

Pre-service Teachers' Perceptions towards Multicultural Education and Teaching of Culturally and Linguistically Diverse Learners

Dr. Roben Taylor
Dalton State College

Dr. Alex Kumi-Yeboah
University at Albany-SUNY

Dr. Ravic P. Ringlaben
Former Associate Professor and Chair
Educational Consultant – Atlanta, GA

Abstract

In this study the authors investigated 80 pre-service teachers about their perception towards multicultural education and teaching of culturally and linguistically underrepresented diverse students. Participants completed a modified version of the Diversity Orientations Survey. First, results show that the majority of pre-service teachers largely agreed for the need for the inclusion of multicultural education to teacher education program with regards to teaching linguistically culturally diverse students. Second, participants indicate lack of awareness with regards to understanding of multicultural education in terms of cultural awareness in the teaching of special needs students. This paper conceptualizes pre-service teacher's perceptions towards multicultural education in general and discusses the teaching of culturally, linguistically and underrepresented diverse learners in K-12 schools. The authors propose reforms in the curriculum of teacher education preparation programs in colleges of education of inclusion of comprehensive multicultural education course at each level of education.

Keywords: Multicultural education, culturally and linguistically diverse learners, pre-service teachers, diversity

Introduction

The trend of increasing diversity in United States classrooms continues to grow especially in urban schools where there is an increasing population of immigrants and other minority students in those K-12 schools. According to the U. S. Census Bureau, by the year 2040, White non-Hispanics will make up less than half of the school-aged population. In 2010, the Hispanic population was projected to account for 43% of United States population growth. A recent National Center for Education Statistics (2010) report reveals that students of color, described as Latina/o, African American, and Asian, are now the majority of students in K-12 public schools in the United States (Maxwell, 2014). It is evident that K-12 schools in the U.S. are becoming increasingly diverse including culturally, linguistically and underrepresented diverse learners. The issue of diversity in U.S. K-12 schools requires significant training and experiences for preservice teachers to recognize the importance of students' socio-cultural, religious values, and the influence their cultural background have in their quest to succeed in the educational endeavors.

The southeastern United States is no exception, as this region has several communities that can be described as the New Latino Diaspora [NLD] (Durand, Massey, & Capoferro, 2005). An NLD is defined as a geographical area of the United States where Latinas/os have traditionally not settled (Murillo & Villenas, 1997). The city of Dalton and Whitfield County, Georgia are powerful examples of an NLD area.

Trevizo (2010) noted that “[T]wenty years ago, public schools in Whitfield County, Georgia had just three non-English-speaking students. Currently, there are more than 1,700, or about 1 in every 6 students” (para. 1). Moreover, there are 16,604 Latina/o students in Whitfield County. Between 1990 and 2000, Whitfield County, Georgia experienced a 694% increase in its Latina/o population and an 81% increase between 2000 and 2011. Whitfield County currently has a Latina/o population of 33,387, which is 32% of the county’s population. This county’s percentage far surpasses Georgia’s overall Latina/o population percentage of 9% (US Census Bureau, 2011).

The National Center for Education Statistics (NCES) reports that, between 1979 and 2008, the number of school-aged children (children ages 5-17) who spoke a language other than English at home increased from 3.8 to 10.9 million (NCES, 2009). NCES (2010) reports that during 2007-2008, about 58% of public school teachers of grades 9 through 12 were females with 83.5 % defined as belonging to the “White” race/ethnicity category, while the categories of Hispanic constituted 6.6 % and Black 6.9% of the teacher population. The implications of the difference between the number of students with diverse backgrounds and the number of diverse teachers available to meet the needs of these students demands new calls for research to explore the attitude, knowledge, and perceptions of pre-service teachers about culturally, linguistically, and underrepresented minority students. Rhoads (1995) contends that the ever-increasing diversity that students bring to classrooms produces mass confusion about how to teach, what to teach, and best instructional strategies to adopt to teach.

The city of Dalton, Georgia is a prime example of the changing demographics in schools. Currently, Latinas/os are 48% of this city’s population or 15,891 of its 33,128 residents (US Census Bureau, 2011). Moreover, 69% of Dalton public school students are Latina/o (personal communication, Caroline Woodason). However, most teachers in Dalton’s public schools are White with a mono-cultural background and less experience in teaching culturally, linguistically and underrepresented diverse learners.

