

Shared Accountability

Encouraging Diversity-Responsive Teaching in Inclusive Contexts

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- How do we respond to the challenges of diversity in our classrooms?
- What contributes to our understanding of cultural and language issues?
- What about issues of sexual orientation in school?
- How can we promote equity in race, gender, age, and ability?
- What part does socioeconomic level play in school?

Questions like these can go on and on when educators begin seriously addressing diversity in the school—in particular, how to respond to such issues with understanding, with equal opportunity, and with equity for all (see box, “What Does the Literature Say?”). Diversity-responsive teaching is the focus of this article.

Focused educational observation, mentoring, and supervision of teachers’ professional development serve to promote excellence in instruction for all learners. The collaborative process is essential in meeting the challenge of ongoing quality teacher effectiveness. Collaboration, however, calls for school district and higher education faculty to join together in conversations to improve the educational opportunities for all students—no matter how difficult those conversations might be.

This article reports on a team effort by faculty from a large public school district and an urban university to create an observation tool to be used to evaluate and mentor preservice and inservice teachers’ abilities to meaningfully address issues of diversity in their classrooms. We report on the district



and university missions, present demographic information, and describe the model used to guide shared accountability for teacher evaluation. Finally, we provide suggestions for implementing the observation tool.

School District and University Partners

The Boulder Valley School District’s mission is to challenge students to achieve their academic, creative, and physical potential to become responsible, contributing citizens. The district includes 57 schools across a geographical area of 495 square miles. About 28,000 students attend these schools: 19% are students of color, 12% receive free and reduced lunch rates, 9% are learners with second language needs, and 11% of the students are receiving special education supports. The district has a total of nearly 4,000 employees, including 1,819 teachers and 121 administrators.

The School of Education at the University of Colorado at Denver has the mission of providing leadership for

learning to support individuals from diverse backgrounds, communities, and organizations. In collaboration with partner schools, the university is committed to supporting models of instructional and learning excellence for all students. The 56 faculty members in the School of Education review approximately 2,000 prospective student applications each year, of which 8%-10% of the students are of color.

Creating the Observation Tool

Phase 1: Initial Impetus

University faculty recently realized they needed an observation tool that focused on factors of diversity. They came to this realization when they were coaching and supervising preservice teachers during their school internships. Prompted by this need, professors representing the fields of special education and bilingual education collaborated in the development of an initial draft of such an observation tool (see Figure 1). These professors prompted a group of highly experi-

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enced “critical friends” to review and critique this initial draft. The feedback from this group called for clarification of terminology, reorganization of headings, and minor editorial revisions. The group also expressed a strong need for such a tool.

Phase 2: Customizing the Observation Tool

Concurrently, the school district was writing “Evaluation Standards and Criteria for Classroom Teachers” and requested help from the university professors to customize and correlate these standards with the classroom observation criteria. After review and revision of the evaluation standards for all classroom teachers, the district’s Evaluation Council, made up of teachers, administrators, and community representatives, wrote five teacher standards:

- The teacher shall demonstrate a knowledge of subject matter and effective instructional skills.
- The teacher shall demonstrate competency in valuing and promoting understanding of diversity.
- The teacher shall demonstrate effective management of the learning environment.
- The teacher shall demonstrate commitment to education as a profession.
- The teacher shall demonstrate effective interpersonal skills.

The goal in the current project was to customize the observation tool for evaluating diversity-responsive teaching so that it aligned with the second of these five standards (i.e., “The teacher shall demonstrate competency in valuing and promoting understanding of diversity”).

The purpose of the observation tool was to foster an articulate discussion between supervisor and teacher regarding the teachers’ effectiveness in diversity-responsive teaching. The intended outcome of this discussion was twofold: (a) meeting the requirements of the district evaluation standard; and, (b) supporting and mentoring teachers’ development in diversity-responsive teaching.

The school/university team collaboratively created a model for shared accountability that served to both ground and direct our work together

What Does the Literature Say About Diversity Issues?

In the ongoing process of developing and nurturing diversity-responsive teachers, schools and districts must seriously consider the deeply entrenched structures and traditions of public schools and universities—and how these traditions affect issues of teacher renewal. Equity and diversity rank among the most critical issues facing our teachers today (Voltz, 2000). Valuing, understanding, and addressing diversity issues include factors of culture, language, ethnicity, race, ability, gender, socioeconomic level, religion, age, and sexual orientation (Gollnick & Chinn, 1998). The ramifications of how these diversity factors affect student learning are vast. Beginning with who is identified with special needs, Fujiura and Yamaki (2000) cautioned, “Our longitudinal estimates indicate a significant increase in the rate of childhood disability over the past 14 years. The locus of increase risk for disability was among constituencies defined by poverty and single-parent headed families” (p. 194).

