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# A Technologically Based Model Program Including Reading Writing and Communication Skills for Rural Minority Students in the Lower Yakima Valley in the State of Washington

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# A TECHNOLOGICALLY BASED MODEL PROGRAM INCLUDING READING WRITING AND COMMUNICATION SKILLS FOR RURAL MINORITY STUDENTS IN THE LOWER YAKIMA VALLEY IN THE STATE OF WASHINGTON

by

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The purpose of this project was to design and develop a technologically based model program including reading writing and communication skills for rural minority students in the Lower Yakima Valley in the State of Washington. To accomplish this purpose, a review of current literature and research was conducted. Additionally, information and materials developed in conjunction with the Bridges – A Web Project for Kids, at Central Washington University, was studied, analyzed and incorporated into the project.

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This project is dedicated to so many...

To my father, Dr. James Nelson Anno Jr. who, although from heaven, held my hand and guided my heart in every step of this process.

To my loving, wonderful husband Charles Wayne Butler Jr., whose unconditional love, broad shoulders and even temper sustained my purpose and kept me going.

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Finally to God, thanks for kicking me out of the driver's seat and blessing me in so many ways.

TABLE OF CONTENTS

# CHAPTER I

## BACKGROUND OF THE STUDY

### Introduction

> There are negative ways of teaching that literally injures the minority student; they used to be called "remedial." It is legalized abuse, destructive behavior from a person who is in a position of authority. This subtle abuse is "bonehead English." Now it may have a new name, but it is abuse because the students are downright humiliated. (Cleary and Peacock, 1998, p.179)

As stated above, education of rural minority students is in a state of crisis. Teaching methods that work in traditional classrooms apparently do not work for minority students. The State of Washington's Assessment of Student Learning (WASL) reported that in areas with high rural minority populations scores are substantially lower than the state average.

Rural minority students in traditional classrooms, Gollnick and Chinn believe, will emerge into the twenty-first century without the skills needed to survive in the competitive workforce. It would follow therefore, that teachers need to meet the needs of minority students by acquiring the skills necessary to instruct them more effectively.

According to the Office of the Superintendent of Public Instruction in the State of Washington, the Hispanic and Native American population of the Lower

Yakima Valley is designated as a migrant and rural population. This population consistently scores in the lower 40th percentile of Washington State Proficiency tests, which is substantially, lower than the state average. The weakest scores are most often reported in reading and writing.

The student population of the Lower Yakima Valley, in the state of Washington, is being held to the same standards as their peers in schools whose instructional methods appear to more effectively match their cultural needs. Educators cannot continue to teach rural minority children in a school environment primarily designed for students from different cultures and hope to be successful. (Gollnick and Chinn, 1998)

Technology as a tool may assist educators in providing each student an opportunity to learn what is unique to his or her learning and cultural needs. Technology and telecommunications reach beyond the walls of the classroom to bring a richness of experience with people and information from around the world. Enhancing learning through technology, however, is a larger issue than that of mere access. It requires teachers to provide creative instruction, design projects beyond the scope of the text, and demand that students become engaged learners, critical thinkers, and resourceful information gatherers. (Billings & Walkup, 1994)

## Purpose of the Project

The purpose of this project was to design and develop a technologically based model program including reading writing and communication skills for rural minority students in the Lower Yakima Valley in the State of Washington. To accomplish this purpose, a review of current literature and research was conducted. Additionally, information and materials developed in conjunction with the Bridges – A Web Project for Kids, at Central Washington University, will be studied, analyzed and incorporated into the project.

## Limitations of the Project

For the purpose of this project, it was necessary to set the following limitations:

2. ***Research*** : The preponderance of research and literature reviewed was limited to the past ten-(10) years.
3. ***Scope*** : The model program was designed for implementation in the Lower Yakima Valley Schools educating a primarily rural minority student population.
4. ***Target Population*** : The model program has been designed for secondary level students, grades seven through twelve.

## Definition of Terms

Significant terms used in the context of this study have been defined as follows:

1. Digital Photography – creation of an image in immediate digital form involving capture, enhancement, and display all on a computer. (Kemp, 1994)

2. Formatted disk – a computer disk prepared for use by a certain type of computer and operating system. (Schwartz, 1999)

3. HTML (Hyper Text Markup Language) - (HyperText Markup Language) -- The coding language used to create Hypertext documents for use on the World Wide Web. HTML looks a lot like old-fashioned typesetting code, where you surround a block of text with codes that indicate how it should appear, additionally, in HTML you can specify that a block of text, or a word, is linked to another file on the Internet. HTML files are meant to be viewed using a World Wide Web Client Program, such as Netscape or Mosaic. (Enzer, 1999)

4. Internet – Internet is a worldwide "Network of Networks" which literally connects millions of users across the globe to services such as electronic mail, research libraries and federal archives. (Roberts, 1994)

5. JPEG – (Joint Photographic Experts Group) -- JPEG is most commonly mentioned as a format for image files. JPEG format is preferred to the GIF format for photographic images as opposed to line art or simple logo art. (Enzer, 1999)

6. Links – a nonsequential connection between two distinct pieces of information or data on computers. (Schwartz, 1999)

7. Monitor – receives video signals from a computer directly into video and audio circuits. (Kemp, 1994)

8. Performance Based Assessment - assessment where the respondent actually carries out a specified activity under the watchful eye of an evaluator who observes performance and makes judgements as to the quality of achievement demonstrated. (Stiggins, 1997)

9. PhotoShop – licensed software program designed for the enhancement, editing, and customization of digital and traditional photography. (Kemp, 1994)

10. Server – A computer, or a software package, that provides a specific kind of service to client software running on other computers. The term can refer to a particular piece of software, such as a WWW server, or to the machine on which the software is running, e.g. Our mail server is down today, that's why e-mail isn't

getting out. A single server machine could have several different server software packages running on it, thus providing many different servers to clients on the network. (Enzer, 1999)

11. Six Trait Writing Process - The 6 trait model originated in 1984 in the Beaverton, Oregon School District. The traits of writing included in this model are:

1. Ideas-the heart of the message, main point or storyline
2. Organization-the internal structure
3. Voice-evidence of the writer behind the message
1. Word Choice-the vocabulary or terminology
2. Sentence Fluency-the rhythm and flow, how it plays to the ear
3. Conventions-the mechanical correct

(Whittaker, 1999)

11.Washington Assessment of Student Learning – an assessment system that recognizes and rewards successful schools and provides support and assistance to less successful schools. (Ensign, 1997)

12. Web Page - Several meanings. Originally, the web pages that your browser is set to use when it starts up. The more common meaning refers to the main web page for a business, organization, person or simply the main page out of a collection of web pages, e.g. "Check out so-and-so's new Home Page." Another

sloppier use of the term refers to practically any web page as a "homepage," e.g. "That web site has 65 homepages and none of them are interesting." (Enzer, 1999)

# CHAPTER II

## REVIEW OF RELATED LITERATURE AND INFORMATION FROM SELECTED SOURCES

### Introduction

The purpose of this project was to design and develop a technologically based model program including reading writing and communication skills for rural minority students in the Lower Yakima Valley in the State of Washington.

The review of research, literature and information in Chapter Two has been organized to address:

1. The Washington State Technology Plan for the K–12 Common School System
2. The Washington State Reading, Writing and Communication Essential Academic Learning Requirements
3. Instructional Strategies for Rural Minority Students

Data current within the past ten- (10) years was identified through the Educational Resources Information Centers (ERIC) and other search engine Internet searches. Additionally, related information from selected schools and cooperating agencies was obtained for analysis. A hand search of various other sources was also conducted.