According to Wortham, Mortimer, and Allard (2009), NLD towns in the northeastern United States longtime residents “often described Mexicans as unsuccessful in school and as unlikely to improve themselves through education” (p. 3), while recognizing them as model minorities in other realms, such as civic-mindedness and work ethic. Limited research has been conducted about pre-service teachers’ attitudes and perceptions towards teaching of culturally, linguistically, and underrepresented minority students especially regarding pre-service teachers from mono-cultural backgrounds. This study provides significant information to teacher educators, policy makers, curriculum and development planners, and future teachers about the need to reform teacher training and multicultural education to make it an integral part of teaching and learning at all levels of education. Hopefully, reforms will create an awareness and special attention to culture as well as the realization that every student grows up in a specific culture. This study also provides teachers, pre-service teachers, and researchers in the field of education information about preparing pre-service teachers and other post-secondary students the issue of culture and how it can influence student’s background information, which influences their response to learning in what can be referred to as *surviving the school experience*.

Multicultural understandings are fundamental to the education of all children, not only children from minority backgrounds but also those from white middle-class families, too. An assumption we hold is that multicultural education is basic. It’s an integral part of the curriculum not separate. In our own university classrooms, we have found that when conversations surrounding the rights and treatment of minorities in schools today enter our course discussions that many of our pre-service teachers’ emotions and deep-seated beliefs cause them to question themselves. We hope that as we open the doors to multicultural thinking, we are creating new roles for ourselves in the classroom. Our goal is to step down from the podium to engage ourselves with our students in hopes to empower them to think and construct their own meaning from the world around them.

Consistent with the above, there is still a dearth of knowledge with regards to pre-service teachers’ perceptions towards multicultural education in the teaching of culturally and linguistically diverse learners. The

purpose of the study was to examine pre-service teachers' perceptions towards multicultural education and teaching of culturally and linguistically diverse learners in a NLD area in northwestern Georgia value diversity and/or difference using the Diversity Orientations Survey instrument.

Review of Relevant Literature

Gay (2000) and Ladson-Billings (2000) defined multicultural education as adopting a culturally responsive pedagogy with trained instructors facilitating it. In a similar way, Nieto (1996) contends that multicultural education as "antiracist education" which is "a process important for all students" (p. 307). The National Association for Multicultural Education (NAME) described multicultural education as a "philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents, such as the U.S. Declaration of Independence, constitutions of South Africa and the United States, and the Universal Declaration of Human Rights adopted by the United Nations" (National Association of Multicultural Education, 2011). Banks (2005) outlined five core dimensions of multicultural education; namely: (1) content integration, that is, infusing the curriculum with material from diverse groups, (e.g., new authors, new historical material); (2) knowledge construction, comprising of an awareness of and focus on the way that cultural frames shape the identification and interpretation of educational content (e.g., understanding that the "westward migration" was only "west" for one social group); (3) prejudice reduction to mean the extent to which the teachers and administrators in a school actively work to reduce prejudice and stereotyping by students in the school, such as through the inclusion of an explicitly antiracist curriculum; (4) equity pedagogy that is reference to pedagogies designed specifically to increase the academic achievement of lower performing students and to create greater equity between students; and (5) empowering school culture to mean, altering school structures and processes to be more empowering for all students, with particular attention to eliminating institutionalized racism in school practices.

The National Council for Accreditation of Teacher Education (NCATE) in the past four decades have set up standards that require teacher education programs to incorporate multicultural perspectives and cultural diversity (NCATE, 2008). To meet these standards, as well as standards set for teacher certification, each state, including Washington DC, showcases a diversity-related requirement in some manner (Akiba, Cockrell, Simmons, Han, & Agarwal, 2010). However, Akiba, et al. (2010) further state that only three states required a specific course in multicultural education and cultural diversity for reaching teacher accreditation. Many challenges exist for creating and designing appropriate multicultural understanding and teaching of students in K-12 schools. It is evident there is lack of multicultural preparation, awareness, along with the isolation of teachers among their own ethnic groups, and the possession of a professional preparation that excludes direct meaningful interaction with different cultures in the U.S. (Cannella & Reiff, 1994).

