

AN EXAMINATION OF HOW 4-8 PRESERVICE TEACHERS UNDERSTAND AND  
IMPLEMENT MULTICULTURAL CONCEPTS

Julie K. Schellen, B.A., M.H.S.M

Dissertation Prepared for the Degree of

DOCTOR OF PHILOSOPHY

UNIVERSITY OF NORTH TEXAS

May 2013

APPROVED:

Kelley M. King, Major Professor

Greg Jones, Minor Professor

James D. Laney, Committee Member

Ron W. Wilhelm, Committee Member

Nancy Nelson, Chair of the Department of  
Teacher Education and Administration

Jerry R. Thomas, Dean of the College of  
Education

Mark Wardell, Dean of the Toulouse Graduate  
School

Schellen, Julie K. An Examination of How 4-8 Preservice Teachers Understand and Implement Multicultural Concepts. Doctor of Philosophy (Curriculum and Instruction), May 2013, 160 pp., 22 tables, references, 128 titles.

Preparing teachers to teach in the diverse classroom has become one of the most important goals for universities and teacher training programs. The main purposes of this study included to examine what type of multicultural concepts were taught preservice teachers who sought certification in Grades 4-8 and how these preservice teachers understood and implemented multicultural concepts in their educational portfolios and coursework, field experiences, and student teaching. The population of the study consisted of 53 undergraduate, preservice teachers enrolled in the last two years of a 4-8 teacher certification program. A modified grounded theory methodology and interpretive approach was used in the analysis of the course syllabi, required readings and student coursework. The study found that this particular program exposed the preservice teachers to a significant number of multicultural concepts in preparation for teaching in the ethnically diverse schools in the area. In addition, the study looked at which of Grant and Sleeter's five multicultural approaches were found most often in the course syllabi and required readings, as well as the preservice teachers' portfolio artifacts, key assessments, and reflective writing samples. The research found the majority of the course syllabi and assigned readings covered concepts in the human relations and multicultural education approaches. The majority of the preservice teachers in this study identified most often with the multicultural education approach, although all five multicultural approaches were found in various portfolio artifacts, key assessments, and reflective writing samples. The study further indicates it was a combination of the multicultural courses, the field experiences, the student teaching, and the preservice teachers' adaptability to ethnic diversity that helped the preservice

teachers experience successful opportunities with the students. The adaptability of the preservice teachers in the study also appears to match recent research that suggests that university students in general may be growing more accustomed to the ethnic diversity in the communities around them as the population demographics changes.

Copyright 2013

by

Julie K. Schellen

## ACKNOWLEDGEMENTS

I was fortunate enough to have worked with a dedicated group of committee members. I would like to thank Dr. Kelley King for her guidance throughout my PhD program and the many dissertation drafts she reviewed for me throughout the process. I would also like to thank my committee member, Dr. Ron Wilhelm for his advice and recommendations on my drafts and for his knowledge on multicultural education and APA formatting. I also want to thank Dr. James Laney and Dr. Greg Jones, my other committee members for their support in finishing my paper.

I would like to express my gratitude to the university's preservice teachers who gave me permission to view their coursework and portfolios and to Irene Frank who helped me access this data on multiple occasions. I would like to offer a special thanks to Tim Sutton and Dr. Carol Revelle, university cadre coordinators, for their patience in answering my many questions.

I am grateful to my family and friends who supported me during this time, and I want to thank my husband, Mike for his constant encouragement and support.

# TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS .....	iii
LIST OF TABLES .....	vii
Chapter	
1. INTRODUCTION .....	1
Statement of Problem	
Purpose of Study/Research Questions	
Methodology	
Significance of the Study	
Definition of Terms	
Limitations	
Delimitations	
Summary	
2. LITERATURE REVIEW .....	10
Multicultural Education	
Grant & Sleeter's Five Approaches to Multicultural Education	
Teaching the Exceptional and Culturally Different	
Human Relations	
Single-Group Studies	
Multicultural Education	
Multicultural and Social Reconstructionist Education	
Multicultural Education Implementation	
Teaching at the Middle School Level	
Preservice Teacher Field Experiences and Perceptions	
Student Backgrounds and Parental Involvement	
Classroom Management	
High-Need Communities and Teacher Recruitment	
Implications for Teacher Preparation	
The Need for Cultural Field Experiences	
Cultural Sensitivity Training and Reflection	
Types of Research Analysis and Methodology	
Content Analysis Methodology	
Grounded Theory Analysis and Methodology	
Conclusion	
Summary	

3. METHODOLOGY .....	37
Research Design	
Population of Study	
District and Middle School Demographics	
Data Source and Collection Procedures	
Data Analysis	
Summary	
4. RESULTS AND DATA ANALYSIS .....	53
Teacher Preparation Program Syllabi and Assigned Reading	
Preservice Teacher Use of Multicultural Concepts	
Use of Multicultural Concepts in Lesson Plans	
Observed/Mentor Teachers Use of Multicultural Concepts	
Real-World Connections and Student Accountability	
Multicultural Awareness Experiences	
Connections Made Between Multicultural Theory and Practice	
Preservice Teacher Attitudes, Beliefs, and Perceptions	
Interactions with Ethnically Diverse Students	
Understanding Student Backgrounds and Learning Differences	
Deficit Views of Ethnically Diverse Students	
Inequality in Schools	
Improvement of Parent Relationships	
Views of Themselves as Teachers	
English Immersion versus Bilingual Programs	
Changes in Preservice Teacher Attitudes, Beliefs, and Perceptions	
Better Understanding of Multicultural Concepts	
Improved Understanding of Ethnically Diverse Populations	
Readiness for Ethnically Diverse Students in Classrooms	
Instances When Preservice Teachers Contradict Themselves	
Preservice Teachers Multicultural Approach(s)	
Summary	
5. CONCLUSION AND RECOMMENDATIONS .....	107
Summary of the Findings	
Teacher Preparation Program Syllabi and Assigned Reading	
Preservice Teacher Use of Multicultural Concepts	
Preservice Teacher Attitudes, Beliefs, and Perceptions	
Changes in Preservice Teacher Attitudes, Beliefs, and Perceptions	
Conclusion	
Implications	
Future Recommendations	

APPENDIX.....124

Preservice Teacher Portfolio Assignment Instructions for Checkpoints 1-3  
Key Assessment Assignment Instructions

REFERENCES .....147



## LIST OF TABLES

Table 1. Hispanic Growth: 2000-2010 According to Ethnicity .....	2
Table 2. Population Growth: 2000-2010 According to Race .....	2
Table 3. Preservice Teachers: Females vs. Males.....	40
Table 4. Preservice Teachers' Certification Areas .....	40
Table 5. Student Ethnicity by District: 2010-2011 .....	42
Table 6. Percentage of Economically Disadvantaged Students by Middle School: 2010-2011....	43
Table 7. Student Ethnicity by Middle School: 2010-2011 .....	43
Table 8. The Five Approaches to Multicultural Education.....	48
Table 9. Multicultural/Diversity Required Readings.....	55
Table 10. Average Number of Portfolio Artifacts by Preservice Teacher Groups.....	58
Table 11. Preservice Teacher Portfolio Artifacts for Group 1 .....	59
Table 12. Preservice Teacher Portfolio Artifacts for Group 2.....	60
Table 13. Comparison of Preservice Teachers Assigned to Schools B and F .....	62
Table 14. Themes from Portfolios, Key Assessments, and Reflective Writing .....	63
Table 15. Percentage of Preservice Teachers with Comments in Each Theme.....	64
Table 16. Use of Multicultural Concepts and/or SIOP Strategies in Lesson Plans .....	66
Table 17. Mentor Teachers Use of Multicultural Concepts.....	66
Table 18. Real-World Connections and Student Accountability.....	70
Table 19. Student Backgrounds and Learning Differences .....	76
Table 20. Deficit Views of Ethnically Diverse Students .....	79
Table 21. Summary of Multicultural Approach(s) Used by PSTs.....	93
Table 22. Preservice Teachers Key Concepts and Multicultural Approach(s).....	94

## CHAPTER 1

### INTRODUCTION

#### Statement of the Problem

Preparing teachers to teach in the diverse classroom has become one of the most important goals for universities and teacher training programs. As the student population in public schools in the United States becomes more and more diverse, teachers must be ready to face the demands of educating current and future students. Teachers should be able to communicate both verbally and nonverbally with these students because language and cultural barriers can limit the speed with which students learn in the classroom. According to the 2010 U.S. Census, the number of individuals of Hispanic ethnicity increased 43.0% between 2000 and 2010, and they now make up 16.3% of the total population (see Table 1). The Black or African American population increased 12.3%, and they now constitute 12.6% of the total population during the same period. The White population increased 5.7% during the same period, and they now represent 72.4% of the total population (see Table 2).

Levine (2010) states that the United States is fast becoming a population with more color, one that is increasingly transient, and one more likely to have students from other countries in the classroom. According to the U.S. Department of Education (2010), the percentage of students of Hispanic ethnicity in public elementary and secondary schools increased from 14.9 to 21.5% between 1998 and 2008. The percentage of Black or African American students in public elementary and secondary schools remained at 17%, and the percentage of White students dropped from 63 to 54.9% during the same period. Many of these racially and ethnically diverse students come from lower socioeconomic backgrounds. In 2008, children of Hispanic ethnicity constituted 30.6% of all children living below the national poverty

line; Black or African American children made up 34.7% of all children living below the national poverty line; and White, non Hispanic children represented 10.6% of all children living below the national poverty line (Children’s Defense Fund, 2010).

Table 1

*Hispanic Growth: 2000-2010 according to ethnicity (U.S. Census)*

Ethnicity	Growth rate	% of Population
Hispanic or Latino (various races)	43.0%↑	16.3
Not Hispanic or Latino	4.9%↑	83.7

Table 2

*Population Growth: 2000-2010 according to race (U.S. Census)*

Race	Growth rate	% of Population
White alone	5.7%↑	72.4
Black/African American	12.3%↑	12.6
Some Other Race	24.4%↑	6.2
Asian	43.3%↑	4.8
Two or More Races	32.0%↑	2.9
American Indian and Alaska Native	18.4%↑	0.9
Native Hawaiian and Other Pacific Islander	35.4%↑	0.2

In 2008, women made up 75% of the teaching workforce in the United States, the median age of both men and women in the teaching workforce was 46, and 83% of the teaching workforce was White (National Education Association, 2010). Women also compose the majority of the preservice teacher population, and many bring with them limited previous experiences with diverse students (Sleeter, 2001). The racial and ethnic differences between the

teaching force and the students they teach, specifically students in lower socioeconomic communities, should be cause for concern (Ford & Quinn, 2010). Thus, schools are placing teachers in classrooms, in which “they have neither knowledge nor understanding of the cultures of the children in their classes” (Lyon, 2009, p. 52). These teacher’s limited experiences make it difficult for them to understand the students they teach (Nieto, 2000). Teachers from middle class backgrounds may feel uncomfortable and unprepared to teach students whose background and cultural experiences differ greatly from their own. In fact, many teachers admit they lack instructional strategies to teach diverse students successfully (Aguado, Ballesteros, & Malik, 2003). There is a need to prepare new and practicing teachers to understand the diverse students in their classrooms and work together to help these students become successful adults in society.

#### Purpose of Study/Research Questions

The main purposes of this study included to examine what type of multicultural concepts were taught preservice teachers who sought certification in Grades 4-8 and how these preservice teachers understood and implemented multicultural concepts in their educational portfolios and coursework, field experiences, and student teaching. The following research questions were investigated to address the purpose of this study:

- (1) What multicultural and diversity knowledge and skills, as presented in course syllabi and required texts, are preservice teachers expected to learn?
- (2) What do students’ course assignments including portfolios, key assessments, and reflective writing reveal about students’ understanding and application of multicultural concepts?
- (3) What attitudes, beliefs, and perceptions about a diverse population or teaching from a multicultural perspective do preservice teachers acknowledge in their educational

- portfolios and coursework key assessments?
- (4) What changes, if any, in preservice teachers' attitudes, beliefs, and perceptions are evident in their portfolios, key assessments, and reflective writing?