## The Washington State Technology Plan for the K – 12 Common School System

The State of Washington has placed a strong emphasis on improving the quality and extent to which technology preparation is made available to all students regardless of grade level. By the 1999-2001 biennium all school districts and Educational Service Districts (ESDs) will be connected to the K-20 telecommunications network, along with all community colleges and four-year public colleges and universities. Users will be required to maintain on-site data; video equipment and programming in order to remain connected to the system. The Office of the Superintendent of Public Instruction (OSPI) will create and manages the support system to keep the network. The Report to the Legislature on the Washington State Technology Plan for the K-12 Common School System states its vision as,

> "In a society increasingly dependent on information, a critical component of education is equitable and universal access to technology, media and informational resources.
> With these tools and guidance of skillful educators as well as community members, student take responsible roles in their own learning, and are actively engaged in creating learning environments as they think, solve problems and communicate in collaborative and interdisciplinary settings. Students emerge as lifelong learners, productive members of the workforce, and contributing citizens."
>
> (Billings & Walkup, 1994)

In 1993 the Washington State legislature passed the, Education Reform Act. This act said student achievement must be improved to keep pace with societal changes, changes in the workplace, and an increasingly competitive

international economy. Since the passage of this legislation, technology preparation has been a major thrust in schools across the state. A plan needed to be developed and educators needed direction. According to The Report to the Legislature on the Washington State Technology Plan for the K-12 Common School System, teaching technology as a separate component of curriculum in a separate class was thought not to be a realistic application. Integration across the curriculum was necessary to achieve the change required by the state legislature and society. The recommendations made to the state legislature by The Report to the Legislature on the Washington State Technology Plan for the K-12 Common School System hoped to improve student learning. The recommendations in the report included:

> Recommendation #1
>
> It is recommended that OSPI, the Commission on Student Learning, the school-to-work initiatives and the Goals 2000 Committee consider technological implications and opportunities as Washington's new education system is established. Furthermore, that the statewide Education Technology Advisory Committee serve in an advisory capacity in all matters pertaining to educational technology and information policymaking in K-12 for those groups; and that ETAC serve as an advocate for education in the telecommunications regulatory process.
>
> Recommendation #2
>
> It is recommended that the Legislature fund OSPI to launch alliances, partnerships and public awareness initiatives which gain broad-based public and private understanding, support and funding for the integration of technology and telecommunications in K-12 education to provide students with high quality, relevant learning experiences.

Recommendation #3

It is recommended that the state assist schools in securing affordable access to telecommunications services and equipment for K-12 education through:

1.Legislative funds to support OSPI, in cooperation with the Department of Information Services and the educational service districts, to aggregate buying among school districts

2.Legislative funding to support OSPI and the educational service districts in launching and sustaining a program to increase the ability of school districts to secure affordable telecommunications access through careful planning and competitive advantage;

3.Legislative funds for a grant program to develop prototypes and exemplary models which provide low telecommunications rates to local schools through innovative school/community/business partnerships;

4.Legislative action to modify the tax incentive program to high tech industry in Washington State to include businesses which support the implementation of this state technology plan; and

5.Legislative action to ensure educational channel capacity across existing cable systems and support in program production be made available to local K-12 school districts.

Recommendation #4

It is recommended that all development, adoption and/or revision of policies and procedures for the common school system by the State Legislature, the State Board of Education, the Commission on Student Learning and OSPI reflect current technological requirements for learning.

Recommendation #5

It is recommended that the State Legislature enact legislation to revise current constitutional and statutory language regarding bonds and levies to give school districts increased flexibility to effectively deploy, operate, upgrade and maintain technology and telecommunications in the K-12 education system.

Recommendation #6

It is recommended that the Legislature establish and fund an ongoing technology grant program through OSPI to grant funds to school districts to equitably support all students' learning through technology and telecommunications. Prior to receiving such grants, school districts would be required to develop, implement and assess technology plans focused on student learning.

Recommendation #7

It is recommended that the Legislature increase funding to OSPI and the Educational Technology Support Center program in the ESDs to:

1.expand services in networking to meet current demand, and

2.work with institutions of higher education and the Commission on Student Learning in developing and implementing new staff development models which support new education reform initiatives.

Recommendation #8

It is recommended that the Legislature appropriate funds to OSPI for the enhancement, extension and continued operation of a state backbone (leveraging off all existing educational and governmental systems where possible) for the K-12 common schools across the state. And, furthermore, to connect schools to other learning resources such as public libraries, community and technical colleges and institutions of higher education.

Recommendation #9

It is recommended that the Legislature appropriate funds to OSPI to support the conversion of data (text, video, audio, imagery, etc.) into electronic form to be made available to Washington K-12 learners at reduced rates. Priority will be given to in state entities (e.g., universities, libraries, classrooms, museums, and resource agencies). It is further recommended that the state secure rights to curricular resources deemed necessary by school districts (e.g., electronic access to an atlas, an encyclopedia, archival series of images on the Holocaust; Civil Rights video images, etc.).

Recommendation #10

It is recommended that the Legislature appropriate funds to OSPI to develop, implement and assess technology-based curriculum projects which support Washington State's educational reform. Said projects would be in cooperation with school districts, educational service districts, the Commission on Student Learning, the Center for the Improvement of Student Learning and higher education institutions.

Recommendation #11

It is recommended that the Legislature appropriate funds to OSPI to pilot new models of training for prospective teachers, incorporating new technology-based instructional strategies and strong linkages between K-12 schools and state-approved teacher preparation programs. The pilots would be in partnership with the State Board of Education, the Higher Education Coordinating Board, the State Board for Community and Technical Colleges and institutions of higher education. It is further recommended that the State Board of Education and OSPI, with advisement from the Professional Education Advisory Committee (PEAC) incorporate technology in the current study on performance-based teacher certification.

Recommendation #12

It is recommended that school boards review current policies to ensure that they appropriately address policy issues related to technology and telecommunications. And, that the Legislature provide funds to OSPI to coordinate the development and dissemination of model information policies related to technology and telecommunications for local school boards in cooperation with the Washington State School Directors' Association. Policy issues include: intellectual freedom; acceptable use policies for telecommunications services; privacy, security and confidentiality of data; etc.

These recommendations provide a necessary groundwork for change in technology education for all grade levels. The Washington State Education Technology Advisory Committee, who wrote The Report to the Legislature on the Washington State Technology Plan for the K-12 Common School System, believe the use of telecommunications and technology can provide each student

with equitable opportunities to emerge from Washington's schools with the tools necessary in today's workforce and society. Technology integration is a long-term commitment and should most effectively be approached in conjunction with education reform efforts focused on student learning.

Billings & Walkup (1994) recommend ongoing planning and staff development as an integral component in the success of integration. They suggest School Districts will have to reprioritize existing dollars to sustain technology education while seeking funding beyond current levels to maintain such programs.

As districts improve their technology infrastructure, they will need guidelines in facility design, standards and protocols for equipment along with continual access to current information on emerging technologies. "This is not a plan for technology alone, this is a plan about learning!" (Judith Billings, 1994)

## The Washington State Reading, Writing and Communication Essential Academic Learning Requirements

The Essential Academic Learning Requirements are clear targets for students and teachers across the state of Washington. The Commission on Student Learning for the State of Washington reports the goal is to increase student achievement and ensure that students leave school with the knowledge and skills they will need to live and work in an increasingly complex world. The

school improvement effort is built around a clear set of goals and academic standards called Essential Academic Learning Requirements (EALR's) These describe what students in public schools should know and be able to perform in core subject areas. Setting higher standards calls for better methods of measuring student and teacher performance. On a parallel course with the Essential Academic Learning Requirements, The Commission on Student Learning is developing an assessment system that holds students, teachers, schools, and districts accountable for higher performance and results. These assessments are currently being implemented at the 4th, 7th and 10th grade levels.

The Center for the Improvement of Student Learning maintains the effective use of modern technology is a central theme in all efforts to improve student learning. If the education system is to prepare youth to fully participate in the rapidly emerging information-based society the center also suggests, we must to provide students with adequate exposure to the technologies they will need. Opportunities for all children to learn in a nation concerned with economic leadership is also about providing access to not just any technology but to the "cutting edge" as the right of every student.

