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Thank you for your request to our REL Reference Desk regarding **resources to help in developing a diversity training program for a school district**. Ask A REL is a collaborative reference desk service provided by the 10 regional educational laboratories (REL) that, by design, functions much in the same way as a technical reference library. It provides references, referrals, and brief responses in the form of citations on research-based education questions.

Please note that REL Southwest has not done an evaluation of the resources themselves, but offer this list to you for your information only.

Question

Do you know of any resources (especially about effective and comprehensive programs in the region and in the nation) that would help in developing a diversity training for the district?

Bezrukova, K., Jehn, K. A., & Spell, C. S. (2012). Reviewing diversity training: Where we have been and where we should go. *Academy of Management Learning & Education*, 11(2), 207-227. Retrieved from <http://webpages.scu.edu/ftp/bezrukova/bezrukova2012AMLE.pdf>

From the authors' abstract: The authors review and critically examine 178 articles whose authors have investigated numerous aspects of diversity training programs on campuses and in the workplace. They first examine the characteristics of the research, including sample, study method, and theoretical framework. Consistent with the training framework of Baldwin and Ford (1988) and Blume and colleagues (2010), they then organize the articles by the context of training, training design, trainees' characteristics, and training outputs. Although they found a myriad of different forms, shapes, and combinations of diversity training in terms of its design elements, some programs (e.g., integrated training) were relatively rare, yet authors viewed them more positively than other programs (e.g., stand-alone training). The authors discuss gaps in the literature and provide suggestions for future research on diversity training.

Coleman, A. L., Negron, F. M., & Lipper, K. E. *Achieving educational excellence for all: A guide to diversity-related policy strategies for school districts*. Alexandria, VA: The National School Boards Association. Retrieved from <http://www.nsba.org/sites/default/files/reports/EducationExcellenceForAll-HighRes.pdf>

From the publication's introduction: This publication provides school boards, school district leaders, district staff, community leaders, and parents with practical guidance on policy issues associated with student diversity. More specifically, this policy guide provides information regarding ways to frame conversations regarding student diversity, with particular emphasis on education policy.

Orfield, G., & Frankenberg, E. (2011). *Diversity and educational gains: A plan for a changing county and its schools*. Los Angeles, CA: Civil Rights Project / Proyecto Derechos Civiles. Retrieved from <http://files.eric.ed.gov/fulltext/ED523959.pdf>

From the ERIC abstract: This report is a response to the Jefferson County School Board's request for an independent study of the best way to carry successfully into the future its long-

term commitment to diversity in its schools. The Board's first principle is preservation of diversity in the schools. The authors' assignment from the board was two-fold: to build on the long-term commitment to diverse schools through a student assignment plan that provides broad family choice, and to recommend ways to improve the plan. This report is the authors' response to that request. Their basic conclusion is that it is possible to have a higher level of diversity than is provided by the current plan, to provide choices for families much closer to home, to prevent disruption of students currently happy in their existing schools, and to accomplish this at less long-term cost than the current plan. Further recommendations relate to moving beyond school level diversity to genuinely equal opportunity within diverse schools, to more fully realizing the potential educational values of diversity and choice through staff development and accountability, and to improving the school choice process by providing better information and easier processes of exercising informed choice than are available under the current plan.

Reiter, A. B., & Davis, S. N. (2011, Spring). Factors influencing pre-service teachers' beliefs about student achievement evaluation of a pre-service teacher diversity awareness program. *Multicultural Education*, 18(3), 41-46. Retrieved from <http://files.eric.ed.gov/fulltext/EJ955944.pdf>

From the ERIC abstract: The article discusses the increasingly diverse nature of the U.S. classroom and student population and examines a diversity training program developed for pre-service teachers as part of their multicultural teacher education (MTE). The authors discuss the role of culture in teacher training programs and its confusion with the notion of race, the definition of multiculturalism and its role in multicultural education, and the need for teachers to create equitable learning environments for students across cultural backgrounds. Also discussed is a teacher training program focused on diversity awareness training.

Siegel-Hawley, G., & Frankenberg, E. (2012). *Spaces of inclusion? Teachers' perceptions of school communities with differing student racial & socioeconomic contexts*. Los Angeles, CA: Civil Rights Project / Proyecto Derechos Civiles. Retrieved from <http://files.eric.ed.gov/fulltext/ED531345.pdf>

From the ERIC abstract: American demographics are shifting, most notably among the student population (G. Orfield, 2009). The proportion of white student enrollment has steadily decreased since the 1960s, from approximately 80 percent of students to 56 percent today (G. Orfield, 2009). In the South and the West--two of the most populous regions in the country--schools report nonwhite majorities (G. Orfield, 2009). This growing diversity brings new opportunities and challenges for educators seeking to create healthy, inclusive learning environments in the 21st century. Now, as districts experience racial transition, teachers and administrators with little training for diversity must make daily choices on matters like outreach to families and communities, school discipline and addressing the academic needs of racially diverse students (Sleeter, 2007; Frankenberg & Siegel-Hawley, 2008). This report seeks to build on individuals' contemporary understanding of these issues by exploring relationships between school racial and socioeconomic contexts and teachers' perceptions of positive school community indicators.