### Methodology

An examination of my proposed university's catalog requirements showed that preservice teachers were required to take two bilingual/ESL (English as a second language) courses, additional education courses that have an embedded multicultural component in them, participate in field experiences, and a semester of student teaching. My proposed study sample from this same university was composed of preservice teachers enrolled in a 4-8 teacher education program, who were expected to pursue an English as a second language (ESL) supplemental certification. This population was chosen because recruitment and retention of teachers can be more difficult for middle school principals than for elementary and high school principals (Rochkind, Ott, Immerwahr, Doble, & Johnson, 2007; Sage, 1989). Some middle school students begin to experience less interest in academic success as they enter into their adolescent years, so finding teachers to connect with these students during these formative years is important (McCollum & Yoder, 2011). The study population included undergraduate preservice teachers enrolled in the last two years of their university program. During the last year, the preservice teachers participated in a field experience observing other teachers and in a classroom as student teachers. The preservice teachers were guided by mentor teachers as they learned how to set up a classroom, prepare appropriate lesson plans, practice classroom management, and work with all types of students. Practice in the classroom, field experiences, and university coursework are designed to help preservice teachers gain a better understanding of a student's culture and

diversity, as well as strengthen their interaction with all students (Ramsey, Williams & Vold, 2003).

An examination of the preservice teacher course syllabi, assigned reading, teacher portfolios, other assignments, and reflective writing helped explain how the preservice teachers understand and implement the multicultural concepts being taught in the curriculum. Qualitative methods were used in this study, as this type of research allows researchers to look at the participants' inner experience more closely (Corbin & Strauss, 2008; Patton, 1990). I analyzed the course syllabi and student coursework using a modified grounded theory method and interpretive approach. A grounded theory method allows researchers to interact with the data while continually looking for emerging trends (Bryant & Charmaz, 2007). This methodology can be helpful in analyzing the various ways in which preservice teachers represent their experiences working with students and other teachers (Hartmann, 2003). Some researchers, such as Holton (2007) argue that in order to conduct an authentic grounded theory analysis and avoid preconceived notions, the researchers should not conduct a substantial literature review prior to the analysis. Urquhart (2007) agrees that the grounded theory researcher should refrain from forming opinions or taking any position prior to the analysis, but she advises that a literature review completed prior to the analysis can be helpful to the researcher because it provides an awareness of the current research. Although I refrained from forming an opinion prior to the analysis, I conducted a literature review prior to the analysis in this study. I discuss my research analysis and methodology in further detail in Chapters 2 and 3.

As I analyzed the data, my unit analysis was by artifact, and I utilized purposeful sampling of the artifacts from each participant. Purposeful sampling allows the researcher to obtain information at the different stages of a participant's experience (Morse, 2007). In this

study, I used purposeful sampling of the preservice teacher artifacts to help me better understand how the preservice teacher implemented the multicultural concepts being taught in the curriculum. As I analyzed the individual artifacts, I watched for and underlined ideas and phrases relevant to the study. Then I conducted open coding, in which I further organized the data by creating categories and themes (Charmaz, 2006; Corbin & Strauss, 2008). I then conducted an axial coding procedure to look for relationships between concepts and categories (Charmaz, 2006; Corbin & Strauss, 2008).

### Significance of the Study

As the number of ethnically diverse students increases in the United States, so will the need to prepare teachers to teach these students. Schools hire teachers who have little to no understanding of the cultures of the students in their classrooms, and these limited experiences make it difficult for teachers to provide an equitable education for all of their students (Lyon, 2009; Nieto, 2000). Previous research indicates that the depth of multicultural training in teacher education programs varies. Some teacher education programs may provide preservice teachers with only a multicultural course, while others may offer multicultural field experiences in addition to student teaching. Nieto (2000) maintains, “Many teacher education programs still function within a monocultural framework, and because of this few teachers are prepared for the numerous cultures, languages, lifestyles, and values they will face in their classrooms” (p. 101). One study examined the difficulties practicing teachers, who had little to no multicultural courses in college, have faced as they try to incorporate multicultural concepts in the classrooms (Jay, Packer-Williams, Barwick, & Evans, 2009). This study found that teachers struggle to understand how to apply these multicultural concepts in an effective way, whether it is to incorporate the concepts into lesson plans or help their students develop an understanding for

different multicultural perspectives. Other studies have indicated that preservice teachers, especially White preservice teachers, are either not receiving enough multicultural coursework and field experiences, or they are not utilizing these concepts in order to become successful with all students (Ford & Quinn, 2010). Richard Neumann (2010), studied the multicultural course offerings in the teacher preparation programs of 301 random universities and found that only 132 (45%) required preservice teachers to enroll in at least one multicultural education course as part of the curriculum process. Some of the programs in his study offered no multicultural education courses. In addition, recent research has highlighted the need for teacher preparation programs to provide more opportunities for preservice teachers to reflect about their multicultural experiences throughout their coursework, field experiences, and student teaching (Zippay, 2010; Delpit, 2006). If teacher preparation programs provide preservice teachers the opportunity to write about their experiences with diversity and students of different cultures, the preservice teachers are more likely to understand the needs of ethnically diverse students and how to teach them. Reflective writing practices can be helpful to preservice teachers, as they allow students to record and think about their multicultural experiences in order to become more aware of their own attitudes and beliefs (Lin, Lake & Rice, 2008).

In this case study, I examined one university teacher preparation program in a large southwestern public university that provided multiple multicultural experiences along with reflective writing and required its preservice teachers to pursue a supplementary ESL certification as part of their teacher certification program. This study explored, through analysis of student products, the process by which experience in multiple multicultural opportunities attempts to prepare preservice teachers seeking middle grade (4-8) certification to teach diverse student populations in a culturally appropriate manner. The study also focused on whether



preservice teachers' attitudes about multicultural populations changed or resisted change as a result of their experiences in multiple multicultural opportunities during their teacher education program.

### Definition of Terms

4-8: 4<sup>th</sup> grade through 8<sup>th</sup> grade

Culture: Culture refers to the meanings, symbols, and values by which individuals interpret and see the world (Aguado, Ballesteros, & Malik, 2003).

Diversity: Diversity refers to the differences among individuals based on ethnicity, race, language, social class, nationality, health, gender, age, sexuality, social status, religion, ability and/or disability (Cushner, McClelland & Stafford, 2003).

Ethnicity: "Physical and cultural characteristics that make a social group distinctive. These may include, but are not limited to national origin, ancestry, language, shared history, traditions, values, and symbols—all of which contribute to a sense of distinctiveness among members of the group" (NCATE, 2008, p. 86).

Multicultural perspective: An understanding of the social, political, economic, academic, and historical constructs of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area (NCATE, 2008, p. 87).

Portfolio: A systematic collection of work and documentation (Drier, 1997).

### Limitations

This study explored what multicultural concepts were being taught to 4-8 certification preservice teachers and how the preservice teachers understood and implemented these concepts in their coursework and in the classroom. The results of this study are based on fifty-three preservice teachers who attended the same university, were enrolled in the same teaching

preparation program and were expected to pursue an English as a second language (ESL) supplemental certification. Because the preservice teachers were in the same teaching preparation program, comparisons with other programs are limited. The smaller sample size and the qualitative research design limit the generalizability of the study. Despite these limitations, the study explored whether the preservice teachers used multicultural concepts taught in the teacher education curriculum. The study also attempted to provide a better understanding of how preservice teacher attitudes and perceptions about multicultural populations changed or resisted change as a result of their experiences in multiple multicultural opportunities.

### Delimitations

The study limited the population to preservice, undergraduate students seeking 4-8 teaching certification because middle school principals are more likely to find recruitment and retention of teachers a challenge (Rochkind, Ott, Immerwahr, Doble, & Johnson, 2007; Sage, 1989). Because the study focuses on the middle grades, preservice undergraduate teaching students seeking the PK-3 and 9-12 certification were excluded.

### Summary

As the United States population becomes more diverse, there is a need to prepare new teachers for these diverse classrooms (Lyon, 2009). The study of teacher education programs' multicultural content and whether preservice teachers use information presented in coursework may help to improve teacher education programs. Chapter 2 identifies literature relevant to the study, specifically literature pertaining to multicultural education and preservice teaching experiences.

CHAPTER 2  
REVIEW OF LITERATURE  
Multicultural Education

Multicultural education in the United States began in an effort to address the racial struggles during the Civil Rights Movement of the 1950s and 1960s (Kahn, 2008; Marsh, 2003, Banks, 1995; Sleeter & Grant, 1987). After the 1954 Supreme Court ruling of *Brown v. Board of Education of Topeka, Kansas* mandated school desegregation of schools, “the push for equal representation and opportunities continued in full force” (Kahn, p. 528). During this period, civil rights activists sought to reform the school curriculum to reflect the “experiences, histories, cultures, and perspectives” of African Americans and other ethnic groups (Banks, 2010, p. 6). In 1983, the report *A Nation at Risk: The Imperative for Educational Reform* (National Commission on Excellence in Education, 1983) “warned that U.S. preeminence on the world stage was being eroded by the mediocre performance of its education institutions” (Grant & Sleeter, 2010, p. 59), a system of standards was set in place. In 2001, Congress enacted the No Child Left Behind Act (NCLB) to make sure that all students in the United States, especially students from lower socioeconomic backgrounds, receive an effective education. Schools in many areas of the country were falling short in educating lower socioeconomic students, and high school dropout rates in these communities were increasing, so NCLB developed a number of standards for both students and teachers to meet (Tracey, 2005) (U. S. Department of Education, NCLB Act of 2001, Title 1, Section 1001, #1-12).

The multicultural perspective includes an understanding of the impact of factors such as the social, political, economic, academic, and historical constructs of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and

geographical area on student achievement (NCATE, 2008, p. 87). The goal of multicultural education is for all students to receive equal learning opportunities in school (Banks, 2010). Multicultural education allows students to acquire the skills and knowledge necessary to become successful participants, who have the ability to interact with other members of diverse backgrounds, in their communities (Banks, 2010).

According to Aguado, Ballesteros, and Malik (2003), “Culture entails values, symbols, meanings, and perspectives by which people view and interpret the world,” (p. 52). Banks (2010) identifies cultural awareness as the “knowledge, concepts, and values shared by group members through systems of communication” (p. 8). In addition, teachers must show diverse students how lessons relate to them and/or how they can be used in the real-life situations the students face each day. If the information is uninteresting and irrelevant to them, why should they spend time learning it? The majority of teachers want their students to gain knowledge and meaning from their instruction, and these same teachers want to gain useful instruction strategies from their own teacher training programs (Tellez, 2007). Students want to learn lessons in the classroom that they can use outside of the classroom, just as teachers want teacher training programs to teach them how to accomplish this task. In 1999, Banks “identified four approaches to the integration of multicultural content into the curriculum” (1999; 2010, p. 237). The four approaches include the contributions approach, the additive approach, the transformation approach, and the social action approach. The contributions approach focuses on integrating heroes and holidays into the curriculum. The additive approach incorporates some multicultural concepts and themes into the curriculum “without changing its basic structure, purposes, and characteristics” (2010, p. 240). The transformation approach changes the basic structure and goals of the curriculum to include ethnically diverse perspectives. The social action approach

adds to the transformation approach by promoting student involvement in decision-making and problem solving.

### Grant and Sleeter's Five Approaches to Multicultural Education

Preservice teachers, theorists, as well as practicing teachers can have different perceptions of multicultural education and its use in the classroom. A few years after Banks identified his four approaches to integrating multicultural content into the curriculum, Grant and Sleeter (2003) worked with and observed classroom teachers and found that teachers “have varying perspectives of human differences and of how to handle them in the classroom” (p. 8). These experiences led Grant and Sleeter to group these teacher perspectives into five approaches to multicultural education. Each of these approaches “emphasize processes for identifying and building on students’ strengths” (p. 12). These approaches include teaching the exceptional and culturally different; human relations; single-group studies; multicultural education; and education that is multicultural and social reconstructionist.