> "The integration of technology into the classroom must be seen as essential to the education of today's student both in the context of attaining the state learning goals and in his/her future economic viability in a technological age." (Billings & Walkup, 1994)

Reading components outlined in the Washington State Essential Academic Learning Requirements:

1) The student understands and uses different skills and strategies to read.

To meet this standard, the student will:

1.1 use word recognition and word meaning skills to read and comprehend text such as phonics, context clues, picture clues, and word origins; roots, prefixes, and suffixes of words

1.2 build vocabulary through reading

1.3 read fluently, adjusting reading for purpose and material

1.4 understand elements of literature -- fiction
such as story elements, use of humor, exaggeration, and figures of speech

1.5 use features of non-fiction text and computer software
such as titles, headings, pictures, maps, and charts to find and understand specific information

2) The student understands the meaning of what is read.

To meet this standard, the student will:

2.1 comprehend important ideas and details

2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas

2.3 think critically and analyze authors' use of language, style, purpose, and perspective

3) The student reads different materials for a variety of purposes.

To meet this standard, the student will:

3.1 read to learn new information
such as reading science and mathematics texts, technical documents, and for personal interest

3.2 read to perform a task
such as using schedules, following directions, filling out job applications, and solving problems

3.3 read for literary experience in a variety of forms
such as novels, short stories, poems, plays, and essays to understand self and others

3.4 read for career applications

4) The student sets goals and evaluates progress to improve reading.

To meet this standard, the student will:

4.1 assess strengths and need for improvement

4.2 seek and offer feedback to improve reading

4.3 develop interests and share reading experiences

Writing components outlined in the Washington State Essential Academic

Learning Requirements:

1. The student writes clearly and effectively.

To meet this standard, the student will:

1.1 develop concept and design develop a topic or theme; organize written thoughts with a clear beginning, middle, and end; use transitional sentences and phrases to connect related ideas; write coherently and effectively

1.2 use style appropriate to the audience and purpose use voice, word choice, and sentence fluency for intended style and audience

1.3 apply writing conventions know and apply correct spelling, grammar, sentence structure, punctuation, and capitalization

2. The student writes in a variety of forms for different audiences and purposes.

To meet this standard, the student will:

2.1 write for different audiences

2.2 write for different purposes such as telling stories, presenting analytical responses to literature, persuading, conveying technical information, completing a team project, explaining concepts and procedures

2.3 write in a variety of forms including narratives, journals, poems, essays, stories, research reports, and technical writing

2.4 write for career applications

3. The student understands and uses the steps of the writing process.

To meet this standard, the student will:

3.1 prewrite
generate ideas and gather information

3.2 draft
elaborate on a topic and supporting ideas

3.3 revise
collect input and enhance text and style

3.4 edit
use resources to correct spelling, punctuation, grammar, and usage

3.5 publish
select a publishing form and produce a completed writing project to share with chosen audience

4. The student analyzes and evaluates the effectiveness of written work.

To meet this standard, the student will:

4.1 assess own strengths and needs for improvement
analyze effectiveness of own writing and set goals for improvement

4.2 seek and offer feedback

Communication components outlined in the Washington State Essential

Academic Learning Requirements:

1. The student uses listening and observation skills to gain understanding.

To meet this standard, the student will:

1.1 focus attention

1.2 listen and observe to gain and interpret information

1.3 check for understanding by asking questions and paraphrasing

2. The student communicates ideas clearly and effectively.

To meet this standard, the student will:

2.1 communicate clearly to a range of audiences for different purposes

2.2 develop content and ideas develop a topic or theme; organize thoughts around a clear beginning, middle, and end; use transitional sentences and phrases to connect related ideas; speak coherently and compellingly

2.3 use effective delivery adjust speaking strategies for a variety of audiences and purposes by varying tone, pitch, and pace of speech to create effect and aid communication

2.4 use effective language and style use language that is grammatically correct, precise, engaging and well-suited to topic, audience, and purpose

2.5 effectively use action, sound, and/or images to support presentations

3. The student uses communication strategies and skills to work effectively with others.

To meet this standard, the student will:

3.1 use language to interact effectively and responsibly with others

3.2 work cooperatively as a member of a group

3.3 seek agreement and solutions through discussion

4. The student analyzes and evaluates the effectiveness of formal and informal communication.

To meet this standard, the student will:

4.1 assess strengths and need for improvement assess own and others' communication strengths and needs and set goals for improvement

4.2 seek and offer feedback seek and use feedback to improve communication; offer suggestions and comments to others

4.3 analyze mass communication

4.4 analyze how communication is used in career settings

## Instructional Strategies for Rural Minority Students

> "I'm at the level right now where I believe that the children need to learn to read because society's perception is that intelligent people know how to read. And because they love to read. They love the written page. They love the exploration, but to force the reading at the expense of the richness of their oral community is... it's a dilemma for me"
>
> (Cleary and Peacock, 1998)

Pewewardy, (1991) believed that culturally responsive teaching uses a child's culture to build a bridge to successful academic achievement. Culturally responsive teaching places other cultures alongside the middle-class mainstream, and at the center of classroom instruction. The bridge developed through the use of culturally responsive pedagogy leads to more than improved academic achievement. For example, it encourages deeper study of one's own culture and/or the study of other cultures. Ultimately, it can lead away from ethnocentrism toward a common national destiny. Most importantly, the teacher and the student cross the bridge together, hand-in-hand; inter-tribally, inter-culturally, and trans-culturally. Culturally responsive becomes especially pertinent to teaching and learning in an increasingly diverse society. It means being aware and capable of responding in educationally constructive ways by employing cultural patterns that influence the behaviors and mental ecology of the classroom.

Pewewardy (1991) also asserts that culturally responsive pedagogy is an important aspect of the multicultural educational reform presently taking place in the nation's schools.

> "Essentially, it is at the heart of all 'good' teaching. It helps teachers meet the needs of each individual in the classroom by addressing their cultural and experiential backgrounds and the special expertise each has developed. Culturally responsive pedagogy requires adaptation to local circumstances."

Gary R. Howard (1999) argues, being "culturally responsive" means to be sensitive, aware, and capable of employing cultural learning patterns, perspectives, family structure, and multiple worldviews, other languages and broken English in the teaching, learning, and mental ecology of the classroom. It is important to think multiculturally, rather than monoculturally and to be aware of one's own development as a teacher within a culturally diverse society.

The state of Washington has a high rural minority population in the lower Yakima Valley. Native Americans and Hispanics make up more than 50% of the population (Whitfield, 1999). Efforts are being made by the 4Directions Consortia to increase the awareness of educators to teaching strategies for this population through the Internet, journals and books.

Mick Fedullo wrote a curriculum in 1990 for teaching Imaginative Writing to Native American students entitled "It's Like My Heart Pounding". Fedullo

suggests these students are brought up with oral tradition and writing something down is not a part of who they are:

> "Their writing bridges a gap created from the fact that only a few present day elders are carrying on the story-telling tradition. These stories provide a link to hundreds of generations from the past ".

Fedullo (1990) maintains writing has a positive impact on Native American children and seeing their work in completed form does wonders for the student's self-concept.

Currently there is little available in the area of Native American culturally relevant curriculum. Students are not provided with any evidence, in their classrooms, that their ancestors actually existed and even contributed positively to American society. Further more, Fedullo (1990) believes that any culturally relevant learning in classrooms that is made to the Native American culture is often of a negative nature. He believes the lack of culturally relevant learning contributes to the development of a negative individual and cultural image and this lack may further translate into students not seeing immediate or long-term relevance to of their education. A culturally relevant and student-based education may, therefore, help to change the perceptions of these students about their education.

Peacock and Cleary in their book Collected Wisdom (1998) provide strategies for teaching American Indian students. Peacock, a Fond du Lac Indian from Minnesota states, "We recognize that knowing and teaching all the diverse

learning styles is one part of improving the education of our children. Teachers should recognize that there are a variety of learning styles and adapt their teaching methods to the individual learner. At the same time teachers should build on and expand the individual student's approaches to learning."