Heeding that caution, teachers must work to understand the interrelated dynamics affecting the heightened risk for disability.

The diversity of the school-age population is increasing (Educational Research Service, 1995; National Center for Educational Statistics, 2000), whereas the diversity of the teaching force is decreasing (Simpson, Whelan, & Zabel, 1993; Turnbull, Turnbull, Shank & Leal, 1999). Hence, it is not surprising that schools have a sense of urgency to support teachers with adequate knowledge about cultural differences and culturally relevant instruction to meet the diverse educational needs of all learners (Sobel, Taylor, Kalisher, & Weddle-Steinberg, 2002; Taylor & Sobel, 2002; Zeichner, 1993). Moreover, when we consider that elements such as “cultural dissonance and biased expectation can predispose culturally diverse students to failure,” (Voltz, 1998, p. 64), we concur that general and special education teachers alike need to be prepared to work together to meet the needs of diverse learners (Tomlinson, 1999).

The magnitude of demands placed on general and special educators is especially felt by new teachers—and novice teachers are leaving the teaching field. Six percent of all special education teachers leave the field each year (Boe, Barkanic, & Leow, 1999) with even more teachers (9.3%) in urban districts leaving the teaching profession. Both novice and experienced teachers will be unable to meet the critical needs of all students in today’s schools unless they

- Develop positive attitudes toward all students and their abilities to learn.
- Develop skill in differentiating instruction.
- Acquire knowledge of cultural perspectives and developmental needs.
- Strive to celebrate diversity and promote equity for all.
- Learn to apply these kinds of understanding to classrooms (Taylor & Sobel, 2001).

To meet this charge, school district administrators and university faculty must partner in professional development efforts by mentoring, supporting, and evaluating teachers’ abilities to practice culturally relevant and differentiated instruction.

Confronted by complex and seemingly perplexing social, political, and moral issues, the central challenge for administrators, mentors, and teacher educators is to prepare and then support highly qualified teachers who can implement practices to achieve sound programs (Sullivan & Glanz, 2000).

Accountability is a primary purpose in the evaluation process for both preservice and inservice teacher educators. Because recipients of public funds who are responsible for educating all students, educators in universities and public schools must ensure that each classroom is in the care of a competent teacher (Danielson, 2001).

Figure 1. Diversity-Responsive Teaching Observation Tool

**DIVERSITY IN THE CLASSROOM
OBSERVATION DOCUMENTATION**

TEACHER: _____
 SUBJECT AREA: _____
 OBSERVER: _____

SCHOOL: _____
 GRADE: _____
 DATE(S) OF OBSERVATION: _____

STANDARD: The teacher shall demonstrate competency in valuing and promoting understanding of diversity.

Directions: The observer and observee should collaboratively determine which section(s) of the tool should be selected as areas of focus. It may be that some items, particularly Section #1 A and Section #3, are completed by the observee, while Section #2 is completed by the observer. Those reflections, observations, and conversations should focus on the following diversity factors: culture, ethnicity/race, gender, language, ability/learning, religion, socioeconomic status, age, and sexual orientation.

SECTION #1: DIRECT CLASSROOM OBSERVATION

A. Demonstrates skill and competency in the design and application of inclusive instructional approaches, assessments, techniques, and curriculum.

Evidence:

1. Describe the environmental print displayed about the room that demonstrates a valuing of diversity (e.g., visual supports, posters, banners, etc.).

- 2a. Describe grouping strategies that enhance student achievement and promote non-like group interaction (e.g., ability level, gender, etc.)

- 2b. Sketch the room with attention to the instructional arrangements.

BACK OF ROOM

What conclusions would you draw from this arrangement?

FRONT OF ROOM

3. Describe specific instructional materials that illustrate valuing and promoting the understanding of diversity factors (e.g., multicultural literature, manipulatives).

4. How is the teacher adapting the lesson for individual students (e.g., differentiating instruction regarding diversity factors across content, delivery, or evaluation)?

Student (Identified by name or clothing, e.g., color of shirt)	Explicit illustration that reflects a valuing of diversity factors.

Figure 1. (Continued)

Please rate each item with the scale: 1 = little to no competency observed; 2 = fair to adequate competency observed; 3 = strong competency observed.