#### Teaching the Exceptional and Culturally Different

The goal for teaching the exceptional and culturally different approach is to equip culturally different students with language instruction and the skills needed to find a job and function in society (Grant & Sleeter, 2010). Similar to Banks’s (1999) contributions and additive approaches, this approach does not support changing the content or the emphasis of the curriculum. This approach supports presenting the content in a more user-friendly way to reach ethnically diverse students (Sleeter, 1993). Teachers who practice this approach prepare students to fit into the dominant culture “by determining the achievement levels of students, comparing their achievement to grade-level norms, and then working diligently to help those who are behind to catch up” (p. 63). Teachers must have high expectations of their students and

understand that students have unique learning styles. This approach does not endorse the teaching of the students' own cultures at the expense of learning about the mainstream culture. A lack of understanding of the mainstream culture can hinder ethnically diverse students when it comes time to compete with mainstream students for college scholarships, college entrance, and in the job market (Grant & Sleeter, 2003). If students fail to make good grades in high school, or lack an understanding of the college application process, these students may have difficulty getting into the college of their choice or competing for jobs they want after high school or college.

Critics oppose this approach because it takes the position that ethnically diverse students come to school with some kind of deficit. Nieto (2000) refutes this theory because it places "complete responsibility for children's failure on their homes and families, effectively reducing the responsibility of the school and society" (p. 10). She further states that it is necessary to find a more systematic way of determining why these students are successful or unsuccessful in school. Supporters of this approach maintain that the only reason ethnically diverse students are not successful in school or the workforce, is because they lack language skills and the necessary knowledge base "to navigate the everyday demands of society" (Leistyna, 2002, p. 10). The supporters of this approach claim that as long as the ethnically diverse students get the support they need from school to make up for the lack of support at home, then "the students-regardless of background- will be able to go on in life and achieve what they want" (Sleeter, 1993, p. 54).

## Human Relations

The goal for teaching the human relations approach "is directed toward developing respect among individuals of various races, genders, classes, religions, exceptionalities, and sexual orientations" (Grant & Sleeter, 2003, p. 73). In this approach, teachers want students to be

respectful to each other and to promote harmony, tolerance and unity (Grant & Sleeter, 2010). Therefore, the human relations curriculum includes lesson plans about the differences and similarities of individuals, stereotyping and the contributions of certain groups to society (Sleeter, 1993). Teachers expect students to create bonds with each other and “share the universal experience” by participating in cooperative learning, working with members of the community and role- playing (Leistyna, 2001). Sleeter (1993) maintains that much of the multicultural education used in schools is actually the human relations approach. Teachers using this approach are likely to place students in cooperative learning groups to discuss various topics, and then walk around the room to monitor and guide the discussions. The teachers and the school want all students to respect each other and get along together.

Critics complain that this approach “tends to simplify culture and identity and avoids analyzing the causes of discrimination and inequality” (Bode, 2012, p. 4). If society ignores the inequalities of certain groups, then the human relations approach “implicitly accepts the present social order” and avoids any attempt to correct it (Leistyna, 2001, p. 18). Discrimination “is part of the structure of schools, the curriculum, the education most teachers receive, and the interactions among teachers, students, and the community” (Nieto, 2000, p. 35). If this discrimination already exists in the schools, the human relations approach may only serve to mask the problem, not solve it.

### Single-Group Studies

The goal for teaching the single-group studies approach is to study a particular group of individuals “in some depth, from the group’s perspective” (Grant & Sleeter, 2003, p. 137). These studies generally include the culture, history, contributions made to society by the group, as well as any discrimination the group has experienced (Leistyna, 2001). The study might be about

women, disabled persons, or a certain ethnicity group (Sleeter, 1993). A teacher who uses this approach might create lesson plans that include the experiences of women in the United States before they received the right to vote. This approach encourages classroom and campus wide discussion of a topic and it can help highlight the struggles faced by a particular group (Leistyna, 2001).

Critics of the single-group approach cite “the unintentional effect of keeping groups such as people of color, women, people with disabilities, and working class people segregated and out of the mainstream curriculum” (Bode, 2012, p. 4). While these types of studies “serve group members, they often do not reach nongroup members” (Rickel, Seeberg, Swadner, & Vandenberg, 1998, p. 280). Two examples given by Rickel et al. are that “European American students do not typically take African-American studies courses and men rarely take women’s studies courses” (p. 280). Because some of these studies are not likely to be included in mainstream textbooks, if the teacher does not cover the topic in a single-group approach, it is likely that the topic will not be covered at all in the classroom. This approach “frequently consists of simply adding on to the existing curriculum, instead of achieving the ostensible goal of challenging and changing the entire educational process” (Leistyna, 2001, p. 23)

## Multicultural Education

Grant and Sleeter (2003) identify the fourth approach as the multicultural education approach. The goals of the multicultural education approach include:

To promote an understanding and appreciation of cultural diversity in the United States; to promote alternative choices for people, with full affirmation of their race, gender, disability, language, sexual orientation, and social class background; to help all children achieve academic success; and to promote awareness of social issues involving the unequal distribution of power and privilege that limits the opportunity of those not in the dominant group. (p. 200)



This “approach transforms everything in the school program to reflect diversity and uphold equality” (Sleeter, 1993, p. 56). Similar to Banks’s (1999) transformation approach, class discussions will revolve around human rights issues, the questioning of stereotypes and ways to incorporate social justice into lesson plans (Leistyna, 2001). Student cultures and classroom diversity should be valued, and teachers and administrators must work together to build relevant, confidence-building curriculum for all students (Reed & Black, 2006). This approach also supports cooperative learning, expects teachers to be interested in the students’ home life and to have high expectations for students inside and outside of the classroom (Leistyna, 2001). Furthermore, multicultural education should provide strategies that include “rigorous academic achievement for all students” (Bode, 2012, p. 7).

Critics, however, maintain that the multicultural education approach mirrors the human relations approach in that it affirms diversity, but it ignores the inequalities that exist between the groups in society (Leistyna, 2001). Rickel, Seeberg, Swadner, and Vanden-Wyngaard (1998) claim that this approach “does not argue for an active questioning of oppression or an attempt to transform the status quo beyond advocating that equal opportunity be afforded all members of the society” (p. 282).

#### Multicultural and Social Reconstructionist Education

Despite the progress made in some multicultural education programs, as well as in classrooms, some research indicates that multicultural education can only be successful if it deals with focusing on the inequalities in education and the changes necessary to create an equitable education for all students. For some researchers multicultural learning should include an individual’s ability to experience life’s problems, as well as the chance to offer solutions for those problems (Grant & Sleeter, 2010). Similar to Banks’s (1999) social action approach, Grant

and Sleeter (2003) identify an educational approach with a focus on social reform as “multicultural and social reconstructionist education” (p. 294). This approach includes “the belief that schools in a democracy can and should prepare citizens to work actively and collectively on problems facing society” (p. 294). Nieto (2000) maintains that multicultural education cannot be effective unless it includes:

- (1) A high-quality education for all students
  - (2) Measures to raise the achievement levels of all students
  - (3) An equitable education for all students, and
  - (4) The opportunity to become critical and productive members of a democratic society
- (p. 9)

The early twentieth century philosopher, John Dewey advocated equitable education during his lifetime, and in *My Pedagogic Creed*, he emphasizes that education “should be the basis for social development and reform” (1897/1998, p. 234). If the curriculum can raise awareness about important issues, then the schools and the community can provide more opportunities for real change to occur. If true democracy is to be practiced in the classroom, students should be given more responsibility in making decisions about their own learning (Grant & Sleeter, 2010). For example, teachers could allow students to work in groups and create an assignment on a given topic. The students could determine what the assignment would include and what strategies they would employ to complete the assignment. The teacher would be available to answer questions and provide guidance, but the students would ultimately make the decisions throughout the process.

Nieto (2000) warns that school curriculum is still irrelevant to many students, especially ethnically diverse students, because “Certain school policies and practices exacerbate the

inequality that exists in society” (p. 88). Nieto further explains that today’s school curricula rarely focus on the life, culture, history, and language of the ethnically diverse student, but instead on the student of the dominant culture, which in most cases is the culture of the White, middle class student. McLaren (1997) further claims that until ethnically diverse groups, or oppressed groups as he refers to them, are treated as equals to the dominant groups, there will not be equitable education for all students. He further explains that it is not only important “to understand how students actively draw upon their own cultural resources in order to produce meaning, but also because it theoretically legitimates the various forms of investments that students make in the learning process itself” (p. 34). This joint effort by teacher and students to understand and respect the interests of both parties allows there to be a true democratic setting in the classroom, and an environment where all voices and ideas are valued, not just the voices and ideas of the dominant group.

### Multicultural Education Implementation

The effective use of multicultural education can depend on many variables, including the student, the teacher, the school, the teacher preparation program, past experiences, beliefs, perceptions, and the curriculum. Teachers, who are “well qualified in traditional teaching skills may not necessarily possess the multicultural knowledge, dispositions, and skills to meet the needs of culturally diverse student populations” (Vavrus, 2002, p. 15). Ford and Quinn (2010) studied preservice teacher dispositions concerning the use of multicultural education prior to the preservice teacher’s first educational course. The researchers surveyed potential preservice teachers on various questions about diverse student groups. The researchers found that although the preservice teachers tended to agree that multicultural education was important to learn, many of the preservice teachers, who planned to teach in less diverse classrooms, believed the

information might not be necessary for them. Bhargava, Hawley, Scott and Phelps (2004) studied the multicultural perceptions of preservice teachers in the last semester of their education coursework. They found that the preservice teachers “described being firm in awareness of the importance of diversity and being competent in knowledge of diversity issues, yet, less confident in their ability to apply this knowledge in a work setting” (p. 21).

Some research examined the different ways in which teacher preparation instructors view diversity. Assaf, Garza and Battle (2010) looked at teacher preparation instructors from the same teacher preparation programs who held differing views on multicultural education. The study included fourteen teacher preparation instructors with whom the researchers conducted interviews, focus group interviews, and follow up interviews. The researchers discussed assessments, experiences, and how teacher-preparation programs prepare preservice teachers for diverse classrooms. The researchers determined there were a number of reasons why teacher preparation instructors were using multicultural education strategies differently in teacher education programs. Some of the reasons included the teacher preparation instructor’s experience with minority students, how teacher preparation instructors taught the concept, and the cultural make-up of the field-based experience schools and the student teaching schools. One example in the study indicated that the teacher preparation instructors “expressed a great deal of uncertainty about how to address diversity in their field-based courses and struggled with the challenges of preparing teachers for the realities of the classroom” (p. 123). However, the researchers stated that despite the teacher preparation instructors’ uncertainty, all the teacher preparation instructors interviewed believed that field-based experiences were important learning opportunities for preservice teachers “to connect theory with practice, to become integrated into the school community, and to become more aware of and responsive to diversity” (p. 124).

Research indicates that positive changes, such as a tolerance for other cultures and a better understanding of the lives of students they teach, occur to preservice and active teachers during and after multicultural training. Multicultural education training can help preservice teachers understand how to offer learning opportunities to students, as well as guide preservice teachers in how to interact with diverse students in classroom settings, and how to incorporate interdisciplinary curriculum into the learning environment (Goodwin, 1997; Merryfield, 2000; Ramsey, Williams & Vold, 2003). Capella-Santana (2003) studied a group of preservice teachers who attended a multicultural education course prior to student teaching in an ethnically diverse school. Results of questionnaires and interviews conducted before and after the experiences suggest that the preservice teachers' beliefs, attitudes and knowledge about ethnically diverse students improved from the multicultural training. Ross and Smith (1992) also found that preservice teachers who attended diversity and equality training prior to their student teaching experience shifted their blame for the failure rates among ethnically diverse students away from the students towards teacher actions/inaction and problems with the school curriculum. The preservice teachers with a previously negative view of ethnically diverse learners began to rethink their beliefs and perceptions about the learners (Anderson & Swick, 2001).