Several colleges of education in the U.S. are utilizing different methods to promote multicultural education as well as to develop culturally competent teachers (Akiba, et al., 2010) with a stand-alone course serving as one solution. Sleeter (2001) states that a single course of multiculturalism and cultural sensitivity objectives will not solve the problem for promoting multicultural education among pre-service teachers. However, other research studies confirm that a single course of multicultural education for preservice teachers can accomplish the objectives, positive awareness, and increased teachings concerning the quality of instruction and positive relationships between the teacher educator and the pre-service teachers (Chizhik & Chizhik, 2005).

According to Blanchett (2006), most teachers continue to enter public school classrooms unprepared "to effectively teach African American and other students of color" (p. 27); they begin teaching with limited knowledge of who they are as racial beings outside of their own and lack the skills to identify, implement, or assess culturally responsive learning strategies (Bell, 2002; Cochran-Smith, Davis, & Fries, 2004; Cross, 2005; Juárez, Smith, & Hayes, 2008). Public-school classroom teachers are increasingly from backgrounds identified as culturally, linguistically, ethnically, religiously, economically, and otherwise socially diverse (Douglas

Horsford; 2011; Juarez & Hayes, 2010; Ladson-Billings, 2006; O'Connor, 2006). However, the teaching force in the United States remains predominantly White, female, and monolingual (English) (National Summit on Diversity in the Teaching Force, 2002; Sleeter, 2001). This disparity has far-reaching implications and presents yet another unprecedented challenge for today's public schools.

The diversity of student populations served by public education systems is already having an adverse effect on overall student achievement and is forcing more and more educators to question their own beliefs and prejudices. The need for all teachers to be prepared to effectively teach all students can hardly be understated; it is now a demographic imperative (Banks, 2002). To successfully teach all students, not just those who most closely reflect U.S. society's previously White mainstream, teachers must have the knowledge, disposition, and skills to effectively implement and assess a culturally responsive pedagogy (Gay, 2000; Ladson-Billings, 1999). Despite increasing ethnic diversity in the United States, many educators do not seem to understand that multicultural education is the broader understanding, involvement, and appreciation of more than two cultures. This study will help fill the gap of knowledge regarding preservice teachers' knowledge and attitude towards multicultural education and teaching of linguistically and cultural diverse students.

Study Purpose

As teacher educators in a teacher education preparation program where the majority of the preservice teachers are White and who teach a predominately non-White student body in segregated schooling structures, we felt that this disparity warranted our considered exploration. In order to take culturally responsive teaching seriously in our specific situation, we needed to seriously examine the demographic landscape of attitudes and beliefs of our teacher candidates in our education program, particularly since this racial composition is unlikely to change in the near future. We experienced, as teacher evaluators of preservice teachers, the discord between student teachers and K-12 students primarily due to cultural and linguistic differences that emanates from lack of cultural awareness or knowledge on the part of preservice teachers. It was surprising to experience and, to a greater extent, acknowledge their lack of cultural understandings because most of them had prior experience in multicultural education courses. The purpose of the study was to evaluate the degree to which elementary and secondary pre-service teachers enrolled in a postsecondary institution located in a New Latina/o Diaspora area in northwestern Georgia understand, appreciate, and /or embrace diversity-related issues, such as race/ethnicity, class, gender, sexual orientation, second language learning, and immigration status, especially related to their Latina/o students.

Blue Ridge College (BRC) is an undergraduate degree institution where 65% of students are the first in their families to attend college. Additionally, BRC is an emerging Hispanic Serving Institution (HSI) with a 21% Latina/o student population. According to 2010 Census Bureau data, the city in which BRC is located is 50% Latina/o of which a majority are of Mexican-origin. Furthermore, 69.3 of this city's public schools are Latina/o with a majority being Mexican-origin.

Methods

Participants

The purpose of the study was to examine preservice teachers' perceptions towards multicultural education and teaching of culturally and linguistically diverse learners. Participants in the study were education majors in early childhood and secondary education with an age range of 18 to 36. Participants included n=23 (29%) male and n=57 (71%) females. Additionally, 85% of the participants self-reported as White followed by 13% Hispanics, and 3% as other race (see Tables 1 and 2 for demographic information). All participants were full-time college students who had completed at least one semester of teacher education courses in the school of education at BRC.