3. Establishes and maintains consistent positive standards for classroom behavior that are equitable for all students. The teacher demonstrates the ability to change and adapt his or her classroom plan after reflecting on changing student and classroom needs.	1	2	3	Comments:
4. Makes the physical and psychological environment safe and conducive to learning. The teacher uses the physical and psychological environment as a resource to facilitate learning. Provisions are made to accommodate all students.	1	2	3	Comments:

SECTION #2: GUIDED QUESTIONS FOR CONVERSATION

C. Continues to increase knowledge of equity and diversity issues and recognizes their effect on student achievement.

Evidence:

1. Teacher identifies specific examples of what he or she has personally engaged in that demonstrates commitment to principles of equity and diversity.
 - a.
 - b.
 - c.
- 1b. How did those experiences increase your understanding regarding the implications of teacher attitude and beliefs about diversity for student achievement?
2. Teacher articulates the specific goals that he or she has set aimed at personally increasing knowledge of equity and diversity issues and the resulting effect on student achievement.
 - a.
 - b.
 - c.

D. Acknowledges that parent and community involvement in the education of students is key to achievement.

1. Teacher articulates concrete examples (i.e., newsletter, phone log, home visits, content-sharing documentation, mentors, field trips, guest speakers) of ways he or she has involved all parents, with outreach to parents who are underrepresented members in the community.
 - a.
 - b.
 - c.
2. Teacher identifies concrete examples that illustrate efforts that welcome parents and community members into the classroom and encourage volunteering.
 - a.
 - b.
 - c.

SECTION #3: ANALYSIS AND RECOMMENDATIONS

- Areas of Strength:
- Suggestions for continued attention to students' diversity factors:

(see Figure 2). The model guided our work as partners in creating the observation tool for evaluating diversity-responsive teaching.

Once our faculty team collaborated on project goals, we identified individual program needs, logistical arrangements, and core values respective to each institution. In any partnership endeavor, participants must articulate and plan to accommodate the needs of the individual stakeholders. The school-university team discussed and identified needs and values related to this project, including our shared commitment to best practices in inclusionary services, addressing diversity in a broad respect and a representation of the voices of the constituents (teachers, parents, and administrators) that each represented.

Although both partners needed a tool that could serve as a springboard to recommendations for improved inclusive teaching skills, the school district specifically needed a tool that aligned with their approved standard. To ensure project efficiency, we identified an array of logistical details (e.g., common language, user-friendly-readability, reasonable size of document, and needed training for implementation). Given that the team planned for widespread use of the tool, we also addressed details regarding observer reliability, observable performance criteria, and user-friendliness.

Having gone through several revisions to the observation tool, we shared the tool with the school district's central administrative staff members, including the executive director of human resources and the assistant superintendents of learning services for elementary and secondary education. These officials approved the document and adopted it for pilot use. Administrator comments included the following:

- “This is fabulous! Principals have concerns about the new standards, particularly the second one. They do not know how to evaluate a teacher’s performance in the area of diversity. This will help.”
- “The format for the observation tool is particularly useful because it incorporates each element of the diversity standard.”

- “The observation tool asks the difficult questions that the Local Evaluation Council had intended when the standards were written.”
- “The tool demonstrates the need for teacher accountability in regards to understanding and valuing diversity.”
- “The tool is perfect for distributing to all principals when the standards are introduced at the building.”
- “The district would like the authors to produce a similar document for the four remaining standards.”