As useful as multicultural training can be to preservice teachers, it can only be as successful as the teachers' implementation permits. Some preservice teachers will respond to multicultural concepts with different lesson plans and strategies. Some lesson plans and strategies will be more successful than other lesson plans and strategies, and multicultural training may not always lead to the utilization of these skills by preservice teachers after they enter the classroom (Jay, Packer-Williams, Barwick, & Evans, 2009). Likewise, teachers who cannot make a connection between multicultural education and their specific content will likely

find multicultural education unnecessary in their own classrooms (Banks, 2010). Although many preservice teachers state that they are ready to teach in a multicultural way, the reality is that when they become teachers, their first priority is just to survive in the classroom (Capraro, Capraro, & Helfeldt, 2010). These teachers work to keep students in their desks, and they hope that the students will behave in the classroom long enough to complete the lesson (Grant & Koskela, 2001). They seem to place many of the multicultural education lesson plans and concepts they studied in their education classes on hold until they can get a comfort level in their classroom management.

As mentioned earlier in the literature review, the goal behind NCLB and other reform movements is to increase the performance of students. However, some multicultural education proponents have not fully supported these movements. Some critics doubt that NCLB can provide a long term solution to public education, and NCLB may actually roll “back the modest advances toward educational equity multicultural education activists have made in the last twenty years and is further undermining efforts to provide quality academic experiences for children of poverty” (Copenhaver-Johnson, 2007, p. 40). In addition, Grant and Sleeter (2010) explain that “the effect of these movements vary widely” (p. 59). NCLB’s focus on improving test scores may actually be hindering the success of students who need the most help. Nieto and Bode (2010) claim that “these reform efforts often end up punishing schools, teachers, districts, and ultimately students who have not measured up to norms of success predetermined by politicians, policy makers, and others who know little about schools” (p. 395).

### Teaching in the Middle Grades

Preservice and active teachers can experience lifelong challenges in the classroom, whether they teach at the elementary, middle school, or high school level. Variations in the

educational levels of students present their own challenges. Moreover, as students enter the middle grades, they face a number of physical and emotional challenges as they become adolescents. Many of these students experience a loss of interest in academic success and a decline in grade performance as they enter into their adolescent years (McCollum & Yoder, 2011). Likewise, students in the middle grades worry how others will perceive and judge them, and their confidence may depend on their level of self-image and self-worth (Parker, 2010; Manning, 1994). It is important for teachers teaching the middle grades to develop a good relationship with these students as early as possible so that the students can feel comfortable and safe in the learning environment.

Building confidence in adolescents can be achieved in “schools that value respectful, close relationships between students and adults in learning communities. These relationships, in turn, give more power to both students and adults as they strengthen the learning process and a democratic way of life” (Davis, 2004, p. 11). This principle holds true for adolescent students from diverse backgrounds. Adolescent growth includes the development of cultural identities, and these students “benefit when educators understand and encourage the development of healthy cultural identities rather than implying that culturally diverse learners should replace cherished cultural beliefs with those of middle class Anglo Americans” (Manning, 1994, p. 27). Successful teachers understand the need to create engaging and culturally relevant lessons that diverse students will enjoy.

Teachers can create an encouraging classroom atmosphere by promoting respect for diversity and providing all students with opportunities to learn and interact with each other. Students who feel accepted by their teachers and peers will be more willing to take risks, such as reading aloud or participating in a class discussion. According to the National Council for

Accreditation of Teacher Education (NCATE, 2008), middle school teachers should be familiar with the key education concepts and theories of middle school student development, and they should be able to “create positive learning opportunities that reflect an understanding of the development of all adolescent learners” (p. 63). NCATE is the official accrediting body of many teacher preparation programs and is recognized by the U.S. Department of Education. NCATE’s accreditation of teacher preparation programs helps to insure that preservice teachers become knowledgeable and skillful active teachers, whose goal is the successful education of all children (NCATE, 2008).

Much research indicates that preservice middle school teachers who are exposed to multicultural training in their teaching education courses generally use their learning in the classroom. Verma (2009) found that preservice teachers who participated in a multicultural training program were positively influenced by their experiences with ethnically diverse students. These opportunities helped the preservice teachers use reflection to analyze their own personal experiences, “become cognizant of their surroundings,” and understand the need to adapt teaching strategies and interventions for these students (p. 323). Generally, teachers, who are more successful teaching ethnically diverse students use an interactive teaching style, watch for non-verbal cues from students during instruction to gauge frustration levels, and the teachers work to develop successful ongoing teaching strategies in their classrooms (Curtin, 2005). Hill, Phelps, and Friedland (2007) studied the responses of a group of preservice teachers who participated in a multicultural middle school field experience. After the experience, the majority of the preservice teachers stated they enjoyed the opportunity to interact with the students; they improved their listening skills; increased their knowledge about the students’ backgrounds and



cultures; and they would be more likely to teach at middle school grade levels and at an ethnically diverse school similar to the one in their field experience.

### Preservice Teacher Field Experiences and Perceptions

Many education programs provide preservice teachers with coursework in instruction and current educational theories, but some education programs lack course offerings involving field experience and hands-on training. Preservice teachers may work with students in simulated teaching exercises, but education programs may be hindering preservice teacher learning by not allowing them to experience real students in real classrooms (Haberman, 2005). These teachers may enter the classroom under-prepared and the limited cultural awareness of both the teachers and the students can challenge the teacher's effectiveness in the classroom (Barnes, 2006). Preservice teachers who are given the opportunity during their teacher training to work with diverse students will likely develop an appreciation, acceptance, and tolerance for the differences in culture and diversity (Lin, Lake, & Rice, 2008).

Despite preservice multicultural courses, preservice teachers may still have biases and preconceived ideas, stereotypes, and expectations of certain student populations. The limited cultural awareness mentioned earlier could be "reinforcing stereotypes and prejudices" from both the teachers and students (Barnes, 2006, p. 85). If preservice teachers have worked with Asian students who were successful in school, these preservice teachers may believe that all future Asian students will be successful students. If preservice teachers have worked with Hispanic or African American students, who may have been unsuccessful in school in the past, these preservice teachers may incorrectly assume that all future Hispanic and/or African American students will be unsuccessful, as well.

Some teachers, administrators, and researchers still think that “social class is a reliable predictor of performance on standardized tests as well as success in school” (Hollins, 1993, p. 93). A teacher’s expectation of a student can be positively or negatively influenced by the social class, physical appearance, and behavior of the student (Ritts, Patterson & Tubbs, 1992). If a student appears to come from a higher income home, the teacher will generally have higher expectations for the student than if the student appears to come from a lower income home (Persell, 2010). These same educators may believe the majority of students from lower socioeconomic environments get little assistance at home from parents, and that this lack of parenting and the students’ low motivation is to blame for low performance in school. This tendency to blame the home environment on low achievement may prevent teachers and schools from taking responsibility for the failure of these students (Ford & Quinn, 2010). Teachers should build upon the skills of ethnically diverse students. Examples of a successful classroom might include: using gestures, sounds, and signs that are understood by all students; using teaching strategies that include the students’ own histories and life experiences; incorporating the students’ community culture into the instruction; creating a kind and respectful classroom; developing good relationships with both students and parents; and continually assessing and re-assessing the students’ learning progress (Hollins, 1993).

#### Student Backgrounds and Parental Involvement

Students come to the classroom with a wide variety of backgrounds, and their previous learning experiences can affect the way they view their present school. Some students come from single parent homes, have parents with little education themselves, or parents who struggle with providing a good living environment for their children (Children’s Defense Fund, 2010). These students, who face stress at home, may bring this stress with them into the classroom, and

it can affect their learning. If they have been unsuccessful in the classroom in the past, they may be less likely to have an optimistic view of their educational futures. Poor conditions at home can affect the student's ability to grow and develop properly (McMahon, Browning, & Rose-Colley, 2001). Thompson (2005) states that the parents or guardians of these children "may be at work and unable to provide the academic and emotional support needed in order for a student to become successful in school" (p. 74). Because a student's home may or may not provide a supportive living environment, it is important for teachers to build good relationships with their students and provide a safe and comfortable classroom in which students can feel confident and eager to learn at school.

Lack of parental involvement can be a problem in some lower socioeconomic areas, but teachers and administrators should still make it a priority to reach out to their students' parents and include them in the progress of their children at school. Many students from lower socioeconomic communities have parents with limited educational levels and language comprehension problems. Smith, Stern, and Shatrova (2008) identify a number of obstacles that can prevent successful parental involvement, including lack of transportation, child-care issues, and/or low parental expectations. Some of these same students have parents who work more than one job or who have jobs in the evenings, and these students may spend very little time with them. Some of these students may also be living with family members, other than their parents, such as aunts, uncles, or grandparents (Thompson, 2005). Their parents or other relatives, who may be eager for their children to work and bring in money for the family, may see little value in education for their children. Thus, dealing with parents and/or family members who may be offering counterproductive advice to their children at home can make it difficult to teach these students in the classroom. Teachers must understand how the ethnically diverse student's

background and previous learning experiences influence that student's learning, and these teachers must work with parents and the community to create a successful learning environment (NCATE, 2008). Activities that could be beneficial in strengthening the parent, student, and teacher relationships might be cultural awareness nights at the school, school-sponsored events in the community, and/or positive phone calls and home visits made by the teacher.

### Classroom Management

Classroom management strategies can be some of the most important skills a preservice and practicing service teacher can acquire. If a teacher is unable to maintain discipline and control of the classroom, student learning becomes difficult to impossible. The same principle holds true for developing classroom management strategies in a diverse classroom. A 2006 U. S. School Discipline report states that for every 100 students enrolled in public schools, there were three suspensions of Asian or Pacific Islander students; five suspensions of White students; seven suspensions of Hispanic students; eight suspensions of American Indian or Alaska Native students; and 15 suspensions of Black or African American students (Children's Defense Fund, 2010). The high number of ethnic minority student suspensions should be a concern for teachers planning to teach in a diverse community or school. Dalhouse and Dalhouse (2006) maintain that in several of their studies, preservice teachers "expressed lower levels of comfort with both Black and second language learners" in the classroom due to the teachers' unfamiliarity with specific cultures and/or their inability to speak the language of the student (p. 69). If preservice teachers find themselves uncomfortable or unfamiliar with diverse student populations, they may find themselves unable to make a connection with these students or more likely to give up on them in the classroom.

As with any classroom, it is important for preservice teachers and active teachers to understand the factors that lead to behavior problems. Teachers must try to determine not just the fact that a student is misbehaving, but why the student is misbehaving. Is the student arguing with the teacher because he has a behavior problem, or because he feels threatened and he has little experience communicating with adults? Learning to understand the reasons “that contribute to certain behaviors is the first step in the change process” (Barnes, 2006, p. 92). Recognizing cultural values and backgrounds can assist teachers in determining why behaviors happened and how to prevent them from happening again. “Teachers who understand how to build on the culture and language of students will read the classroom behavior of such children more accurately and adjust their instructional processes accordingly without lowering their expectations for learning” (Grant & Sleeter, 2010, p. 63). The better teachers can understand their students’ personalities, the more likely teachers can maintain good classroom management in an ethnically diverse classroom, as well as in any classroom.

### High-Need Communities and Teacher Recruitment

More and more white middle-class families are moving away from the cities to the suburbs, leaving “an isolated urban underclass” (Levine, 2010, p. 20). Likewise, as the white middle-class families leave, it seems their white middle-class teachers are leaving the urban areas as well. Dalhouse and Dalhouse (2006) maintain that many white, female preservice teachers would prefer to student teach at a white suburban school. There is additional literature that indicates that most beginning teachers would prefer not to teach in a diverse community or urban setting. This mostly white, middle class group of teachers has shown a preference for teaching at schools similar to the ones in which they attended as children and teenagers. If newly graduated teachers find themselves looking for work in a tough job market, they may be competing with

experienced teachers for the same teaching opportunities. Out of necessity, these beginning teachers may apply and take jobs at schools in lower socioeconomic and more diverse areas to gain experience. Teachers teaching in lower socioeconomic areas tend to have emergency certifications, be first year teachers, and have less experience and training than teachers teaching in higher socioeconomic areas (Edley, 2002).