Data Collection

All education major students were invited to participate in this study through verbal and email invitations. The first email was sent to pre-service teachers enrolled in Area F (major-related courses required before admission to the School of Education) and Blocks I-IV in the Early Childhood Education and Secondary Education programs. Three reminder messages were sent via email to all prospective participants inviting them to complete the survey. The survey was open from October 1 through October 15, 2014. Of the 100 potential participants, 80 completed the survey, which was a modified version of the Diversity Orientations Survey (please refer to Appendix I). This survey's responses were based on a Likert scale of 1 to 5, with 1 indicating strongly disagree to 5 indicating strongly agree.

Analysis

Data was analyzed using SPSS 22.0 and EXCEL software to identify participants' age group, level of education, program of study, and knowledge and awareness about multicultural education as teacher educators

Findings and Discussions

The purpose of the study was to examine preservice teachers' perceptions towards multicultural education and teaching of culturally and linguistically diverse learners in a NLD area in northwestern Georgia value diversity and/or difference using the Diversity Orientations Survey instrument. Table 1 displays gender of students. As seen in Table 1, there were more female students (71%) than male students (29%).

Table 1. Gender of Participants

Gender	<i>n</i>	Percentage (%)
Male	23	29%
Female	57	71%

N=80

Table 2 presents race/ethnicity of students enrolled in the BRC teacher education preparation, which describes that there were more White students (85%), followed by Hispanics (13%), and other (3%). The above data will help to authenticate the value of multicultural education perspectives among preservice teachers, because most of the student population is White.

Table 3. Race/Ethnicity of Students

Race/Ethnicity	<i>n</i>	Percentage (%)
White	68	85%
Hispanic	10	13%
Other	2	3%

N=80

According to Lee and Dallman (2008), teachers at all levels enter their profession with preconceived notions about diversity issues such as race, gender, disability, sexual orientation, language, and socioeconomic status. Several research studies indicate that many of the perceptions held by preservice teachers on student success are often influenced by preservice teachers' lack of cultural knowledge and by their own ethnic heritage (Middleton, 2002). Classrooms are filled with different cultures and perspectives making it a necessity for teachers to be trained and acknowledge the essence of diversity in the classroom. For example, according to the National Center for Education Statistics (2007), 64% of public school students are White, 17% are African American, 14% are Hispanic, 4% are Asian/Pacific Islander, and 1% are Indian Alaskan native.

As Sleeter (2001) points out, "Education in many communities of color as well as poor-White

communities is in a state of crisis” (p. 94). By the year 2020, one third of the student population will be non-White, and almost one-fourth will live in economic poverty (Carnignan, Sanders, & Pourdarrod, 2005). It is imperative to acknowledge the relevance of preservice teachers to recognize the diversity of K-12 classrooms. Ladson-Billings (2000) suggested there is an imminent need to prepare teachers for a culturally-relevant pedagogy in order to teach culturally diverse student populations (Ambe, 2006; Gay, 2002; Nieto, 2000). This assertion is supported by Ambe (2006), who stated, “Culturally relevant pedagogy is founded on the premise that rather than being considered deficits, students’ cultural backgrounds can be used to serve and enhance their learning” (p. 692). Teacher education programs continue to face challenges of establishing effective multicultural education curricula that addresses educational, social, and economic equity for preservice teachers (Banks, 2004).

As seen in Table 3, a large percent of BRC preservice teachers (44%) agreed it was important to explore cultures other than their own. Based on these data, we could speculate these students are interested in other cultures because of their previously acquired knowledge from a multicultural education course. We contend this is a surprising finding because data published by the United States Department of Education (2007) reports that 86% of all elementary and secondary teachers are White. The majority of these teachers will enter classrooms with student populations with whom they share limited cultural knowledge or intercultural experiences. This discontinuity between the cultures of the teachers and the students will continue to be a critical issue for teacher certification programs.

The data also indicate a significant number of students (49%) had no perceived problem working with people of different cultures. The data show that students are aware of the need as teachers to recognize and tolerate other cultures, especially as teachers at the K-12 schools. It could be deduced from the data that students are on the path to be culturally-competent teachers, as they do not object to core principles of multicultural education and diversity in school even though the percentage of students agreeing to it was quite low..