Recognizing that teachers must use a variety of teaching styles to address a variety of learning styles does not mean that culture does not have an influence on learning styles. The differences in cultures of home and school certianly impact the teaching-learning process. Peacock and Cleary (1998) attribute the student's poor academic performances to, in part, the differences between the environment and teaching methods of schools and the environment and teaching methods of student's homes and communities. They also suggest classrooms need to integrate culture into the curriculum to help narrow the boundaries between home and school.

The need to feel competent before engaging in an activity was found in several studies of American Indian Students by Floy Pepper in his book Effective Practices of Indian Education (1995). He suggests teachers can informally assess a student's comfort level through their willingness to engage in activities, along with designing activities to encourage group performance and to ensure success. Teachers, he points out should be cautious to call on a student to perform unless they are sure the student feels comfortable with the activity.

Pepper (1995) believes there is evidence that classrooms having a cooperative rather than a competitive learning environment better meet the

needs of minority students, and they learn best when cooperative teaching is used. Frequently minority student's unwillingness to compete is perceived as a lack of motivation or passivity and he suggests that minority students often view competitive classrooms as unfair and/or unnecessary.

Griggs and Dunn (1996) believe that common and central to both Hispanic and Native American learners is the strong cultural beliefs in customs, traditions, and spiritual values. One cultural characteristic that is of paramount importance in most Hispanic cultures is family commitment, which involves loyalty and a strong support system. They believe that a child's behavior reflects upon the honor of the family, in a hierarchical order among siblings, and a duty to care for family members. Griggs and Dunn (1996) also suggest that this strong sense of other- directedness conflict with the United States' mainstream emphasis on individualism. Indeed, Hispanic culture's emphasis on cooperation in the attainment of goals may result in Hispanic students' discomfort with this nation's conventional classroom competition.

Teachers need to be aware that, although there are common characteristics in Hispanic and Native American populations, Hispanic-Americans are a very diverse group and include distinct subcultures that differ significantly in customs, values, and educational orientation according to Gollnick and Chinn (1998).

Demographic variables, other than gender and ethnicity that may impact on learning style have not it appears in the research, been directly addressed.

These variables include socioeconomic class, geographical region, primary language, religion, family structure, and number of generations in the United States. (Wantanabe, 1998)

Wantanabe, maintains (1998) for immigrant Latino adolescents, identity formation and individuation can be especially challenging and problematic. This is because their cultural values include strong family loyalty and allegiance, which are in conflict with the behavioral styles of today's mainstream American ideals. He maintains educators need to be aware of the self-image problems of Hispanic-American students which may result from a rejection of their ethnicity and from attempts to conform to the larger Anglo culture.

Based on the research examined above, Wantanabe (1998) provides teachers with specific suggestions for effectively engaging students in the learning process.

1. a cool environment
2. conformity
3. peer-oriented learning
4. kinesthetic instructional resources
5. a high degree of structure
6. late morning and afternoon peak energy levels
7. variety as opposed to routines a field-dependent cognitive style.

Gary Howard, in his book We Can't Teach What We Don't Know (1999) emphasizes that teachers need to be aware of cultural group characteristics. He believes the most responsive teaching and strategies; emphasize the learning style of each individual and try to match instructional resources and methods to individual environmental, emotional, physiological, and psychological needs.

The following principles are offered by Pewewardy (1991) to guide culturally responsive teaching. He maintains that, culturally and linguistically, different students learn best when:

- teachers use students' prior cultural knowledge as a foundation in the teaching and learning process.
- classroom practices are compatible with students' language patterns, cognitive functioning, motivation, and the social norm and structures to which they are accustomed.
- assessment practices and procedures reflect the diversity of student strengths and an appreciation for multiple intelligences.
- the attitudes, beliefs, and actions of the school model respect for cultural diversity, celebrate the contributions for diverse groups, and foster understanding and acceptance of racial and ethnic plurality.
- teachers value cultural knowledge, view students as assets, and integrate them into classroom instruction.
- teachers act as cultural mediators, and provide assistance through the use of questions, feedback, and scaffolding.

- schooling provides children with the knowledge, language, and skills to function in the mainstream culture but not at the expense of losing their Native language and original cultural orientation.

- schooling helps children participate in multiple cultural or language domains (arenas) for different purposes without undermining their connection to their original culture.

- the community and the home validate and support the academic success of its children.

Gollnick and Chinn (1998) stress that, teachers in a multicultural society need to hold an attitude of respect for cultural differences, acknowledge the cultural resources their students bring to class, and be skilled at utilizing students' cultural resources in the teaching and learning processes. They believe that all students are capable of learning and that we are obligated to implement an enriched curriculum for all students.

# CHAPTER III

## Introduction

The purpose of this project was to design and develop a technologically based model program including reading writing and communication skills for rural minority students in the Lower Yakima Valley in the State of Washington. To accomplish this purpose, a review of current literature and research was conducted. Additionally, information and materials developed in conjunction with Bridges -- A Web Project for Kids, at Central Washington University, was studied and incorporated into the project.

Chapter Three contains background information describing:

1. Need of the Study
2. Development of Support for the Study
3. Planned Implementation and Reaction to the Study

## Need for the Study

The need for this project was influenced by the following considerations:

1.The writer's past and present teaching experiences in minority school settings.

2. The writer's recognition of the need for technology integration into existing curriculum for rural minority students.

3. The writer, being asked to write a web-publishing curriculum for Bridges -A Web project For Kids in the summer of 1998, to serve rural minority students. In addition being asked to serve as an educational consultant and write grant proposals to further fund the project.

4. In the absence of technology integration in the curriculum in the Mt. Adams School District and the Yakama Tribal School, where the Bridges Project was being implemented, the writer was assigned the task of developing a working curriculum to be used during the 1998-1999 school year.

5. After consulting with Educational Service District 105, the Washington State Office of Superintendent of Public Instruction and selected faculty members at Central Washington University, the writer discovered the absence of a workable technology integrated curriculum, that was designed specially for the needs of rural minority students.

6. The assumption was made, by the Bridges Board of Directors, that a technology-integrated curriculum would help rural minority students increase their reading, writing and communication skills, as specified in the Washington State Essential Academic Learning Requirements. They also recognized that exposing these to current technology might enhance their chances of becoming, competitive member of the present and future workforce.

7. Undertaking the project coincided with the writer's graduate studies in Educational Administration at Central Washington University.

## Development of the Study

The decision to design and develop a technologically based model program including reading writing and communication skills for rural minority students in the Lower Yakima Valley in the State of Washington was made in the summer of 1997, when Dr. Don Woodcock (a professor at Central Washington University) approached the writer and asked her to write a grant and curriculum for Bridges—A web project for Kids.

The Bridges project teaches rural minority students online design and publishing skills by providing college student mentors in the classrooms and creating a global audience for student work. The curriculum was designed as a set of lesson plans, which could easily be incorporated into the instruction of the Six Trait-Writing Processes. The assumption was made that a more global audience would increase students' attention to their final products and produce more of a sense of ownership to their writing.

One of the goals of the curriculum project was to give students a reason to care about their writing and understand and experience how writing is an important form of communication. The curriculum attempted to link student's cultural past and future, educationally, through heritage and technology.

The Washington Newspaper Publishers Association (WNPA) was the first organization to provide funding for the project with a seed grant of $500 to fund

travel, mailing, and other incidental costs for the first six months of 1998. Time was spent meeting with tribal leaders and school officials along with assessing individual district needs and overall support. The WNPA is a 110-year-old trade association serving the community newspapers of Washington. The WNPA works in concert with The Oregon Newspaper Publishers Association in Portland, the Idaho Newspaper Association in Boise and has a working relationship with other newspaper associations throughout the nation.