Once these teachers gain teaching experience, they may find that they have a better chance of moving to teaching opportunities at schools closer to home and in less diverse neighborhoods. These more experienced teachers tend to leave these high-need areas when the opportunity presents itself, and some new teachers are leaving the teaching field before they have even accepted their first teaching job. Haberman (2005) states that many preservice teacher graduates who have passed their certification exams never take jobs in schools. He believes colleges are generating a stream of young females with few life and work experiences, and the chances of these teachers failing in urban teaching settings are very high. Furthermore, schools in lower socioeconomic communities will struggle to recruit and retain their teachers (Sunderman, Kim, & Orfield, 2005). If the school serves a population with both a teacher shortage and a limited pool of teacher applicants, schools may not get the opportunity to hire their first or second choices in teacher applicants (Nelson, 2004).

Many times, students who attend schools in lower socioeconomic areas score lower on standardized tests than students who attend schools in higher socioeconomic areas. As mentioned earlier in the review of literature, NCLB's purpose is to make sure that all students receive a quality education. Under NCLB and state accreditation rules, schools with lower tests scores and high dropout rates will eventually face sanctions by the state, and the teachers and administrators working at those schools could lose their jobs (NCLB, 2001) (State Education

Agency, 2011). This situation puts low-performing schools at a disadvantage in attracting, hiring and keeping the more experienced teachers. Although it may be an unintentional consequence of NCLB, both beginning and experienced teachers may not want to work at a school that might eventually be sanctioned by the state (Tracy, 2005). This reality has many administrators working to find ways to encourage teachers to remain at their schools in lower socioeconomic areas.

In order to fill teaching positions abandoned by these teachers in lower socioeconomic neighborhoods, a number of districts across the United States have created competitive recruiting practices. Some districts are actively recruiting teachers by offering free tuition to complete a master's degree. However, some research suggests that these incentives are not enough to keep teachers in some schools in lower socioeconomic areas, especially urban schools. Haberman (2005) suggests that offering free tuition to teachers will not insure that these teachers will continue to teach in certain schools and districts after they complete their degrees. Experienced teachers still tend to migrate from more challenging schools to less challenging schools when another opening becomes available (Glazerman, 2011). The recruiting and retaining of teachers in schools in lower socioeconomic communities will continue to be a challenge for the school districts and communities with the highest need.

### Implications for Teacher Preparation

#### The Need for Cultural Field Experiences

The literature indicates that teaching programs need to offer multicultural teaching immersion courses or frequent field-based experiences during which preservice teachers can watch mentor teachers teach in ethnically diverse classrooms, as well as practice teaching in the classrooms themselves. Preservice teachers' attitudes about students and teaching in the

classroom generally improve after completion of their field-based experiences (LaMaster, 2001). It is important that teacher training instructors support and guide preservice teachers in utilization of multicultural strategies in their curriculum planning and classroom management (Grant & Koskela, 2001). Simply providing education courses that identify and discuss the various cultures has not been successful in teacher education programs (Proctor, Rentz, & Jackson, 2001). Schools have been failing the ethnically diverse populations by not recognizing and meeting their needs in the learning environment (Aguado, Ballesteros, & Malik, 2003). Reading about how to work with English language learners (ELLs) is helpful, but actually working with ELLs can be more insightful for preservice teachers. Preservice teachers can gain valuable insight as well as authentic experiences from field-based opportunities (Assaf, Garza & Battle, 2010). Preservice teachers who participate in multicultural field experiences can also increase their confidence levels in ethnically diverse classrooms (Hudson, 2009). Furthermore, these experiences can help teachers make a connection between what they have studied in their educational coursework and what actually works in the classroom.

However, it is not enough to provide any field-based experience for preservice teachers at a random school with an ethnically diverse population. Field-based teaching experiences need to be carefully planned and organized so that the preservice teaching opportunity is a successful one (Proctor, Rentz, & Jackson, 2001; Capraro, Capraro, & Helfeldt, 2010). Not all ethnically diverse schools will be good candidates to host preservice teachers in a field-based teaching environment. Schools should be chosen based on their success rates with students and teachers (Foote & Cook-Cottone, 2004). Placing preservice teachers in unsuccessful, ethnically diverse school environments could reinforce the preservice teachers' negative perceptions about teaching in an ethnically diverse setting. Teaching supervisors should look at previous success rates when



choosing appropriate schools for field experiences, and teaching supervisors must be able to work easily with the school administration and cooperating mentor teachers.

### Cultural Sensitivity Training and Reflection

There seems to be a need for teacher preparation programs and/or school districts to offer diversity sensitivity training to preservice as well as active teachers. Hill, Phelps, and Friedland (2007) suggest that teacher preparation programs guide preservice teachers in cultural exploration activities that begin with reflective comparisons made between the preservice teachers' personal cultures and those of their students. Encouraging teachers to examine their own backgrounds and possible biases towards certain student populations can help these future teachers better understand their own weaknesses and work to overcome them. The use of reflection journals can be helpful to preservice teachers during both the field experience and the student teaching experience. Reflective journal writing can help preservice and practicing teachers "become aware of their attitudes, beliefs, and life experiences, which may in turn be critically examined and perhaps changed" (Lin, Lake & Rice, 2008, p. 194). The use of reflective writing can also help guide preservice teachers to make a connection between theory and practice (Hinck, Mitchell, Williamson, Eddy & Bechtold, 2009). Teaching training programs must work to offer preservice teachers a number of worthwhile experiences so that they have time to reflect and examine their own prejudices and beliefs (Lyons, 2009).

Some experiences that can benefit preservice teachers are home visits to student homes to meet parents or other family members. Lin, Lake and Rice (2008) emphasize that preservice teachers may possess faulty assumptions about a student's culture and home life, and unless the preservice teacher makes the effort to visit students in their own environments, the preservice teachers may be unlikely to change those assumptions. Cultural sensitivity training can also help

teachers offer friendly “learning environments where all students are welcomed, supported, and provided with the best opportunities to learn regardless of their cultural and linguistic backgrounds” (Barnes, 2006, p. 86). As teachers work to provide a more culturally comfortable classroom for their students, lessons and curriculum will become significant for them, and students will get the opportunity for a more equitable learning experience at school (Aguado, Ballesteros, & Malik, 2003).

### Types of Research Analysis and Methodology

#### Content Analysis Methodology

The ancient origin of content analysis began with the symbolic use of voice and writing (Krippendorff, 2004). Today, content analysis “is a systematic research method for analyzing textual information in a standardized way that allows evaluators to make inferences about the information” (U. S. General Accounting Office, 1996). Krippendorff defines textual information as not only written text, but he includes images, maps, sounds, signs, symbols, and art. Content analysis can be used on most written information, including case studies, interview transcripts, evaluations, focus group discussions, and survey questions (USGAO, 1996). Content analysis relies on a series of established rules in which a researcher can make inferences from text about the sender, the message, or the audience (Weber, 1990). The words of the text can then be organized into fewer categories (Elo & Kyngas, 2008; Weber, 1990). The technique helps to find patterns in the text and can be used to work with a large amount of data (USGAO, 1996; Stemler, 2001). The purpose behind this research method is to help researchers focus on frequently used words in identifying the important points and trends in the text. This type of analysis gives the researcher “new insights, increases a researcher’s understanding of particular phenomena, or informs practical actions” (Krippendorff, p.18).

According to USGAO (1996), the seven steps involved in using content analysis include:

- (1) Decision to use content analysis
- (2) Choosing the variables
- (3) Selection of data to analyze
- (4) Definition of the recording units
- (5) Development of a plan of analysis
- (6) Coding the text
- (7) Analyzing the data (p. 12)

Stemler (2001) cautions that although there is an assumption made that words listed more frequently may hold more weight, there will be instances when the researcher should be aware that text can have more than one meaning, and words may fit into more than one category. As the researcher uses this method to organize, code and condense information, great care must be taken to preserve the original meaning and intent of the text (Schilling, 2006). Notably, “qualitative content analysis focuses on creating a picture of a given phenomenon that is always embedded within a particular context, not on describing reality objectively” (White & Marsh, 2006, p. 17). This “picture carefully incorporates the context, including the population, the situation(s), and the theoretical construct” (p. 18).

#### Grounded Theory Analysis and Methodology

The goal of grounded theory methodology research “is to generate a conceptual theory that accounts for the patterns for behavior that are relevant and problematic for the participants” (Gregory & Jones, 2009). According to Glaser and Strauss (1967), the main components of grounded theory methodology are data collection, coding, analysis, memo writing, creation of

categories, theoretical sampling, continuous comparison and analysis of data, and writing to create further categories. The four stages of the constant comparative method include:

- (1) Comparing incidents applicable to each category
- (2) Integrating categories and their properties
- (3) Delimiting the theory
- (4) Writing theory (p. 105)

Grounded theory research encourages researchers to interact with their data, “while remaining constantly involved with their emerging analyses” (Bryant & Charmaz, 2007, p. 1). Grounded theory’s use of “comparative analysis for generating theory puts a high emphasis on theory as process; that is, theory as an ever-developing entity, not a perfect product” (Glaser & Strauss, 1967, p. 32). The use of comparisons can aid a researcher in obtaining a better grasp on seemingly obscure events (Corbin & Strauss, 2008). Grounded theory provides a way to generate a theory as well as the tools to accomplish this task (Irvin, 2011). This constant comparison analysis allows the coding to emerge from the data. Grounded theory “is therefore one of a dynamic relationship between sampling and analysis which enables the researcher to check that emerging findings remain constant as further data is [*sic*] collected” (Elliott & Lazenbatt, 2004, p. 50).

### Conclusion

This review of literature has identified the necessity for teacher preparation programs to offer cultural field experiences for preservice teachers as well as cultural sensitivity training and reflective practices for both preservice and practicing teachers. The review of literature has also identified research analysis and methodology examples. Teacher preparation programs tend to use two strategies to prepare preservice teachers for the ethnically diverse classroom: actively

work to recruit ethnically diverse teachers or work to educate and further develop the preservice teachers (Sleeter, 2001; Howell & Arrington, 2008). The number of ethnically diverse students in the United States will continue to increase, and research suggests that without proper training in an ethnically diverse classroom prior to teaching, teacher discontent and failure in the ethnically diverse classroom is highly likely (Lyon, 2009; Levine, 2010). Proctor, Rentz, and Jackson (2001) found that multicultural courses and successful field experiences made it more likely that preservice teachers would continue to work in lower socioeconomic schools after graduation. In order to attract and retain teachers in the more ethnically diverse, lower socioeconomic areas, teacher preparation programs must work to create and prepare teachers who are confident and ready to work successfully and remain in the ethnically diverse classroom setting.

There seemed to be a lack of research on preservice teachers who were exposed to multiple multicultural opportunities during their teacher education program. I looked at the types of multicultural opportunities preservice teachers experienced and how they understood and implemented multicultural concepts in their practice. I examined whether preservice teachers' attitudes about multicultural populations changed or resisted change as a result of their experiences during their teacher education program. I also examined the types of multicultural approaches that the preservice teachers used in their practice, despite experiencing the same multicultural opportunities as other preservice teachers in the same teacher education program.

### Summary

This chapter examined literature concerning multicultural education, topics related to 4-8 preservice teachers, implications for teacher preparation programs, as well as types of research analysis and methodology. Chapter 3 identifies the methodology used in this study, as well as the research design, the population studied, data sources and collection, and the data analysis.

## CHAPTER 3

### METHODOLOGY

The purpose of this study was to determine how 4-8 preservice teachers understand and implement multicultural training in their practice. As mentioned earlier in this proposal, preservice teachers in the teacher education program in this study were required to take two bilingual/ESL (English as a second language) courses, additional education courses that contained an embedded multicultural training component in them, participate in field experience training and a semester of student teaching, and were expected to pursue the ESL supplemental certification. During their last year in the teacher preparation program, the preservice teachers were taught how to organize and set up a learning environment, create successful lesson plans, manage a classroom, and work with all types of students. These preservice teachers created coursework projects, portfolio examples, and reflections to demonstrate what they learned during this time (see the appendix for portfolio assignment and key assessment instructions). This chapter describes the procedures and methods of research that were used, including the research design, study population, data source and collection procedures, and how the data were analyzed.