Tefera, A., Frankenberg, E., Siegel-Hawley, G., & Chirichigno, G. (2011). *Integrating suburban schools: How to benefit from growing diversity and avoid segregation*. Los Angeles, CA: Civil Rights Project / Proyecto Derechos Civiles Retrieved from <http://files.eric.ed.gov/fulltext/ED520331.pdf>

From the ERIC abstract: This manual was written to help guide education stakeholders--including parents, students, school board members, community activists, administrators,

policymakers and attorneys--in their efforts to promote racial diversity and avoid racial isolation in suburban school systems. Critical information on the current legal, political and policy issues that inform those efforts is provided. It first addresses the critical importance of creating diverse learning environments in racially changing suburban school districts. The manual then addresses the legal landscape governing school integration policy, in addition to outlining general principles for creating racially diverse schools. It also examines the vital role that teachers and administrators play in building successfully integrated schools and classrooms. The second half of the manual includes a number of specific examples of suburban school districts experimenting with strategies to promote integrated schools.

Waddell, J. (2011, Fall). Crossing borders without leaving town: The impact of cultural immersion on the perceptions of teacher education candidates. *Issues in Teacher Education, 20*(2), 23-36. Retrieved from <http://files.eric.ed.gov/fulltext/EJ954569.pdf>

From the ERIC abstract: The racial/ethnic populations in public schools have changed dramatically in recent years and will continue to shift to a majority non-White population. The National Center for Education Statistics (2010) reports 67.3 percent of the student population in urban districts is composed of students of color. Yet, the population of teachers in the United States is 83 percent White (National Center for Education Statistics, 2011), the majority of whom are from middle class English-only backgrounds. These differing life experiences can create borders between students and their teachers. Often, White teachers will interpret differences in life experiences, cultural frames of reference, race, class, and gender as a deficit on the part of students, which leads to inequitable educational opportunities for the nation's children. The changing demographics within schools create an immediate need for teacher preparation programs to better prepare all teachers for the diversity that exists within their schools. This article focuses on one elementary teacher education program that has responded to the call from the literature by redesigning teacher preparation specifically for urban schools. The author describes the programmatic features and results of a study that examined the impact of two courses, "Community Immersion" and "Working with Families and Communities," on candidates' perceptions of teaching in urban communities.

Young, B. L., Madsen, J., & Young, M. A. (2010, June). Implementing diversity plans: Principals' perception of their ability to address diversity in their schools. *NASSP Bulletin, 94*(2): 135-157. Retrieved from [http://cmappublic3.ihmc.us/rid=1JP69B67D-PX0C2G-YLQ/Young B Imple Div PlanPrinc Perceptn Ability AdrDiv Schl.pdf](http://cmappublic3.ihmc.us/rid=1JP69B67D-PX0C2G-YLQ/Young%20B%20Imple%20Div%20PlanPrinc%20Perceptn%20Ability%20AdrDiv%20Schl.pdf)

From the publisher's abstract: Traditionally schools in the past were mostly homogenous, but with demographic shifts, schools are becoming more ethnically diverse, disadvantaged, and multilingual. In contrast, the teaching population still reflects that outdated homogenous template: "predominantly white and female," middle-class, and unilingual. This exploratory study examined administrators' perceptions of their ability to implement a diversity plan. Principals were unable to articulate what "diversity" meant in terms of its strategic implementation; they saw no value in addressing their changing student demographics. Principals were ill prepared to lead on issues of diversity and were unable to address conflicts that often occur among diverse demographic groups. Principals had a sense of diversity awareness but lacked the efficacy to address diversity-related issues with teachers and parents.

Methods

Search of Databases and Websites

- Institute of Education Sciences (IES) website (<http://www.ies.ed.gov>)
- ERIC database (www.eric.ed.gov)
- EBSCO's Academic Search Elite database
- Google Scholar (scholar.google.com)

Keywords and Search Strings Used in the Searches

(race OR student diversity OR social justice OR racial composition OR racial attitudes OR racial bias OR racial differences OR racial relations OR school desegregation OR racial integration) AND educational environment OR educational practices OR teacher attitudes OR socioeconomic influences OR socioeconomic status) AND (school districts).

Criteria for Inclusion

REL Southwest selected resources that provide research on diversity training programs in the public school system. When REL Southwest staff reviewed resources, we considered – among other things – three factors:

- 1) Date of Publication: The most current information (primarily published from 2010 to the present) is included.
- 2) Source and Funder of the Report/Brief/Article: Priority was given to publications written in relevant, peer-reviewed journals or reports or produced by well-known research organizations.
- 3) Methodology: sources include literature reviews and policy reports.

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