Table 3 reveals that some of the students strongly agreed that they understand the challenges and frustrations that immigrant or minority students in K-12 schools experience because of their cultural, ethnic, and language backgrounds. This finding confirms that student teachers acknowledge the challenges of minority students in schools such as linguistic, financial, parent support, lack of resources, and other challenges that they go through in order to be achieve equitable academic success.

It is interesting to note that on the issue of language and diversity in the classroom, the percentages were largely evenly distributed. We expected students to be aware of the significance of bilingualism in students who speak other languages other than English at school. However, the results from the data reveal inconsistent perceptions. For example, the data indicate that 32% disagree that speaking other languages does not bother them, followed by 22% as strongly disagree, while 20% agree, followed by 20% been neutral, 4% strongly agree, and 3% as other. As stated beforehand, many teacher education programs do not prepare students for the diversity that they experience once they join the ranks of full-time teachers.

Consequently, when students do not learn in the way we teach, we assume that the problem is with the child. According to Delpit (2006), educators assume that, when children do not respond to this one-model-fits-all approach, they cannot learn (p. 223).

It is expected that most teacher-education students will recognize there is the need for additional resources for K-12 teachers to teach, expand and or meet the needs of students in exceptional education programs (special needs). However, findings from the data reveal an even percentage of responses from preservice teachers. For example only 10% of the students strongly agreed that additional resources were needed followed by 32% as agree; 34% neutral and 16% strongly disagree. Many questions remain why pre-service teachers will not concede to the importance of the need for additional resources in teaching special needs students in K-12 schools. This finding supports Gay’s (2002) assertion that teacher education programs are obligated to address the needs of children typically marginalized by a dominant Euro-centric society (Gay, 2002). She further (2002) contends that teachers’ beliefs and values influence their theory and practice and have a direct impact on their

overall expectations for student learning and student achievement. This could be due to the fact that they might not have taken any course in special education in their program or have taken a limited number of courses or have less knowledge regarding the need to recognize the education of students with special needs.

Ambe (2006) reiterates that “one of the reasons why schools have not successfully met the literacy needs of students of diverse cultural backgrounds is due to a mismatch between the home, culture of students and that of the school “(p. 691). This mismatch is often referred to as cultural discontinuity. In a related result, a significant number of students (47% strongly agreed, 38% agree) reported that additional resources must be provided to help in the educational development and adjustments of English language learners or students in K-12 schools. Findings from data indicate that most of the students agreed to fund additional resources to schools because they became aware of the need to help English language learners via courses they have taken in English As a Second Language Learners (ESOL). This is referenced by the fact that several researchers have reported that preservice teachers’ cultural awareness has been changed by a course and/or seminar in multicultural education (Brown, 2004; Milner, Flowers, & Moore, 2003). It was not surprising from the data that students holistically agreed (47% strongly agreed, and 37% agreed as against 1% and 0% for disagree) on the inclusion of multicultural education in the school curriculum. This is a great accomplishment because for pre-service teachers in a predominantly majority institution with less exposure to diversity to acknowledge the importance of multicultural education in the school. It could be that they become aware of the importance of multicultural education from their culture and education class or ESOL classes or instructors or the college has been doing a good job of disseminate information about multicultural education inclusion for schools.

Table 3.

	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Other (%)
Interested in exploring cultures different from my own	29	44	13	5	4	5
Have enough experience with cultures different from my own	0	14	39	41	5	1
Believe that some cultures and ethnic groups are better than others	1	11	15	28	42	3
Comfortable around people whose cultural background is different from mine.	27	49	16	6	0	1
Bothers me when I hear people talking in a language I cannot understand	4	20	20	32	22	3
Members of all racial and ethnic groups make valuable contributions to society.	53	27	14	3	1	3
Important for people to examine possible personal prejudices.	43	44	8	4	1	0
In the United States, given equal intelligence and ability, every individual has equal access to success	18	22	15	32	11	3
With appropriate resources, people with intellectual disabilities can be as successful as people without disabilities	33	44	11	10	1	0
It is acceptable to tell racial or ethnic jokes	1	5	25	27	41	1