#### Research Design

I used qualitative methods in this research design. Qualitative research can be particularly useful when the researcher wants to “generate a substantive theory” to explain the patterns of behavior (Gregory & Jones, 2009). If examination of the data can generate a meaningful theory to explain why preservice teachers respond or do not respond to multicultural training, the analysis could help improve teacher preparation programs. Qualitative researchers seek ways to interpret and understand how individuals “in a social setting construct the world around them” (Glesne, 2006, p. 4). According to Corbin and Strauss (2008), “Qualitative research allows

researchers to get at the inner experience of participants, to determine how meanings are formed through and in culture, and to discover rather than test variables” (p. 12). Qualitative research methods also give the researcher the ability to study subjects in great depth without predetermined constraints, (Patton, 1990). To accomplish this task, many times qualitative researchers follow a constructivist paradigm. A paradigm is defined as an “analytic strategy for integrating structure with process” (Corbin & Strauss, 2008, p. 87). The constructivist paradigm asserts, “that human beings construct their perceptions of the world, that no one perception is ‘right’ or more ‘real’ than another, and that these realities must be seen as wholes rather than divided into discrete variables that are analyzed separately” (Glesne, 2006, p. 7). The constructivist paradigm differs from the positivist paradigm, in that the positivist paradigm maintains that knowledge is “limited to what could be logically deduced from theory, operationally measured, and empirically replicated” (Patton, 2002, p. 92).

I used a modified grounded theory methodology and interpretive approach in the analysis of the course syllabi and student coursework. Grounded theory offers a good approach to analyzing preservice teacher coursework, portfolio examples and reflections, as it requires the researcher to search for an emergence of patterns in content and to identify themes in the writing and assignments. Theory is not generated until after the collection of data, and it will result from the writing of memos, coding, and the creation of categories (Glaser & Strauss, 1967; Hesse-Biber, 2007). I used the grounded theory approach to compare and contrast the artifacts in the preservice teachers’ portfolios in order to make sense of the data and to watch for an emerging theory (Hesse-Biber, 2007; Holton, 2007). The goal of this research was to generate a theory to explain how preservice teachers understand and use the multicultural information they learn in their courses, field experiences, and student teaching, and whether their beliefs and perceptions

appeared to change as they applied this information in their coursework, portfolio examples and reflective writing. This methodology was also used to analyze the data that focus on the various ways the preservice teachers represent their experiences from their teacher preparation program (Hartmann, 2003). As grounded theory focuses on the study of the social processes, “the activity of writing fits as a good subject for applying such a methodology, given its nature as a social, situated process” (Irvin, 2011, p. 88).

I was able to use the examples to determine how the preservice teacher was applying or not applying this information and to identify patterns in the usage. Portfolios show the connection that preservice teachers “make between their professional growth that occurs as a result of coursework and fieldwork during the process of learning to teach” (Fiedler, Mullen, & Finnegan, 2009). Likewise, the reflective writing in the portfolios and coursework can play an important role in self-guided learning as well as helping the preservice teacher to make a connection between theory and experiences (Hinck et al., 2009; Weick, 1995).

### Population of Study

The population of the study consisted of fifty-three undergraduate, preservice teachers enrolled in the last two years of a 4-8 teacher certification program at a large public university in the southwestern United States. The university places its preservice teachers into assigned groups prior to the field experience. In the case of this study, the university divided the 53 4-8 preservice teachers into two groups. The first group consisted of 21 preservice teachers. The second group consisted of 32 preservice teachers. There were 15 females and 6 males in Group 1, and there were 24 females and 8 males in Group 2. (Table 3)



Table 3

*Preservice Teachers: Females vs. Males*

Sex	Preservice Teachers in Group 1	Preservice Teachers in Group 2	TOTAL
Females	15	24	39
Males	6	8	14
TOTAL	21	32	53

The preservice teachers' certification areas included English/language arts/reading, math, science, and social studies/history. The majority of preservice teachers in Group 1 planned to teach Science, and the majority of preservice teachers in Group 2 planned to teach English/Language Arts/Reading. There were no preservice teachers in either group who planned to teach Music, Art, or any other elective. (Table 4)

Table 4

*Preservice Teachers' Certification Areas*

Certification Area	Preservice Teachers in Group 1	Preservice Teachers in Group 2	TOTAL
English/Language Arts/Reading	6	15	21
Math	5	8	13
Science	7	6	13
Social Studies/History	3	3	6
TOTAL	21	32	53

As mentioned earlier in the paper, the preservice teachers participated in a teaching field experience in addition to their student teaching semester. Mentor teachers guided the preservice teachers as they learned how to set up a classroom, prepare appropriate lesson plans, practice classroom management, and work with all types of students.

I chose the preservice teacher population for my study, because recruiting middle school level teachers can prove challenging for principals. Middle school and high school teachers are less likely to be content in their teaching assignments and more likely than teachers in the primary grades to consider leaving the teaching profession (Rochkind, Ott, Immerwahr, Doble, & Johnson, 2007). Furthermore, if given the choice, many preservice teachers prefer to teach at the high school level rather than at the middle school level (Sage, 1989). Preservice teachers can view middle school students as “driven by hormones, devoid of intellectual curiosity, rebellious, and resistant to authority” (Finders, 1999, p. 258). Because middle school students often begin to lose interest in their academic success during their adolescent years (McCollum & Yoder, 2011), research on preservice middle school level teachers may provide helpful information.

#### District and Middle School Demographics

The preservice teachers assigned to Group 1 completed their field experience and student teaching in one district, and the preservice teachers assigned to Group 2 completed their field experience and student teaching in a different district. The district used for Group 1’s field experience and student teaching is located approximately 40 miles outside the downtown area of a large city in the southwestern U.S. I refer to this district as District A. The district used for Group 2’s field experience and student teaching is located approximately 15 miles outside the downtown area of the same large city in the southwestern U.S. I refer to this district as District B. The percentage of economically disadvantaged students in District A reached 41.5% of the student population. The percentage of economically disadvantaged students in District B was almost double that of District A at 80.8% of the student population.

The majority of students (52.9%) in District A were White, non-Hispanic. African American students made up 11.6% of the student population, and Hispanic students represented

30.8% of the student population in District A. The majority of students (70.8%) in District B were Hispanic. White, non-Hispanic students represented 11.7% of the student population, and African American students composed 12.1% of the student population in District B. The ethnic diversity of the student populations of both districts is represented in Table 5.

Table 5

*Student Ethnicity by District: 2010-2011 (State Education Agency)*

Ethnicity	District A	District B
White	52.9%	11.7%
African American	11.6%	12.1%
Hispanic	30.8%	70.8%
Asian	2.6%	3.6%
American Indian	0.9%	0.5%
Pacific Islander	0.1%	0.1%
Two or More races	1.2%	1.3%

The 53 undergraduate, preservice teachers participated in field experiences and student teaching in ten different middle schools. Five middle schools were located in District A, and five middle schools were located in District B. Middle Schools A-E were located in District A. Middle Schools F-J were located in District B. Middle School I opened for the first time in the 2011-2012 school year, and it shared similar socioeconomic demographics with the other middle schools in District B. The majority of the middle schools in both districts had a large number of economically disadvantaged students. (Table 6)

Table 6

*Percentage of Economically Disadvantaged Students by Middle School: 2010-2011*  
(State Education Agency)

Middle Schools	Percentage
School A	66.7%
School B	20.9%
School C	47.7%
School D	44.8%
School E	54.5%
School F	88.2%
School G	78.9%
School H	83.2%
School I	NA*
School J	75.5%

\* School I opened for the first time in the 2011-2012 academic school year.

Table 7 presents demographic information on the student ethnic composition of each of the schools in the study.

Table 7

*Student Ethnicity by Middle School: 2010-2011* (State Education Agency)

Middle Schools	White	African American	Hispanic	Asian	American Indian	Pacific Islander	Two or More Races
School A	34.5%	19.4%	42.8%	1.9%	0.2%	0.2%	1.1%
School B	69.2%	7.9%	17.7%	3.8%	1.2%	0.1%	0.2%
School C	44.1%	10.0%	39.4%	3.8%	1.1%	0.0%	1.6%
School D	49.8%	17.2%	28.8%	1.0%	0.7%	0.2%	2.2%

*(table continues)*

Table 7 (continued).

Middle Schools	White	African American	Hispanic	Asian	American Indian	Pacific Islander	Two or More Races
School E	47.5%	9.6%	39.3%	1.1%	0.9%	0.0%	1.6%
School F	8.1%	7.1%	82.3%	1.5%	0.3%	0.2%	0.4%
School G	12.4%	19.3%	62.5%	3.4%	0.8%	0.2%	1.5%
School H	8.4%	30.7%	53.4%	5.1%	0.9%	0.0%	1.6%
School I							NA*
School J	19.6%	8.6%	66.7%	3.5%	0.3%	0.0%	1.1%

\* State data were not available for School I as it opened for the first time during the 2011-2012 school year; however, it appeared to mirror the demographic profile of School G.

#### Data Source and Collection Procedures

During the preservice teachers' last year in their teacher education program, they were required to submit a portfolio containing their reflections and key assessments of what they learned from their bilingual/ESL courses, education courses containing an embedded multicultural training component, field experiences, and student teaching experiences. The university's teacher education program required preservice teachers to include examples of their classroom work, lesson plan ideas, bulletin board designs, notes, and personal reflections in their portfolios (see the appendix for portfolio assignment and key assessment instructions). The university required submission of the preservice teachers' portfolio through the university's online teacher evaluation program, TK20, in order to track their progress toward becoming a professional teacher. The preservice teachers submitted portfolio examples three times: prior to the early field experience, at the end of the early field experience, and again at the end of their student teaching experience. These three submissions are referred to as Checkpoint 1, Checkpoint 2, and Checkpoint 3, respectively. The preservice teachers could seek advice and

assistance in their portfolio development from their instructors, field experience supervisors, student teaching supervisors, and their on-site coordinators. Portfolio guidelines align with the 1992 Interstate New Teacher Assessment and Support Consortium (INTASC) standards and are designed to help preservice teachers make a connection between these standards and their own learning.

The 1992 INTASC standards include:

- (1) Subject matter- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students;
- (2) Student learning- The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development;
- (3) Diverse learners- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities;
- (4) Instructional strategies- The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills;
- (5) Learning environment- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;

- (6) Communication- The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom;
- (7) Planning instruction- The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals;
- (8) Assessment- The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner;
- (9) Reflection and professional development- The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally;
- (10) Collaboration, ethics, and relationships- The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being. (1992, pp. 1-2)

### Data Analysis

In this section, I explain the process I used to answer the research questions for my study. As previously mentioned in chapter 2, the research questions investigated to address the purpose of this study are:

- (1) What multicultural and diversity knowledge and skills, as presented in course syllabi and required texts, are preservice teachers expected to learn?

- (2) What do students' course assignments including portfolios, key assessments, and reflective writing reveal about students' understanding and application of multicultural concepts?
- (3) What attitudes, beliefs, and perceptions about a diverse population or teaching from a multicultural perspective do preservice teachers acknowledge in their educational portfolios and coursework key assessments?
- (4) What changes, if any, in preservice teachers' attitudes, beliefs, and perceptions are evident in their portfolios, key assessments, and reflective writing?

In order to answer my first research question, I began my research study by examining the university's undergraduate course catalog to search for the types of courses the undergraduate preservice teachers were expected to take. Then, I examined the education department's course plan sheets and the course catalog descriptions further to look for any multicultural/ethnic diversity courses or courses that appeared to have a multicultural/ethnic diversity component in them. Once I created my list of these courses, I obtained the syllabi for each course from the education department. In a study of the individual syllabi, I made notes of the required textbooks, including textbook chapters assigned and other required readings for each course.

I received the university's Institutional Review Board (IRB) approval, and I met with the two groups of preservice teachers and collected informed consent forms from fifty-three preservice teachers. I made a preliminary examination of the data available on the university's online teacher evaluation program, TK20, to confirm there would be enough data for my research study. I found that there were approximately 130-170 pages of data per preservice teacher available in the university's online evaluation program, so I proceeded with my research



plans. I accessed, saved, and made copies of approximately 7000 pages of data from the preservice teacher portfolios and key assessments. According to the university, I was the first researcher to access and analyze data using the online teacher evaluation program, TK20 for any type of research project. My research possibly could set a precedent for future graduate students and other researchers.