A second funding source was The Northwest Academic Computing Consortium (NWACC) who awarded $7,435 for the Collaboration Grant in the summer of 1998. The Northwest Academic Computing Consortium is a consortium of over forty institutions, primarily colleges and universities, in Oregon, Washington, Alaska, Idaho, Montana, and North Dakota. Originally NWACC focused on providing Internet services, but now concentrates on advancing the use of information technology through the support of research and education.

The grant received was to support, facilitate and encourage joint/collaborative projects to improve the access and application of advanced information technology resources. The award of this grant funded the development and implementation of the curriculum and mentors for the Mt. Adams School District and Yakama Tribal School in the .1998-1999 school year.

During the 1998-1999 academic year the specially designed curriculum was used by forty-seven (47) students in the Mt. Adams School and sixty-eight (68) students in the Yakama Tribal School on the Yakama Indian Reservation, both in the lower Yakima Valley.

The student population of the Mt. Adams School District is thirty-two (32) percent Hispanic, sixty-seven (67) percent Native American and one (1) percent other. Eighty-nine (89) percent of the students receive free or reduced lunch and fifty-eight (58) percent receive Migrant Education Services.

The Yakama Tribal School is located within the Yakama Indian Reservation. One hundred (100) percent of these students are Yakama Indians. Of this population, one hundred (100) were receiving free lunches and Migrant Education funding. The students were all defined as "At-Risk" students by the State of Washington School to Work guidelines, and were also at risk of falling behind in the use of technology.

In both the Mt. Adams School District and the Yakama Tribal School, only eleven (11) students had computers at home. A need existed in both schools to educate teachers in the use of technology in addition to the students. The curriculum however, was designed to meet the needs of a school regardless of its current level of technology.

The Wapato School District plans to utilize the curriculum project in the 1999-2000 school year. This school district is located within the Yakama Indian Reservation and serves a population similar to that of the Mt. Adams School

District. A number of the students from the Wapato School District will be from the Alternative School, which has a high percentage of severe "At-Risk" rural minority students.

## Planned Implementation and Reaction to the Program

The design and development of a technologically based model program including reading writing and communication skills for rural minority students in the Lower Yakima Valley in the State of Washington was implemented at the White Swan Middle School and the Yakama Tribal School during the 1998-1999 school year. The curriculum was reviewed prior to implementation by the Principal, and Vocational/School to Work Director at the Yakama Tribal School and Ms. Debbie Pinget, a Technology instructor at White Swan Middle School, along with the Assistant Superintendent of Wapato School District. The program is subject to annual review by the School Boards of all three locations.

In the spring of 1998, eight Central Washington University students served as mentors at White Swan, the pilot school for the project. This school had the computer resources thanks to their participation in the Microsoft Technology Initiative.

Utilization of the curriculum program in the spring of 1997 and 1998-1999 Academic Year at White Swan Middle School in the Mt. Adams School District appeared to be a success in many ways. Students wrote stories, took pictures and learned to build Web pages. In addition, they began to communicate with

college students and to possibly see college as a viable option for themselves. At the end of the term, seventeen (17) of the nineteen (19) who completed the exit survey, expressed an interest in continuing their education beyond high school. Students talked about liking to write about themselves in their biographies, learning about cameras and taking pictures, and learning more about computers.

The photography lesson was perhaps the most successful, since many students had not had the opportunity to try photography prior to that time. Students experienced the enjoyment of having the freedom to express themselves visually.

The curriculum project was used for the entire 1998-1999 school year in the English classroom of Teresa Scofield. The school had minimal technology resources to work with but did have funding available to purchase equipment.

Stephen Selam, a student in Mrs. Scofield's class, took to the curriculum slowly. He had to learn first how to type, but once he had the keypad down, he took off. He copied a picture of Paris off an Internet site, then edited it to fit his report about France. He changed colors and shapes of words for his title page. He saw the Internet as a source for more information.

Pre and post surveys of the student's computer literacy were conducted. (See Appendix A) Feedback from teachers regarding improvement in classroom writing skills and performance on writing assessments was sought along with student commentary. Examples of the responses:

"Books, paper and pencils are pretty boring when they spend so much of their time with TV and video games at home. This is going to keep a lot of kids in school that were failing. It gives them an alternative that I can't offer through books."

Debbie Pinget, Teacher, White Swan Schools

"Having a global audience caused the students to write more. Writing for a teacher just doesn't cut it for of these kids. One of the things I really believe about this program is that it gives a voice to who don't have a way to get their stories out, and I feel that a lot of people in the Lower Valley -- especially the tribe and the Hispanic community -- are in that category. If we can give them a platform where they, and the community as a whole, can share their stories, then I think we've done our job."

Teresa Scofield, Teacher Yakama Tribal School

"It will be out there for everyone in Saudi Arabia, Taiwan or Peru to read. I just hope I didn't get anything wrong. Who knows who could be reading it?"

Stephen Selam, Student Yakama Tribal School

"The last day they came to our school was bittersweet for me. I was sad to see the end of the project, yet I am very impressed with my work. When the college students got to the school, we got on a computer and looked at the White Swan site to make sure all of our articles and biographies were there. Fortunately all of the high school kids had all their articles and biographies posted. We took a look at the middle school page. It was good. Afterwards, I was interviewed about the project and what I got out of it. When I asked if they would like to go to college, I answered yes. I would like to study computers in college."

Tyrone Jacobs, Student White Swan Middle School

> "I had never touched a computer before this. I never thought I would get the chance since I am a slow learner. I wish all of school was this easy and fun. The people who came to our school were way cool."
>
> Thumper Heemsah, Student Yakama Tribal School

The participatory mentors, who came from a variety of cultural backgrounds, expressed after working with the curriculum, that the experience had improved their own classroom performance as well as having given them an opportunity to serve their community.

# Chapter IV

## The Project

The purpose of this project was to design and develop a technologically based model program including reading writing and communication skills for rural minority students in the Lower Yakima Valley in the State of Washington. The project is presented in the following pages of Chapter Four.

# INTERNET DESIGN AND PUBLISHING CURRICULUM FOR RURAL MINORITY STUDENTS


## A WEB PROJECT FOR KIDS

Jennifer A. Butler, Author

## INTRODUCTION

This curriculum was designed to allow students to construct knowledge and skills in a process that is mediated by culture, values, life experience and technology. It naturally lends itself to a cross-curricular study and assists students in achieving the benchmarks of the Essential Academic Learning Requirements in the areas of Communication, Writing, and Reading for seventh and tenth grade testing.

The curriculum provided students with an opportunity to examine their own heritage through reading and to evaluate their culture's relationship with in the world they live. Students were encouraged to read for a variety of purposes within their own culture and community, and investigate these events at their source.

Essential Academic Learning Requirement writing benchmarks were addressed throughout the project and in the evaluation process. The benchmarks required the student to understand and use the six trait writing process. In cooperation with the classroom teacher, the students use the six trait writing process in a variety of writing situations from prewriting to publishing.

Essential Academic Learning Requirements communication benchmarks were accomplished by having the students conduct interviews, or research an aspect of their cultural heritage and present their findings in their story on their Web pages. The benchmarks also require students to use communication skills to work effectively with others and to analyze and evaluate the effectiveness of

formal and informal communication. Many aspects of this project use cooperative learning in a group or team environment. This continues to the final evaluation step where our student journalists conduct self and peer assessments.

## TABLE OF CONTENTS

## Unit One

## HTML Language, Stories and Headlines

**Contents** **Page**

## HTML Language, Stories and Headlines

### Unit Overview

The HTML Language, Stories and Headlines Unit introduces the student to Hypertext Markup Language, publishing stories on the Internet and headline design. In this unit students will learn how to choose a story for publication and publish a skeletal version of their web page. Students will also save their work in HTML format on a disk to be used throughout the curriculum.

### Student Learning Objectives

Students will be able to...

1. Select a story suitable for publication on the Internet
2. Select and enter a headline on a web page
3. Enter text on to their web page
4. Save their work in HTML format on a disk

### Performance Criteria

Students will complete each activity to the satisfaction of themselves, their mentor team leader and classroom teacher.