In the United States, members of racial and ethnic groups have equal opportunities to be successful	14	29	16	32	9	0
In the United States, women have equal opportunities to be as successful as men	11	27	20	33	9	0
It is important to be sensitive to issues related to sexual orientation	30	44	18	5	3	0
A teacher's role should be limited to promoting only middle class values and mainstream culture	1	6	9	35	48	0
I consider particular attitudes or behaviors of children to be a direct consequence of cultural or ethnic differences	5	39	20	30	4	1
I feel I can understand the point of view of a child who comes from a culture different than my own	9	51	29	9	1	1
Additional school resources are appropriately expended in meeting the needs of students with special needs	10	32	34	16	5	3
Values and attitudes learned in minority cultures keep children from making progress in school	6	19	27	34	11	3
Multicultural education should be an important part of a school curriculum	47	37	13	3	0	1
Teaching about various world religions should be a part of the public school curriculum	32	30	16	10	10	1
Students from economically disadvantaged families should be expected to achieve as well as those from more advantaged families	28	39	24	8	1	0
I am comfortable teaching in culturally diverse classrooms with students who share different value systems	33	48	15	4	0	0
Students without documentation should be excluded from receiving public education	4	10	20	20	44	1
Additional resources should be provided to help meet the needs of English Language learners.	47	38	10	1	3	1

N=80

Implications for Teacher Education

Future teachers must be able to create equitable learning environments for diverse student populations (Bennet, 1995). Unfortunately, teacher education often fails to encourage candidates to expand their vision of culturally responsive pedagogy beyond academic material. If the future vision of public education includes insuring that all students experience instruction from a culturally responsive teacher, then the responsibility for accomplishing that goal lies squarely on the shoulders of teacher education that produce the teachers of the

future. It must be a clear and important goal for Teacher Education that their programs produce *culturally competent* teachers. According to Singh (1996), a culturally competent person is one who has knowledge and skills that enable him or her to appreciate, value, and celebrate similarities and differences within, between, and among culturally diverse groups of people. Teacher Educators must facilitate the process of achieving cultural competent preservice teachers.

If the ethical responsibility of Teacher Education is to prepare preservice teachers who can work effectively with students from diverse backgrounds, then multicultural education must be broadened to include cultural understandings of all persons. For example, Martins (2008) argues that “the awareness of one’s own assumptions, prejudices and stereotypes is a first step to be able to positively interact and learn from others. In this process lies the essence of intercultural learning” (p. 203). In addition, there must be the need to go beyond the lack of multicultural ingredients in the curriculum, policy and structure issues within schools and how school personnel, specifically teachers, interact with students and with each other (see also Banks & Banks, 2000; Lee, 1995; Nieto, 2000). It is important to note that the attempt to change mono-cultural institutions into multicultural democratic communities is treating cultural diversity as a subject matter and not attempting to reform the ways of thinking and doing in the society (Rhodes, 1995). The purpose of multicultural education based on the objective of the study is to identify factors from pre-service teachers and how to transform educational institutions and organizational structures to reflect diverse cultures and perspectives.

Diversity does not mean divisiveness. We believe that we can avoid the segregation that strengthens group identity to the exclusion of others as we work to break down the stereotyped thinking that comes from fear and leads to prejudice. Such understanding begins with awareness of self and leads to recognizing the needs of others.

Conclusions

The purpose of the study was to examine preservice teachers’ perceptions towards multicultural education and teaching of culturally and linguistically diverse learners in a NLD area in northwestern Georgia value diversity and/or difference using the Diversity Orientations Survey instrument. According to Nieto (2004), the increase in ethnic diversity has caused many educators to recognize the need to expand their knowledge of multicultural education in the public schools. The success or failure of multicultural education depends upon the effective preparation of teachers and administrators. These teachers must be competent in the courses they teach if their students are to be academically successful (Ogbu, 1992). The study shows that preservice teachers are keenly aware of the challenges immigrant and other minority students especially linguistically and culturally diverse students face in K-12 schools. Results indicate that preservice teachers have the willingness to study and to be aware of multicultural awareness for them to operate and teach with less difficulty in the teaching learning process. Overall, preservice teachers showed significant understanding about the need to incorporate multicultural education and benefits to be gained from the concepts of multicultural perspectives as future teacher educators considering the increasing growth of diversity in the U.S. Preservice teachers’ knowledge and awareness of multicultural education varies depending on the background as well as cultural ties they have had before entering college.