After I obtained the preservice teaching data from the university’s online evaluation program, I completed the assigned reading and textbook list and analyzed the required text/readings from the courses that included a multicultural/diversity component. I then made notes about the key concepts found in the required textbooks, and I assigned one or more of Grant and Sleeter’s multicultural approaches to each of the readings. As mentioned earlier in the literature review, these approaches include teaching the exceptional and culturally different; human relations; single-group studies; multicultural education; and education that is multicultural and social reconstructionist (Grant & Sleeter, 2003, p. 12). Table 8 presents Grant and Sleeter’s multicultural approaches and their key concepts, which I used throughout the process.

Table 8

*The Five Approaches to Multicultural Education (Grant & Sleeter, 2003)*

Approach	Key Concepts
1) Teaching the Exceptional and Culturally Different	Holds a deficit view of ELLs; supports assimilation; provides language instruction and skills needed to find a job; presents content in more user-friendly way to reach students (Sleeter, 1993); opposes changing of content or curriculum; maintains high expectations for students <i>(table continues)</i>

Table 8 (*continued*).

Approach	Key Concepts
2) Human Relations	Promotes tolerance; develops respect for all individuals; offers chances to participate in cooperative learning; discusses stereotyping and individual differences and similarities; promotes student bonding; “implicitly accepts the present social order” (Leistyna, 2001, p. 18);
3) Single-Group	Studies a particular group of individuals; discusses their contributions to society; provides lessons about discrimination the group has experienced (Leistyna, 2001)
4) Multicultural Education	Promotes an understanding and appreciation of cultural diversity; adapt teaching strategies to accommodate the ethnically diverse student’s learning style; values bilingualism; promotes awareness of social issues; questions stereotypes; participates in cooperative learning; incorporates social justice into lessons; promotes equality, but ignores the inequalities that exist between groups (Leistyna, 2001); does not question the oppression that exists between members of society
5) Multicultural and Social Reconstructionist Education	Focuses on the inequalities in education; focuses on social reform; promotes an equalization of power; works to alleviate oppression; offers students the chance to solve society’s problems

Once I had a better understanding of what information, as well as the type of multicultural approaches that were taught, I began with my analysis of the 4-8 preservice teacher portfolios and other assignments in order to answer my last three research questions. My unit of analysis was each artifact, and I utilized purposeful sampling of the artifacts from each participant. Artifacts included examples of classroom work, lesson plan ideas, bulletin board designs, notes, case studies and personal reflections. I made handwritten notes about every artifact in each participant’s portfolio and key assessments, whether it pertained to a

multicultural concept or not. I also made special notations in my notebook for artifacts that contained a multicultural concept, whether it was a participant's quote or how a multicultural concept was applied or not applied in the artifact. Once I completed my handwritten notes, I typed them up in a Word document. From my 150 pages of typed notes, I searched for emerging patterns in the data, as well as how the preservice teachers were applying or not applying the information in their coursework, portfolios, and reflective writing. I reviewed the data generated prior to the early field experience, the data at the end of the early field experience, and the data at the end of the student teaching experience.

I analyzed the data using a modified grounded theory approach within a constructivist theoretical paradigm. The constructivist approach to grounded theory offers understandable guidelines and flexible strategies, rather than formal procedures (Charmaz, 2000; 2006; Heilman, 2007). The constructivist approach also makes the assumption that individuals "construct the realities in which they participate" (Bryant & Charmaz, 2007, p. 607). The "analysis is a very dynamic process. The analyst must brainstorm, try out different ideas, eliminate some, and expand upon others before arriving at any conclusion" (Corbin & Strauss, 2008, p. 46). Likewise, Holton (2007) explains, "Grounded theory is about concepts that emerge from the data," (p. 266) and not the data themselves. Tony Docan-Morgan (2010) created some steps in using Corbin and Strauss's guidelines for a grounded theory approach, which I followed throughout my data analysis. The steps were to identify data, compare, and analyze the data, break apart the data, create categories in the open coding process, and link themes in the axial coding process. In the first step, I reviewed my typed notes on the assignments and responses and underlined patterns in the content that seemed relevant to my study. In the second step, I conducted an open coding procedure, in which I organized the data based on similar content,

broke the data into discrete parts, and then I created categories. I then utilized a constant comparative approach to look for themes in the writing responses and assignments.

After I completed the open coding of the data, I conducted an axial coding procedure. The axial coding method examines the characteristics of the concepts identified during the open coding process and then “relates categories to subcategories and specifies the properties and dimensions of a category” (Charmaz, 2006, p. 60). It then relates the concepts with categories (Corbin & Strauss, 2008). I looked at relationships in the previous concepts and categories to determine whether there were links between the groups that connected and integrated the categories created during open coding to new categories (Docan-Morgan, 2010). Analyzing the relationship of these categories is the basis for building theory (Urquhart, 2007). I created tables to illustrate the relationships. My goal was to “turn raw data into something that promotes understanding and increases professional knowledge” (Corbin & Strauss, 2008, p. 48). Coding of the data is how “the conceptual abstraction of data and its reintegration as theory takes place” (Holton, 2007, p. 265). Finally, I used selective coding. According to Strauss and Corbin (1990), selective coding is “the process of selecting the core category, systematically relating it to other categories, validating those relationships and filling in categories that need further refinement and development” (p. 116). The goal of using different levels of coding throughout grounded theory analysis and methodology is to break apart the data, watch for the emerging theory, and then reassemble the data in order to form a coherent whole (Charmaz, 2006).

### Summary

This chapter presented the procedures and methods of research that were used in the study, including the research design, the study population, the district demographics, the middle school demographics, the data source and collection procedures, and how the data were analyzed

using a modified grounded theory methodology and interpretive approach. Chapter 4 includes a detailed presentation of the data used in this study.

## CHAPTER 4

### RESULTS AND DATA ANALYSIS

This study examined the types of multicultural concepts that are being taught to preservice teachers seeking certification in 4<sup>th</sup> through 8<sup>th</sup> grades (4-8). Further, this qualitative research study investigated what the preservice teacher assignments including portfolios, key assessments, and reflective writing reveal about the preservice teachers' understanding and application of multicultural concepts. In addition, this study explored the attitudes, beliefs, and perceptions about a diverse population or teaching from a multicultural perspective that the preservice teachers acknowledge in their educational portfolios and coursework key assessments. Finally, this study examined the changes, if any, in the preservice teachers' attitudes, beliefs, and perceptions as evident in their portfolios, key assessments, and reflective writing.

I have organized this chapter according to the order of my research questions, and I introduce the themes that emerged from my data analysis in each of the research question sections. At the end of this chapter, based on my analysis of the work of each preservice teacher, I have assigned each preservice teacher to the appropriate Grant and Sleeter's multicultural approach.

#### Teacher Preparation Program Syllabi and Required Texts

The goal behind teacher preparation programs, whether they are university-based or not, is to prepare preservice teachers to become competent and effective teachers in the workforce. An analysis of the syllabi from the required education courses revealed a variety of educational concepts that the preservice teachers were expected to learn. Syllabi objectives included general educational goals, such as understanding the challenges of teaching; content knowledge; promotion of equity for all students; professional communication; understanding school

organization; demonstrating knowledge of effective instruction and assessment and of learning theories; development of a teaching philosophy; communication with the students' family; value of critical reflection; understanding learning styles; and professional communication.

The preservice teachers in this study were also required to take two bilingual/ESL courses, and other educational courses that contained an embedded multicultural training component in them. Syllabi objectives included multicultural educational goals, such as gaining multicultural competence in the classroom; working with linguistically diverse families; adapting lessons to students from diverse backgrounds; knowing the factors that affect ethnically diverse students; recognizing the effects of discrimination and poverty on children; understanding developmental characteristics of ESL instruction; and understanding ESL assessments, teaching strategies and concepts.

As mentioned earlier in this paper, once I analyzed the required text/readings from the courses that included a multicultural/diversity component, I made notes about the key concepts found in the required textbooks, and I assigned one or more multicultural approach to the readings (Grant & Sleeter, 2003) using my multicultural approaches and key concepts guide in Table 8. Next, I compared the key concepts in Table 8 with the key concepts in Table 9 to determine what approach(s) to assign the reading. I assigned the majority of the text/readings multiple approaches, and I have noted where the text/readings appear in the teacher preparation program's curriculum. The eleven required text/readings in the table consisted of course textbooks and a couple of smaller nonfiction and fiction books.

Table 9

*Multicultural/Diversity Required Readings*

Required Readings	Key Concepts	Multicultural Approach(s) identified	Where the readings appear in the curriculum
Reading 1	Curriculum reform; social justice; equity; inequality; worldviews; cultural immersion experiences; removing culturally biased lenses; prejudice; nature of stereotypes; history of the assimilation of minority groups; learning styles; high school drop-out rates; achievement gap; working with ELLs; fighting racism	3, 4, 5	Towards the beginning
Reading 2	Teachers in urban schools; racism in schools; oppressed groups; drop-out rates; highlights opinions of minority students; fighting assimilation; finding patience with the schools and the “White” rules; tendency to blame students for their failures; schools that are built for the dominant culture; school reform	4, 5	Towards the beginning
Reading 3	Assimilation pros and cons; education of minority students; rural versus urban schools; search for equality; assimilation comes with a price; voucher programs	2, 3, 4	Early
Reading 4	Teaching diverse learners; not all learners are alike; adapted teaching; behavior issues; culturally responsive instruction	2, 4	Early
Reading 5	Think-alouds; Assessment	2	Early
Reading 6	Immigration; Assessment practices; acculturation issues; culture shock; stresses of immigrant students and their parents; compatibility of culture of student versus culture of teacher	4, 5	Later

*(table continues)*



Table 9 (continued).

Required Readings	Key Concepts	Multicultural Approach(s) identified	Where the readings appear in the curriculum
Reading 7	Deficit view of ELLs; Why ELLs are referred; Assessing language proficiency	1, 2, 4	Later
Reading 8	School Reform; SIOP model for ELLs; understanding student backgrounds; ELL teaching techniques, including: Scaffolding; graphic organizers; Think-pair-share; think-alouds	2, 4, 5	Later
Reading 9	Awareness of Minority Group issues and history	2, 3, 4	Towards the end
Reading 10	Meeting diverse needs of students; How to choose diverse literature for the classroom; Minority group issues and history; Taking pride in culture and heritage; social action; identify social problems; take action and resolve problems; celebrate diversity; immigration	2, 3, 4, 5	Towards the end
Reading 11	Awareness of Minority Group issues and history	2, 3, 4	Towards the end

Similar to the syllabi, the assigned readings I reviewed covered a variety of both general and multicultural educational topics and concepts. Multicultural concepts presented in the reading ranged from information on voucher programs to fighting racism and school reform. The majority of the multicultural readings included topics on immigration, student culture shock, assessments, ESL teaching techniques, awareness of minority groups, and meeting the needs of ethnically diverse students. Although five of the readings covered concepts in the multicultural and social reconstructionist education approach, the majority of the readings covered concepts in

the human relations and multicultural education approaches (Grant & Sleeter, 2003). The required texts/readings exposed the preservice teachers to a variety of ESL/ bilingual education concepts and multicultural approaches both at the beginning and at the end in the curriculum order.

In Reading 8 (Table 9), the preservice teachers were expected to learn about the SIOP model (sheltered instruction observation protocol). Sheltered instruction (SI) is an approach “for making content comprehensible for English learners while they are developing English proficiency” (Echevarria, Vogt & Short, 2008, p. 246). One model of SI, SIOP can be used to benefit all students, but it is primarily “designed to make grade-level academic content understandable for English learners while at the same time developing their English language. The protocol and lesson planning guide ensure that teachers are consistently implementing practices known to be effective for English learners” (p. 246). The preservice teachers were required to develop a thematic unit of instruction based on the SIOP Model. The preservice teachers integrated SIOP strategies into lessons that supported English language development such as visual aids, multimedia, group/pairs work, graphic organizers, adapted texts, native language support, and modeling. Lessons in the unit plans ranged from a study of the solar system to preservation of the rain forests. These SIOP strategies closely follow the English language proficiency standards (ELPS) set forth in the state where the study takes place. Some of these standards include identifying ELL language proficiency levels, instruction to accommodate ELLs, use of ELL strategies and teaching methods, and teaching ELLs to think critically (State Education Agency, 2012).

