files must have a **minimum of 300 dpi** resolution and be saved as a JPG or TIFF file. Please e-mail to [bulletin@deltakappagamma.org](mailto:bulletin@deltakappagamma.org).

### **Poems and Graphic Arts**

Submit a single copy with your name, address and chapter affiliation on it. A photograph is not required.

### **Publication of Submissions**

- Authors of published articles will receive five complimentary copies of the *Bulletin* in which the article appears; authors of published poems and graphic arts will receive two complimentary copies.
- The Delta Kappa Gamma Society International and the editorial staff assume no responsibility for statements made or opinions expressed by contributors in *The Delta Kappa Gamma Bulletin*.
- All published materials are copyrighted by The Delta Kappa Gamma Society International and may not be reproduced in whole or in part without written permission.
- The editorial staff reserves the right to make changes of a non-substantive nature.

For evaluation rubric, please go to the Publications page at [www.deltakappagamma.net](http://www.deltakappagamma.net).



## ***Bulletin Submission Grid***

<b>Submission Type and Description</b>	<b>Word Length</b>	<b>Abstract or Introduction</b>	<b>Documentation</b>
<b>Action Research:</b> Organized, systematic and reflective observation of classroom practice that also addresses areas of concern.	1,500-3,000	Abstract	Required
<b>Qualitative Research:</b> Focuses on how individuals and groups view and understand the world and construct meanings from their experiences; essentially narrative-oriented and employs non-statistical approaches.	1,500-3,000	Abstract	Required
<b>Quantitative Research:</b> Involves the measurement of quantity or amount in order to test a hypothesis or a theory; gathers and analyzes measurable data in order to support or refute a hypothesis or theory. Numbers and statistics are central to quantitative research.	1,500-3,000	Abstract	Required
<b>Annotated Bibliography:</b> An alphabetical listing of sources that provides an account of research that has been done on a given topic; includes a concise summary of each source as well as some assessment of its value.	1,500-3,000	Introduction	Required
<b>Program Description:</b> Provides an overview and details of a single program in an educational setting; goals, resources and outcomes are included. No marketing or promotion of a program is allowed.	1,000-1,500	Abstract	Encouraged
<b>Position Paper:</b> Defines an issue; asserts clear and unequivocal position on that issue and argues directly in its favor.	1,000-1,500	Abstract	Encouraged
<b>Book Review:</b> Combines summary and personal critique of a book on an educational topic or with educational relevance.	400-700	Introduction	Required
<b>Viewpoint:</b> Expresses the writer's thoughts and opinions based on personal experience, perceptions, philosophy, or reading.	1,000-1,500	Abstract and Introduction	Not required
<b>Graphic Arts:</b> Original drawings, sketches, etchings, woodcuts, photographs, cutouts	NA	NA	Not required
<b>Letter to the Editor:</b> Responds to materials previously published in the Bulletin; must include author's name and chapter/state of membership.	200-300	NA	Not required
<b>Poetry:</b> Original expression in any brief poetic format.	NA	NA	Not required