References

- Akiba, M., Cockrell, K. S., Simmons, J. C., Han, S., & Agarwal, G. (2010). Preparing teachers for diversity: Examination of teacher certification and program accreditation standards in the 50 states and Washington, DC. *Equity & Excellence in Education*, 43, 446-462.
- Ambe, E. (2006). Fostering multicultural appreciation in preservice teachers through multicultural curriculum

transformation. *Teaching and Teacher Education: An International Journal of Research and Studies*, 22, 690-699.

Banks, J. A. (2006). *Cultural diversity and education: Foundations, curriculum, and teaching* (5th Ed). Boston: Allyn and Bacon

Banks, C. (2005). *Improving multicultural education: Lessons from the intergroup education movement*. New York: Teachers College Press.

Banks, J. (2004). *Handbook of research on multicultural education*. San Francisco: Jossey-Bass.

Banks, J. A., & Banks, C. A. M. (Eds.). (2002). *Handbook of research on multicultural education*. 2nd Ed. San Francisco. Jossey-Bass.

Bell, L. A. (2002). Sincere fictions: The pedagogical challenges of preparing white teachers for multicultural classrooms. *Equity & Excellence in Education*, 35, 236–244.

Bennett, C. L. (1995). Mistaken identity and issues in multicultural education. *Journal of Teacher Education*, 46, 259-265.

Blanchett, W. J. (2006). Disproportionate representation of African Americans in special education: Acknowledging the role of white privilege and racism. *Educational Researcher*, 35(6), 24–28.

Brown, E. (2004). What precipitates change in cultural diversity awareness during a multicultural course: The message or the method? *Journal of Teacher Education*, 55, 325-340.

Cannella, G. S., & Reiff, J. C. (1994). Individual constructivist teacher education: Teachers as empowered learners. *Teacher Education Quarterly*, 21(3), 27-38. EJ 498 429

Chizhik, E. W. & Chizhik, A. W. (2005). Are you privileged or oppressed? Students' conceptions of themselves and others. *Urban Education*, 40, 116-143.

Cochran-Smith, M. (2004). *Walking the road: Race, diversity, and social justice in teacher education*. New York: Teachers College Press.

Cross, B. E. (2005). New racism, reformed teacher education and the same ole' Oppression. *Educational Studies*, 38, 263–274.

Delpit, L. (2006). Lessons from teachers. *Journal of Teacher Education*, 57, 220-231.

Douglass Horsford, S. (2011). *Learning in a burning house: Educational inequality, ideology, and (dis)integration*. New York: Teachers College Press.

Durand, Jorge, Douglas S. Massey, and Chiara Capoferro. 2005. "The New Geography of

Mexican Immigration." In *New Destinations: Mexican Immigration in the United States*, edited by Victor Zuniga and Ruben Hernandez-Leon, 1-22. New York: Russell Sage Foundation.

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53, 106-116.

Gay, G. (2005). Educational equality for students of color. In J. A. Banks & C. A. M. Banks (Eds.), *Multicultural education: Issues & Perspectives* (pp. 211-241). Hoboken, NJ: John Wiley and Sons.

Gay, G., & Howard, T. (2000). Multicultural teacher education for the 21st century. *The Teacher Educator*, 36, 1-16.

Juárez, B. G., Smith, D. T., & Hayes, C. (2008). Social justice means just us White people. *Democracy & Education*, 17(3), 20–25.

Juárez, B. G., & Hayes, C. (2010). Social justice is not spoken here: Considering the nexus of knowledge, power, and the education of future teachers in the United States. *Power and Education*, 2, 233–252.

Ladson-Billings, G. (1999). Preparing teachers for diversity: Historical perspectives, current trends, and future directions. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 86–123). San Francisco: Jossey-Bass.

Ladson-Billings, G. (2000). Fighting for our lives: Preparing teachers to teach African American students. *Journal of Teacher Education*, 51, 206–214.

Ladson-Billings, G. (2006). Yes, but how do we do it? In J. Landsman, & C. W. Lewis (Eds). *White teachers, diverse classrooms* (pp. 29-42). Sterling, VA: Stylus.

Ladson-Billings, G. (1999). Just what is critical race theory and what's it doing in a nice field like education? In L. Parker, D. Deyhle & S. Villenas (Eds.), *Race is ... race isn't: critical race theory and qualitative studies in education* (7-30). Boulder, CO: Westview Press.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32, 465-491.