## Learning Activities

Activities will be consistent with unit student learning objectives

Activities include:

1. Examining newspaper stories and making determinations as to why a story was chosen for publication.
2. Examining newspaper headline text choices, formats and appeal.
3. Accessing a web page and looking at the HTML code for that page.
4. Instruction of basic HTML language, and deciphering code.
5. Writing a headline on a blank page
6. Entering text on their page under the headline
7. Saving their work in HTML format on a disk

## Teaching Strategies

Strategies include:

Cooperative learning groups

Student Centered Instruction (peer tutoring)

Teacher Centered Instruction (lecture)

Guided Practice

Independent Discovery

## Instructional Materials

Newspapers

Computers with an Internet application program

Formatted disk with saved work

## Unit Two

## Introduction to Photography

**Contents** **Page**

## Introduction to Photography

### Unit Overview

The Introduction to Photography Unit introduces the student to basic photography related to journalism. In this unit students will learn how to take a picture using disposable, automatic and 35mm cameras. Students will receive one disposable camera to be shared with their team. Each student will take several pictures for their story and make arrangements for the camera to get to each team member prior to the beginning of unit three.

### Student Learning Objectives

Students will be able to...

1. Examine newspaper photos and make decisions regarding those photos.

2. Point, shoot and advance film in disposable, automatic and 35mm cameras.

2. Select subjects to photograph related to their stories and it's content.

3. Center, focus and choose backgrounds for their picture.

4. Understand the responsibilities of a deadline, specifically related to sharing the cameras with their team members.

## Performance Criteria

Students will complete each activity to the satisfaction of themselves, their mentor team leader and classroom teacher.

## Learning Activities

Activities will be consistent with unit student learning objectives

Activities include:

1. Examining newspaper examples of photos and make determinations regarding why they were chosen for the story they accompany.
2. Examining the basic operations of disposable, automatic and 35mm cameras.
3. Learn how to point, shoot and advance film in disposable, automatic and 35mm cameras.
4. Select subjects to photograph related to their story and it's content.
5. Develop a team to share their disposable camera with based on the ease of transporting the camera between team members.
6. Develop a timetable for the transport and sharing of the camera between all team members prior to unit three.
7. Meet the deadlines determined by themselves and their team.

## Teaching Strategies

Strategies include:

Cooperative Learning Groups

Student Centered Instruction (peer tutoring)

Teacher Centered Instruction (lecture)

Guided Practice

Independent Discovery

## Instructional Materials

Newspapers

Disposable cameras for each team

35mm cameras and film

## Unit Three

## Digital Photography

## Digital Photography

### Unit Overview

The Digital Photography Unit introduces the student to digital photography. In this unit students will learn how to take a picture using digital cameras. Students will be able to practice the operation of a digital camera and preview their picture. Students will photograph each other for the purpose of publication on their page. Students will download the photographs they select to their computer and save them in JPEG format on their disk.

### Student Learning Objectives

Students will be able to...

1. Demonstrate the basic operation of a digital camera.
2. Make decisions about pictures they have taken on a digital camera for the purpose of their web page.
3. Download digital photographs to their computer and save them in JPEG format on their disk.

### Performance Criteria

Students will complete each activity to the satisfaction of themselves, team members, their mentor, and team leader and classroom teacher.

## Learning Activities

Activities will be consistent with unit student learning objectives

Activities include:

1. Operate digital cameras, preview their picture and make decisions about that picture.

2. Photograph a team member for the purpose of publication on that members web page.

3. Download the photographs to their computer and save them in JPEG format on their disk.

## Teaching Strategies

Strategies include:

Cooperative learning groups

Student Centered Instruction (peer tutoring)

Teacher Centered Instruction (lecture)

Guided Practice

Independent Discovery

## Instructional Materials

Digital Cameras

Computers with Internet application program

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## Unit Four

## Page Design and Formatting of Pictures

**Contents** **Page**

## Page Design and the Formatting of Pictures

### Unit Overview

The Page Design and Formatting of Pictures Unit introduces the student to basic web page design. Students are also taught to format and edit their pictures using PhotoShop. In this unit students will learn how to create their page using their exposure to other web pages and individual creativity. Students will also be taught to edit photographs using PhotoShop. Students will also save their work in HTML format on a disk to be used throughout the curriculum.

### Student Learning Objectives

Students will be able to...

1. Describe what appeals to them regarding web page design.
2. Make design decisions related to their own web pages.
3. Demonstrate the operation of the program PhotoShop related to the editing of a picture for the purpose of Internet publication.

### Performance Criteria

Students will complete each activity to the satisfaction of themselves, their mentor, and team leader and classroom teacher.

## Learning Activities

Activities will be consistent with unit student learning objectives

Activities include:

1. Examination of several pages on the Internet, focusing on their design, specifically placement of text and photos.

2. Utilization the program PhotoShop and editing of their pictures according to their need for their web page.

3. Design of their web page according to their personal decisions based on prior exposure to other web pages and their own creativity.

7. Saving their work in HTML format on a disk.

## Teaching Strategies

Strategies include:

Cooperative learning groups

Student Centered Instruction (peer tutoring)

Teacher Centered Instruction (lecture)

Guided Practice

Independent Discovery

## Instructional Materials

Computers with Internet application and PhotoShop programs

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## Unit Five

## Page Design and Links

## Page Design and Links

### Unit Overview

The Page Design and Links Unit introduces the student to basis web page design, the purpose of links and inserting links. In this unit students will learn how to make decisions about the design and layout of their page. Students will also save their work in HTML format on their disk.

### Student Learning Objectives

Students will be able to...

1. Describe the importance of page layout and design.
2. Describe the use and importance of links.
3. Insert a link on their web page
4. Save their work in HTML format on a disk

### Performance Criteria

Students will complete each activity to the satisfaction of themselves, their mentor, and team leader and classroom teacher.

## Learning Activities

Activities will be consistent with unit student learning objectives

Activities include:

1. Additional opportunity for examination of the layout of other web pages, including text and photo placement.

2. Examination of links on other web pages and utilization of those links.

3. Additional opportunities for design of their own web page including their story, photo related to that story and photo of themselves.

4. Selection and insertion of links related to their story and web page.

5. Saving their work in HTML format on a disk.

## Teaching Strategies

Strategies include:

Cooperative learning groups

Student Centered Instruction (peer tutoring)

Teacher Centered Instruction (lecture)

Guided Practice

Independent Discovery

## Instructional Materials

Computers with Internet application and PhotoShop programs

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## Unit Six

## Page Layout and Loading a Web Page

**Contents** **Page**

## Page Layout and Loading a Web Page

### Unit Overview

The Page Layout and Loading a Web Page Unit introduces the student to the differences in appearance of their page depending on the computer. In this unit students will learn how to view their page on different computers, make any final decisions regarding their page, and load their page onto the server. Students will also save one final copy of their page on their disk in HTML format

### Student Learning Objectives

Students will be able to...

1. Describe the differences in the appearance of their page depending on the computer.
2. Make decisions regarding the layout of their page.
3. Describe the purpose of a server.
4. Describe the process of loading their page onto a server.
4. Save their work in HTML format on a disk.

### Performance Criteria

Students will complete each activity to the satisfaction of themselves, their mentor, and team leader and classroom teacher.

## Learning Activities

Activities will be consistent with unit student learning objectives

Activities include:

1.Examination of their own web page on several different computers.

2.Final opportunity to make any editorial decisions regarding their web page.

3. Load their page onto the server.

4. Saving their work in HTML format on a disk.

## Teaching Strategies

Strategies include:

Cooperative learning groups

Student Centered Instruction (peer tutoring)

Teacher Centered Instruction (lecture)

Guided Practice

Independent Discovery

## Instructional Materials

Computers with various memory, Internet application programs, other software programs and monitor sizes

Computers with Internet application program and access to the server

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## Unit Seven

## Assessment

**Contents** **Page**

## Assessment

### Unit Overview

The Assessment Unit is the final stage of the curriculum. In this unit students will assess their peers web pages and have the opportunity to present their web page to their class, teacher, mentor(s) and team leader. Students will also complete a peer review forms for their classmate's pages and receive review forms for their page.