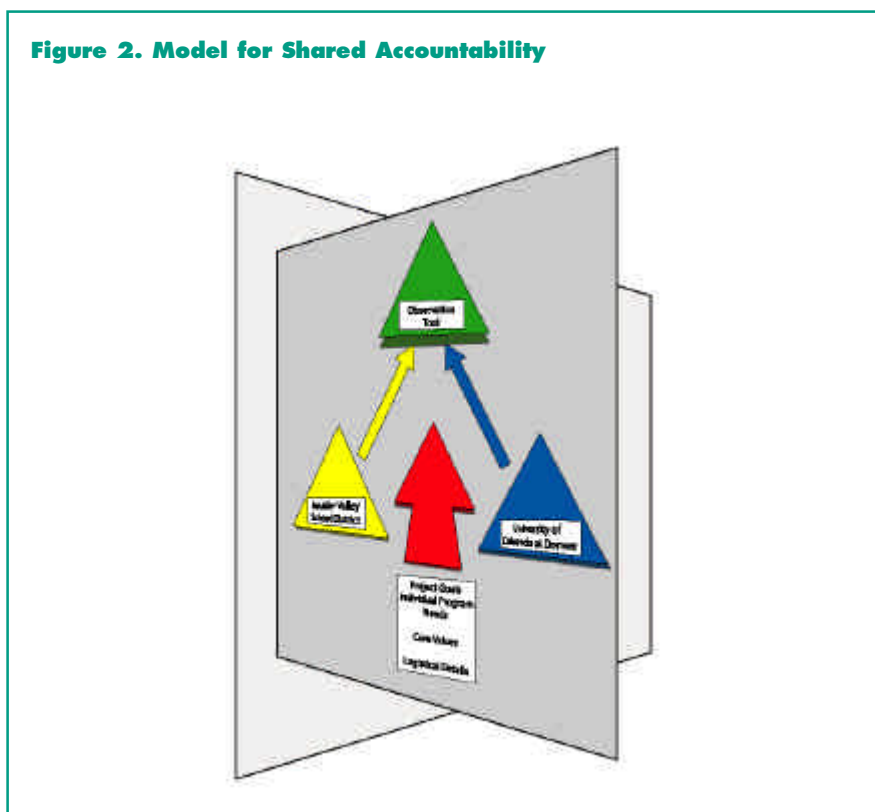
Phase 3: Pilot Implementation

Using the model we created for shared accountability to guide our work, the school/university team began to pilot the observational tool. In this phase of implementation, we sought to obtain critical feedback regarding the tools’ usefulness from an array of sources.

Teacher Voices. We first sought out the opinions of experienced general and special education teachers. A group of 20 teachers, with an average of 11 years of teaching experience, were provided a copy of the form and asked for a critical review. All these teachers had at least 2-years experience in a mentoring role with novice or student teachers.

Overwhelmingly, the teachers’ feedback was extremely positive. The following are some of their reflections:

- “This tool helps ensure that staff members are on the same page regarding our school’s value about how our students should be treated. This is especially helpful in schools like ours that tend to have high turnover of staff.”
- “This document illustrates the far ranging implication of a seemingly standard task such as an Informal Reading Inventory (IRI). Acquainting myself with this tool, reinforced in my mind an understanding that the reason one of my students read certain words as he did had everything to do with his economic and social situation.”
- “This tool helps push the concept of inclusion. It makes a teacher question, what does this thing called inclusion really look like in my school? Does it mean merely attending a neighborhood school? Or sitting in a classroom with one’s same-aged peers? This tool really challenges a teacher to demonstrate how that student is meaningfully included.”



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- “B1 is a particularly useful item. I know all my time is not equitable. I know that I tend to easily ignore the quiet kids or the kids whose ability or language levels might negatively impact their ability to answer correctly. I rationalize this by saying I don’t want to embarrass them, but I still must call on them. It’s a balancing act. You must treat the student with respect, but they still must be called on.”
- “A very thoughtful tool. This encourages a more sophisticated level of self-reporting.”
- “I’m envious of this type of coaching with a student teacher. I never had anyone that brought up these issues and in my 12 years of teaching, really understanding what more sensitive and respectful practices look like has been accomplished by the seat-of-my-pants.”
- “This appears to be an extremely helpful way to foster teachers’ self-reflection. This is a great reality check. I’m sitting here right now thinking, do I do this?”
- “My focus this year has been totally directed to the new McGraw-Hill curriculum our school has adopted. This tool is a refreshing focus that reminds me of the teacher I always promised myself I would be.”
- “Keep every item. They are all important.”
- “The items on the tool are all pieces we as teachers do in our heads, but maybe not as conscious as we should be. Plus this makes me articulate issues of sensitivity that I hold dear.”
- “A great conversation piece.”
- “I like that it has multiple components—demonstrates there are different ways to look at this very complex issue. For example the tool has items

that allow the teacher to reflect on their ‘perceived competencies’ along with a number of items that call for actual demonstration of those practices.”

- “There are so many differing perspectives about these issues. This tool helps to get us all thinking and discussing with some common language those important issues. This could help bring staff together.”

Teachers further offered suggestions for improvements and extensions:

- “I’d strongly recommend some sort of pretraining component with this tool. Even beginning with an explanation of what the district standard on diversity entails. Then provide participants with an understanding of the broad definition of diversity as used in this tool. I know we have a new district standard, but I wasn’t even sure of the exact wording.”
- “This should be an inservice at the start of the school year. After a thorough discussion of how the tool was put together and how it can be used, have staff break into groups and talk about what this really looks like.”
- “A teacher should hang onto this over time and periodically reflect on their own progress.”
- “This could serve as an excellent set of conversation prompts for teachers. One use might be with members of either a new or experienced team. Getting at the heart of these issues could substantially enhance team consistency. Another use might be peer coaching. I could also see myself using this with student teachers so they could actually hear me articulate the values and beliefs that guide my work in the classroom that they will be working in. I’d like the opportunity to fill it out together.”

“This tool is a refreshing focus that reminds me of the teacher I always promised myself I would be.”