Lee, S., & Dallman, M. (2008). Engaging in a reflective examination about diversity: Interviews with three preservice teachers. (Research) (Report). "Multicultural Education 15.4 (Summer 2008): 36. Academic One File. Gale. Huntsville City Schools (AVL). Retrieved, October 6, 2014, from <http://find.galegroup.com/itx>

Lee, C. D. (1995). A culturally based cognitive apprenticeship: Teaching African American high school students' skills in literary interpretation. *Reading Research Quarterly*, 30, 608-630.

Martins, I. F. (2008). Learning to live together: The contribution of intercultural education. *European Journal of Education*, 43, 197-206.

Middleton, V. (2002). Increasing preservice teachers' diversity beliefs and commitment. *The Urban Review*, 33, 343-361.

- Milner, R., Flowers, L., & Moore, J. (2003). Effects of locus control on African American high school seniors' educational aspirations: Implications for preservice and inservice high school teachers and counselors. *High School Journal*, 87, 39-50.
- Morgan, M. (2014). What's color got to do with it? Skin color, skin color satisfaction, racial identity, and internalized racism among African American college students. *Journal of Black Psychology*. DOI: 10.1177/0095798414542299
- Murillo, E., & Villenas, S. (1997). East of Aztlán: Typologies of resistance in North Carolina communities. Paper presented at Reclaiming Voices: Ethnographic inquiry and qualitative research in a postmodern age, Los Angeles.
- National Association of Multicultural Education (2011). Definitions of multicultural education. Retrieved February 11, 2015 from <http://nameorg.org/names-mission/definitionof-multicultural-education>.
- National Summit on Diversity in the Teaching Force. (2002). Losing ground: A national summit on diversity in the teaching force, summit proceedings document. Washington, DC: National Summit on Diversity in the Teaching Force.
- National Center for Education Statistics, U.S. Department of Education. (2010). Fast Facts. Washington, DC: U.S. Government Printing Office.
- National Center for Education Statistics, U.S. Department of Education. (2009). Fast Facts. Washington, DC: U.S. Government Printing Office.
- National Center for Educational Statistics. (2007). Digest of educational statistics. Washington, DC: Government Printing Office.
- National Council for Accreditation of Teacher Education. (2008). *Professional standards for accreditation of teacher preparation institutions*. Washington, DC: Author
- Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education* (3rd ed.). New York: Longman.
- Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education* (3rd ed.). New York: Longman.
- Nieto, S. (1996). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. White Plains, NY: Longman.
- O'Connor, C. (2006). The premise of Black inferiority: An enduring obstacle fifty years post-Brown. In A. Ball (Ed.). *With more deliberate speed: Achieving equity and excellence in education—Realizing the full potential of Brown v. Board of Education* (pp. 316-336). New York: Teachers College Press.
- Ogbu, J. (1992). Understanding cultural diversity and learning. *Educational Researcher*, 21, 5-14.

- Rhoads, R. A. (1995). Critical multiculturalism, border knowledge, and the canon: Implications for general education and the academy. *The Journal of General Education*, 44(4), 256-273.
- Singh, N. N. (19996). Cultural diversity in the 21st century: Beyond e pluribus unum. *Journal of Child and Family Studies*, 5, 121-136.
- Sleeter, C. (2001). Preparing teachers for culturally diverse schools. Research and the overwhelming presence of Whiteness. *Journal of Teacher Education*, 52, 94-110.
- Treviso, P. (2010, October 10). Number of English learners soar in area schools. *Chattanooga Times Free Press*. Retrieved from <http://www.timesfreepress.com/news/news/story/2010/oct/18/number-english-learners-soar-area-schools/32152/>
- U.S. Census Bureau. (2010). *Selected population profile in the United States* (Report No. S0201) Retrieved from <http://www.census.gov/prod/cen2010/briefs/c2010br-04.pdf>
- United States Department of Education. (2007). Digest of Education Statistics: Retrieved January, 2015, from <http://nces.ed.gov/programs/digest>.
- Wortham, S., Mortimer, K. & Allard, E. (2009). Mexicans as model minorities in the New Latino Diaspora. *Anthropology & Education Quarterly*, 40, 388-404.