### Student Learning Objectives

Students will be able to...

1. Offer constructive criticism to their peers regarding their web page.
2. Receive constructive criticism from their peers regarding their web page.
3. Give a formal presentation of their web page to an audience.

### Performance Criteria

Students will complete each activity to the satisfaction of themselves, their mentor, and team leader and classroom teacher.

## Learning Activities

Activities will be consistent with unit student learning objectives

Activities include:

1.Examination and assessment of their peers web pages.

2.Formal presentation of their web page to the group.

3. Completion of the peer review sheet.

4. Offering and receiving of constructive criticism to and from their peers.

## Teaching Strategies

Strategies include:

Performance Based Assessment

Peer Assessment / Review

Guided Practice

Independent Discovery

## Instructional Materials

Presentation room with Internet accessible computer screen everyone can view at once

Peer review sheet

Formatted disks with saved work

# CHAPTER V

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## Summary

The purpose of this project was to design and develop a technologically based model program including reading writing and communication skills for rural minority students in the Lower Yakima Valley in the State of Washington. To accomplish this purpose, a review of current literature and research was conducted. Additionally, information and materials developed in conjunction with the Bridges – A Web Project for Kids, at Central Washington University, the Washington Software foundation and the Northwest Academic Computing Consortium was also studied, analyzed and incorporated into the project.

## Conclusions

Conclusions reached as a result of this project were:

1. A quality technologically based model program including reading writing and communication skills for rural minority students in the Lower Yakima Valley in the State of Washington may make a difference in the quality and interest in writing for middle school aged students.
2. Successful technology integration programs are necessary for schools to be in compliance with The Report to the Legislature on

the Washington State Technology Plan for the K-12 Common School System which will come into effect by the 1999-2001 biennium.

3. The Essential Academic Learning Requirements of the State of Washington lend themselves to technology integration and this may help improve scores on the Washington Assessment of Student Learning.

## Recommendations

As a result of this project, the following recommendations have been suggested:

1. Assessment of special programs for rural minority students in the State of Washington might benefit from utilizing long term studies of attitudinal scales and Washington Assessment of Student Learning scores.
2. Identifying and implementing a variety of teaching strategies may best serve the learning needs of rural minority students.
3. Incorporation, recognition and understanding individual student's cultural identity and characteristics are critical components to successfully implementing any curriculum designed for rural minority students.
4. Curriculum development, whenever possible, should illicit the support of mentors and peers in the classroom to enhance the environment for success.
5. Other school districts seeking to meet the unique needs of rural minority students may wish to adopt and/or utilize the model

curriculum developed for this project or undertake further research on the subject to meet the unique needs of their school or district.

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# Appendix A

Washington Newspaper Publishers Association Grant

October 30, 1997

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Developing Community Journalism Web Sites within the Yakama Nation

We hope to develop a system of Web sites, in cooperation with the leadership of the Yakama Nation and operated by middle school students, which would provide community news and oral history of the Yakama Nation tribes. Using the schools, local newspapers, and Central Washington University, we believe the network would provide students with a sense of tribal identity and a realization that journalism is a way to make connections within their community, and to make a difference.

Web journalism is community journalism at its most basic. It is also a relatively inexpensive way to introduce students to journalism because it avoids the actual printing costs. Students can learn the power of the written word to communicate, to tell stories, and to convey information while providing a service to their families and to the Nation.

As a journalism professor, I have been troubled that we have not reached into the Native American groups to develop young journalists. Even at Central, which should be a natural college destination for Native American students, we have had few attending. In discussions with the public school educators and with Don Woodcock, I've come to believe that high school is too late for us to begin such an outreach. We need to reach into the Middle Schools, show students what they can do, and then mentor them through the high school and college years. That makes this a long-term project, to say the least.

I think, however, that Don's idea of using the Web makes this a good way to approach the issue. The students won't be learning about journalism, they will be doing journalism. An on-going project such as this would mean a path would be developed to allow students to explore journalism at an early age and then pursue it as a career if they find they like it.

Because of Don's role as a supervisor of student teachers in the Yakima Valley, and his contacts within the Yakama Nation, we have the people network to bring this about. My field is journalism and online media, and I'll be providing much of the technical expertise

and the journalism knowledge to help students and their teachers. I will also be using college journalism students as interns and mentors.

I believe strongly that this is a project that will build bridges between the university, the public schools and the Native American students and their families. I think that WNPA and local newspapers would find it a rewarding project to support.

We would like WNPA to fund $500 for travel, mailing, and other incidental costs for the first six months of 1998. Don has a student teacher in need of a project, and I have a journalism intern who is interested in journalism curriculum development. The four of us would like to spend the first half of 1998 meeting with tribal leaders and school officials, assessing individual needs and support. More than just the funding, a WNPA grant demonstrates the support of the newspaper industry for educational projects such as this. Additional project steps and funding needs are discussed below.

This sounds like an ambitious project. But the tasks are ones that we at Central have done in other areas. We are currently managing the web site for Memorial Hospital in Yakima and have an online version of the student newspaper. We're offering classes in the online media beginning next term, and we've an agreement with the Leavenworth Echo to do a web site for them. Both of us have experience in working with youth programs - I ran a summer workshop in Portland for inner city youths four summers ago that won national recognition. This is a project that we want to start and help to grow

organically within the Nation, and we recognize that will take a long-term commitment to the project.

We appreciate your consideration of this request.

Budget and Time Frame

Stage One - Develop Plan and Scope of Project (August 1, 1997-August 1, 1998)

Work with tribal leaders and school officials to build a consensus of support for the Yakama Nation web network.

Assess the current resources of middle schools and Yakama Nation youth programs. Identify needs and possible funding sources.

Costs: Central Washington University will provide work space, faculty time and internships.

WNPA: $500 for travel and mailing costs.

The Communication Department has received funds from Pacific Northwest Newspaper Association for a speaker's series. We will be using some of those funds to hold a one-day conference on Native American Journalism, tentatively set for spring. WNPA's co-sponsorship of that conference would also be welcome. We have about a $1000 for conference overhead. Travel costs for speakers will probably run about $700 per person. If WNPA would like to sponsor one speaker - or more - it would be much appreciated. (I

believe that for this project to succeed, we must become part of the Native community through a variety of related activities. Including this conference in our up-coming events is a way of building additional ties.)

Stage Two - Develop Test Site (1998-99)

After identifying a likely school or youth program, we will begin a test site, using Central as the hosting network.

Internships will be available to college journalism and education students. Funding will be sought to make at least some of these paid internships.

College mentors/interns will work with students to write stories, take pictures, and make web pages.

Costs, and funding sources, will be identified during the stage one planning phase.

Stage Three -Expand Network to Additional Schools

Eventually, all of the tribes that comprise the Nation should be linked into the network through the efforts of the students.

While the test site will be chosen, in part, for its existing computer resources, some schools have very real computer needs. Funding for local workstations will be sought from a variety of sources.

Stage Four - Use the Web Network as a Model for Other Native American Tribes

Other tribes have developed sites for promotional and informational purposes. As web technology develops, communities such as the Native tribes can use the web to build community identity and to foster communication. There is a need for such a model as this one.

## Appendix B

Northwest Academic Computing Consortium Grant

NWACC Grants

Proposal Application Form

Faculty Incentive Awards for Web Use

**Submission date:** May 14, 1998

**Name (primary responsibility for the project):** Lois Breedlove

**Department:** Communication Department

**Institution:** Central Washington University

**Email address:** breedlov@cwu.edu

**Telephone number:** (509) 963-1046

**Names & Departments of other faculty and/or students or staff who will be participating in the project:**
Don Woodcock, assistant professor, Curriculum and Supervision
Jenny Butler, Special Education, School of Education
Janie Wallace, CWU graduate school, admission pending
(See bios in attached narrative.)