- “The length of this is overwhelming, certainly not realistic to cover everything in the observation of one lesson. Do in parts.”
- “Maybe some items could be done multiple times so they can see progress.”
- “In some situations, a teacher or student teacher could self-select a particular item(s).”
- “A teacher or a student teacher could use this as a preassessment, so the administrator or mentor or cooperating teacher could first reinforce the identified strengths, then help foster highlighted areas of growth.”

Preservice Teacher Voices. To provide feedback to the tool, we conducted a focus group with 27 preservice teachers who were completing their fourth internship in a yearlong licensure program. Their feedback in striking contrast to that of the experienced teachers, reveals a somewhat overwhelmed feeling at the charge they have ahead as a teacher. Preservice teacher comments include the following:

- “Taking advantage of ‘environmental print’ absolutely never occurred to me.”
- “Ahhh, I’m doing a unit on biographies. Now I’m thinking that I should examine the books I’ve selected to see if they represent ability, gender, and ethnic diversity. I’ve been taught about differentiation, now I need to truly do it.”
- “Even as I am completing my licensure program, I look at the complex issues highlighted on this form and I feel overwhelmed.”
- “I think I’m ready for my own classroom, but now I don’t think I have enough experience. As I tried to answer a few of the questions, I felt I was grasping at straws.”
- “This document made me realize that I have some difficulties. Particularly, I felt uncomfortable talking about some of these issues.”
- “Reviewing the comments my supervisor wrote on this form during an observation of Shared Reading, prompted me to look more carefully at the correlation of who I call on and behavior management issues. I now see that allowing one student to call

on the next one can easily create a situation where girls just call on their girlfriends. No wonder the boys were all distracted.

- “This made me see a broader perspective of diversity. Without such a tool, I don’t think I would have been able to see the practical application of these important issues that need to be a priority in my teaching.

Principal/Supervisor/Mentor Voices.

Finally, in the pilot implementation phase, principals representing three elementary schools, one middle school, and one high school began to implement this tool with their staff members. In addition, two school district mentors and two university supervisors agreed to use the tool in their work with preservice and novice teachers. As these observers begin using the tool, we asked them to be cognizant of the usefulness of this tool—to record the type of information they felt was and was not helpful, their general reaction to using such a tool, and the clarity of directions. Finally, we encouraged the observers to attend to details like time constraints because this tool should be completed over the course of several classroom observations. Use with this tool yielded positive and useful feedback, as follows:

- “I’ve mentored, observed, and evaluated many teachers and student teachers and feel experienced. Yet using this tool really pushed the bar as to what to look for.”
- “Prompted elements for examination are wonderful, yet to complete the entire tool would be too much to look at in any one setting.”
- “Some of the spaces are too confining for a narrative comment.”
- “Can’t really see everything or even the depth of an individual item.”
- “Using this tool really needs some advance study.”
- “Under directions, add a statement about options for how to use this tool. This might include: (a) pick and choose individual sections that seem appropriate to the situation; or are teacher identified; (b) have the teacher respond to each of the items prior to an observation, then the observer uses the document to guide his or her observation.”

- “The items are right on target. I’ve found this particularly useful to guide the postobservation conversations. The teacher can talk and I can take notes.”

All the feedback yielded suggestions for what supervisors and mentors could do to ensure the intended goals of the observation. We support the need for discussions to occur within the context of an honest, individual teachers’ self-appraisal. Districts and universities must structure these types of conversations, along with other professional development efforts, to occur over a period of time, where people learn to trust and genuinely listen to each other.

In addition to use in a supervisory capacity, tools such as this can further supplement a mentoring package for new teachers. Boyer and Gillespie (2000) call for just such an induction program where reflection on teaching practices and their impact on student learning is at the forefront. This tool could also provide a vehicle for needed structure that is essential to Critical Friends Groups (Bambino, 2002) in facilitating feedback and support.

Final Thoughts

We concur with the call from Utley, Delquadri, Obiakor, and Mims (2000) for training and mentoring programs to address the self-evaluation of teachers’ beliefs and values toward cultural diversity; understanding academic differences; and appreciating, valuing, and committing to diversity-responsive teaching.

Together, schools and universities share the responsibility to address teaching standards; feedback from all constituent groups voiced strong support for such efforts. Both schools and universities need tools that encourage substantive discussions about diversity factors and help instructional leaders and teachers consider what aspects of their program might be strengthened or changed.

Collaborative projects such as the one described here are potentially rich in identifying curricular strengths and weaknesses regarding diversity and further directions for ongoing program

renewal that enhances inclusive practices for all learners.

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