**Names & Departments for people from other (if any) institutions that will be collaborating on the project:**
White Swan School District, Debbie Pinget, technology instructor, as main contact.

Other public schools as program develops.

Yakima Herald Republic, Washington Newspaper Publishers Association, and other newspapers as program develops.

**Title of the project:** Kids Web Project — Bridges

**Type of Award Requested:** [ ] $3,000 [X ] $10,000

(If $10,000 category is not possible, please consider for $3000 faculty stipend grant.)

**Project Description:** (1-3 pages) Briefly describe the project, how it will improve your instruction and what the impact is expected on the student's learning.

The Kids Web Project is a collaborative project that allows college students to learn more about journalism, online design and communication while also teaching middle school students that they , too, can be journalists in their own community.

(See narrative for full description.)

**Project Schedule:** Briefly identify key events and a timeline for the project.

(See narrative for timeline.)

**Project Budget:** List the items for expenditure of grant funds. Note any matching items or contributed work.

| | |
|---|---|
| • Faculty summer stipend ($3,000 maximum) | $3000 for Lois Breedlove, assistant professor, Communication |
| • Programming or technical assistance | |
| • Student assistance | $6300 for two graduate assistants at an hourly rate of $15, for 20 and 15 hours/week, for 12 weeks.<br>• Jenny Butler<br>• Janie Wallace |
| • Hardware and software | |
| • Travel/conference fees | $700 for travel expenses to the Lower Yakima Valley (160 miles, round trip). Frequency of trips will vary, but not to exceed $700. |
| • Materials and supplies | Office support and supplies are an in kind match from Communication Department |
| • Use of special instruments or media conversion | |
| • Other | |
| Total | $10,000 |

Proposal for Kid's Web Project

Writers: Jenny Butler, graduate student, Special Education

Lois Breedlove, assistant professor, Communication

Contact: (509) 963-1046

We are developing a system of Web sites, to be operated by middle school students, which would provide community news and oral history of the Yakama Nation and Hispanic community. We are seeking your support for the summer work needed on this project.

Using the schools, local newspapers, and Central Washington University, we believe the network provides students with a sense of identity and a realization that journalism on the World Wide Web is a way to make connections within their community, and to make a difference.

Web journalism is community journalism at its most basic. A Web project teaches writing, visual and art skills, journalism, technology and teamwork. It is also a relatively inexpensive way to introduce students to journalism because it avoids the actual printing costs. Students can learn the power of the written word to communicate, to tell stories, and to convey information while providing a service to their families and to their communities.

As journalists and teachers, we have been troubled that we have not reached the Native American and Hispanic groups to develop young journalists. At Central Washington University, which should be a natural college destination for these students, we have had few attending. In discussions with the public school educators and with Don Woodcock, an assistant professor in the School of Education, we've come to believe that high school is too late for us to begin such an outreach. We need to reach into the middle schools, show students what they can do, and then mentor them through the high school and college years. That makes this a long-term project, to say the least.

Reaching the students during middle school has a higher impact on student learning. At this stage in their education, students will be able to see the results of their work and share those results with families, friends and the community. The sense of pride and accomplishment encourages students to continue to learn.

The college students who serve as mentors also learn. This is an opportunity for them to improve their own writing, journalism, and online design skills and to learn teaching and coaching skills as well. They will be able to apply the skills learned in their college online design courses to a real world situation.

The feasibility of our project is easy to recognize when you consider our accessibility of materials, staff and location. We are perfectly situated to serve this area of the state with this project. The schools we have targeted are within an easy drive of campus and yet

remain underserved by the college. These schools represent students of color and low income families who need the extra attention to see college as a possibility. It is central to the mission of the university that we serve these students.

We believe the strongest link to this project is the collaborators involved from all areas of focus:

Lois Breedlove, assistant professor in Communication, teaches journalism and online design classes. She has developed programming in the online media area, received grants from other sources for Web development for the student newspaper. She consults in online media development for companies during the summers. She also brings ten years of professional journalism experience and ten years of student media development to the project.

Don Woodcock, assistant professor in Curriculum and Supervision, is an expert in education programs for underserved populations, especially in Indian education issues. He also is familiar with the schools in the area because of his role as a student teacher supervisor in Yakima County.

Jenny Butler, a graduate student in Special Education. She has six years teaching experience in culturally diverse areas: two years teaching in predominantly African-American schools in Cincinnati, Ohio; two years teaching in an Eskimo village in an Eskimo village north of the Arctic Circle, and two years substitute teaching in the Yakima

and Kittitas counties. She is currently serving as a graduate assistant on this project while teaching part time for the Yakima School District.

Janie Wallace, a 1998 graduate of the Evergreen State College, is looking to specialize in working with at-risk student populations during a master's and then a Ph.D. program. She has a background in working with alternative schools, and with children who have emotional and behavioral issues. She has been the on-site coordinator for the pilot project with the White Swan School District.

One of the exciting aspects of this project is its collaborative nature. The lead faculty and graduate assistants represent two departments, indeed two colleges, within Central Washington University. It is a partnership between CWU and the White Swan School District and has the blessing of the administrators at that school. The teachers in the middle school, lead by Ms. Debbie Pinget, are enthusiastic about the opportunities this project represents. Web technology in itself is cross-disciplinary. We have already had discussions of how this project will involve teachers of English, art, computer technology, and journalism. We are in the process of connecting with other schools in the area.

Central Washington University has the resources to serve as a hub for this project. White Swan, the pilot school for this project, has some computer resources thanks to their participation in the Microsoft Technology Initiative. One of the goals for this summer is to identify and obtain other computer resources for the school.

Outside the field of education, this project has received support from the Washington Newspaper Publishers Association and from the editors of the Yakima Herald Republic. The Yakama Nation Review has also been approached, and is very interested in what the Web technology can be used for within the Yakama Nation, a major community served by the White Swan schools.

The college mentors are provided through team projects within existing online development classes and internship programs at Central. Part of the needed support is for a coordinator to organize and maintain this aspect of the program. The Washington Newspaper Publishers Association has supported us with a small seed grant to get the pilot project underway. The funds come from an on-going program and we will be eligible for more funding from the association. One of the goals for this summer is to secure additional resources for the program and for the technology needed in the schools.

The Kid's Web Project is portable. In fact, White Swan is a pilot school for this project and conversations have already been initiated with two other schools with similar demographics in the area. White Swan's student body is about 65 percent American Indian, 25 percent Hispanic, and 10 percent other. We also hope this will serve as a model for other colleges and public schools as a way to serve non-traditional students in the middle schools.

Both faculty members at CWU and the school district are committed to making this happen as a long-term commitment. WNPA, the other funding source, sees it as an investment that may not benefit them for another decade -- when these middle school students are graduating from college.

By integrating it into the existing curriculum in journalism and online media, we also create a stable base for the program.

Our timeline for this project extends beyond twelve months. We have for the purpose of this grant set goals in the following five stages for the next twelve months.

Stage One - Spring 1998. We will continue to operate our pilot project with the White Swan Schools. We also seeking out contacts with new schools with similar demographics.

Stage Two - Summer 1998. During this time we will be heavily involved in many areas of this project. While we perform an ongoing assessment of stage one. we will also be finalizing plans with new schools, furthering ties with the Yakama Nation, applying for future grants and working on Web site enhancement and design.

Stage Three - Fall 1998. The focus of our project during this time will be implementation into our new schools (our goal is two new districts) and expansion of our program in established schools.

Stage Four - Winter 1998. This will be a time of much needed assessment. We will implement suggestions and collaborate with teachers to make necessary modifications and individualize programs to better serve the schools we are working with.

Stage Five - Spring 1998. This is our time of expansion. We hope to implement our project into several schools for ongoing services. We will also provide maintenance, training and consultation services in our existing schools.