### Preservice Teacher Use of Multicultural Concepts

As mentioned in chapter 3, the university requires submission of the preservice teacher’s portfolio three times: once prior to the early field experience, once at the end of the early field experience, and then again at the end of their student teaching experience just before graduation. These three submissions are identified as Checkpoint 1, Checkpoint 2, and Checkpoint 3, respectively. The university uses the portfolio submissions to track the progress of the preservice teachers’ educational experience. The portfolio submissions included artifact examples such as lesson and unit plans, personal reflections, notes, classroom work, bulletin board designs, emails, and student case studies. As mentioned previously, the required texts/readings exposed the preservice teachers to multicultural approaches throughout the portfolio process, not just at the end of the program, so the PSTs began referring to multicultural strategies early in the portfolio process. Forty-nine percent of the artifacts in Group 1’s portfolios contained a multicultural component, while 39% of the artifacts in Group 2’s portfolios contained a multicultural component. (Table 10)

Table 10

*Average Number of Portfolio Artifacts by Preservice Teacher Groups*

Preservice Teacher Groups	Average Number of Portfolio Artifacts	Average Number of Portfolio Artifacts with a Multicultural component	Percentage of Portfolio Artifacts with a Multicultural component
Preservice Teachers in Group 1	37	18	49%
Preservice Teachers in Group 2	41	16	39%

Tables 11 and 12 show the individual preservice teacher breakdown of the number of portfolio artifacts, number of portfolio artifacts with a multicultural component, and the percentage of portfolio artifacts with a multicultural component. As stated earlier in the paper, there are 21 preservice teachers in Group 1, and 32 preservice teachers in Group 2. The number of artifacts in each preservice teacher's (PST) portfolio range from 19 in PST42's portfolio to 84 in PST49's portfolio.

Table 11

*Preservice Teacher Portfolio Artifacts for Group 1*

Preservice Teachers in Group 1 (PST)	Portfolio Artifacts	Portfolio Artifacts with a Multicultural component	Percentage of Portfolio Artifacts with a Multicultural component
PST1	47	29	62%
PST2	21	11	52%
PST3	21	13	57%
PST4	29	16	55%
PST5	36	21	58%
PST6	51	29	57%
PST7	43	20	47%
PST8	32	20	63%
PST9	27	13	48%
PST10	41	21	51%
PST11	25	11	44%
PST12	39	19	48%
PST13	27	15	56%
PST14	46	19	41%
PST15	26	12	46%

*(table continues)*

Table 11 (*continued*).

Preservice Teachers in Group 1 (PST)	Portfolio Artifacts	Portfolio Artifacts with a Multicultural component	Percentage of Portfolio Artifacts with a Multicultural component
PST16	59	17	29%
PST17	43	14	33%
PST18	23	11	48%
PST19	26	11	42%
PST20	68	32	47%
PST21	40	15	38%

Table 12

*Preservice Teacher Portfolio Artifacts for Group 2*

Preservice Teachers in Group 2 (PST)	Portfolio Artifacts	Portfolio Artifacts with a Multicultural component	Percentage of Portfolio Artifacts with a Multicultural component
PST22	26	11	42%
PST23	29	10	34%
PST24	47	23	49%
PST25	50	16	32%
PST26	45	12	27%
PST27	49	11	22%
PST28	37	18	49%
PST29	39	14	36%
PST30	45	12	27%
PST31	45	13	29%
PST32	50	12	24%
PST33	45	19	42%

*(table continues)*

Table 12 (*continued*).

Preservice Teachers in Group 2 (PST)	Portfolio Artifacts	Portfolio Artifacts with a Multicultural component	Percentage of Portfolio Artifacts with a Multicultural component
PST34	48	16	33%
PST35	41	9	22%
PST36	32	10	31%
PST37	36	14	39%
PST38	60	30	50%
PST39	20	6	30%
PST40	39	10	26%
PST41	19	11	58%
PST42	26	14	54%
PST43	42	17	40%
PST44	38	21	55%
PST45	24	14	58%
PST46	53	20	38%
PST47	45	17	38%
PST48	25	14	56%
PST49	84	35	42%
PST50	49	16	33%
PST51	33	17	52%
PST52	46	27	59%
PST53	57	22	39%

Table 13 shows a comparison of PST data between School B, the most affluent, least ethnically diverse school and School F, the least affluent, most ethnically diverse school. School B's population was made up of 20.9% lower socioeconomic students, and 4.7% of the student population were ELLs. School F's population was composed of 88.2% lower socioeconomic

students, and 32.4% of their student population were ELLs. (Table 6) PST field experiences and student teaching took place at both schools. This table includes the PSTs who were assigned to those schools during their field experiences and student teaching, and I compared the number of artifacts with a multicultural component, number of key concepts identified, and the MC approach identified for the fourteen PSTs. There did not appear to be an obvious difference in responses of PSTs who completed their field experiences and student teaching at the more ethnically diverse school.

Table 13

*Comparison of Preservice Teachers Assigned to Schools B and F*

PSTs Assigned to Schools B & F	PSTs	Portfolio Artifacts with MC component	Number of Key Concepts Identified in Portfolio Artifacts	MC Approach(s) Identified
PSTs assigned to School B:	1	29	16	4
20.9% considered lower socioeconomic;	2	11	6	4
4.7% of students were ELL	4	16	11	4
	5	21	9	4
	13	15	8	4
	15	12	7	4
PSTs assigned to School F:	23	10	4	2,4
88.2% considered lower socioeconomic;	26	12	7	4
32.4% of students were ELL	28	18	7	4,5
	29	14	4	4
	30	12	7	4
	31	13	3	4
	37	14	7	4
	40	10	6	4
Average by column		15	7	4

In my analysis of the portfolios, key assessments and reflective writing, I began to see themes from the categories I created. I have divided the themes among my remaining research

question sections: preservice teacher use of multicultural concepts; preservice teacher attitudes, beliefs, and perceptions; and changes in preservice teacher attitudes, beliefs, and perceptions.

Table 14 represents an overview of the themes for each section.

Table 14

*Themes from Portfolios, Key Assessments, and Reflective Writing*

Section Headings	Themes
Preservice Teacher Use of Multicultural Concepts	Use of Multicultural Concepts in Lesson Plans Mentor Teachers Use of Multicultural Concepts Real-World Connections and Student Accountability Multicultural Awareness Experiences Connections Made Between Multicultural Theory and Practice
Preservice Teacher Attitudes, Beliefs, and Perceptions	Interactions with Ethnically Diverse Students Understanding Student Backgrounds and Learning Differences Deficit Views of Ethnically Diverse Students Inequality in Schools Improvement of Parent Relationships Views of Themselves as Teachers English Immersion versus Bilingual Programs
Changes in Preservice Teacher Attitudes, Beliefs, and Perceptions	Better Understanding of Multicultural Concepts Improved Understanding of Ethnically Diverse Populations Readiness for Ethnically Diverse Students in Classrooms

Table 15 represents a percentage of PSTs by group with comments in each theme. The table shows some differences between the groups in some themes. Group 1 made more comments on MTs than Group 2, and Group 1 also criticized the MTs more than Group 2. Only one PST in Group 2 criticized the MTs. Group 2 commented on more interactions with ethnically diverse learners than Group 1. Group 1 held more deficit views of ethnically diverse students than Group 2, although Group 1 commented on the inequality in schools more than Group 2. All but one deficit comment came from Group 1. Group 2 commented more on the



improvement of parent relationships and on views as themselves as teachers. I discuss these differences in more detail in chapter 5.

Table 15

*Percentage of Preservice Teachers with Comments in each Theme*

Themes	Group 1 PSTs with comments in each theme	Group 2 PSTs with comments in each theme
Use of Multicultural Concepts in Lesson Plans	81%	90%
Mentor Teachers Use of Multicultural Concepts	57%	19%
Real-World Connections and Student Accountability	38%	29%
Multicultural Awareness Experiences	19%	16%
Connections Made Between MC Theory and Practice	24%	29%
Interactions with Ethnically Diverse Students	4%	23%
Understanding Student Backgrounds and Learning Differences	38%	58%
Deficit Views of Ethnically Diverse Students	43%	6%
Inequality in Schools	48%	19%
Improvement of Parent Relationships	1%	42%
Views of Themselves as Teachers	1%	23%
English Immersion versus Bilingual Programs	23%	13%
Better Understanding of Multicultural Concepts	33%	13%
Improved Understanding of Ethnically Diverse Populations	29%	39%
Readiness for Ethnically Diverse Students in Classrooms	48%	26%

Use of Multicultural Concepts in Lesson Plans

The majority of unit and lesson plans in the portfolios identified the English language proficiency standards (ELPS), and the majority of PSTs integrated multiple SIOP strategies into those unit and lesson plans. As mentioned earlier in this chapter, SIOP strategies include visual

aids, multimedia, group/pair work, graphic organizers, scaffolding, think-alouds, read-alouds, the think-pair-share strategy, adapted texts, sentence stems, native language support, and modeling.

The PSTs included a variety of multicultural strategies in the unit and lesson plans, as well as in their reflective writing. The PSTs can show their understanding of multicultural concepts by successfully using strategies to reach ethnically diverse students. Some of the more commonly used multicultural strategies included differentiated instruction, the use of graphic organizers, the use of groups and pairs, hands-on learning, ELL modifications, use of the primary language for part of the lesson, scaffolding techniques, the use of sentence stems, use of visuals, think-alouds, think-pair-share techniques, and the use of word walls. The PSTs' use of strategies ranged from the addition of poetry into a lesson plan to problem-solving group work in thematic units about racism and discrimination. Some PSTs used strategies to create interest among the students and other PSTs wrote about lessons created during student teaching experiences.

As I reviewed the multicultural strategies in the unit and lesson plans, I created categories to sort the concepts into logical groupings. Although some of these concepts can be used in a non-multicultural, more traditional context, I have included them because the PST used the concept in a multicultural education context within the portfolio, other assignments and/or the PST identified them as a SIOP strategy and included them in the unit or lesson plan as such. I have included the categories I created under this theme, and I have listed the PSTs who used them in their lesson plans. (Table 16)

Table 16

*Use of Multicultural Concepts and/or SIOP Strategies in Lesson Plans*

Multicultural Concept Categories	PSTs who used them in Lesson Plans
Community and school awareness	1
Different background and culture awareness	2,33
Differentiated Instruction/ Students learn in different ways	1,3,7,8,10,11,17,23,25
ELLs learn in different ways and at different levels	3,7
Games in lesson	4
Graphic organizers/story maps/thinking maps/tree maps	4,7,10,11,15,18,20,21,22,27,30,31,32,34,35,36,37,39,40,41,42,43,44,45,46,47,48,50,51,53
Groups/partners	2,4,6,7,9,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,30,32,34,35,36,41,42,43,44,45,47,48,49,51,52,
Hands-on learning	1,7,8,16,17,20,22,28,34,36,41,47,53
Immigration lesson	1
Interactive notebook	39
Language proficiency adaptation	4,21,22
Mini whiteboards	7,22,41,48
Modeling	17,48
Modifications/Offered extra assistance/extra time	6,7,13,16,21,24,25,26,28,30,31,32,33,37,43,44,46,49
Multicultural text	18
Multiple teaching strategies/opportunities for learning	1,2,4,5,6,9,12,13,40
Music/audio	5,7,19,23
Primary language use for part of lesson/translating dictionary	16,24,26,27,33,39,42,44,46,47,48,51
Problem solving opportunity for students	28
Scaffolding	16,18,28,37,39,52,53
Sentence stems/sentence starters	23,24,25,34,36,40,48,51,52,53
SIOP term specifically named and recommended	6,20,30,35,37,45,48,49,50
Social injustices/discrimination lesson	1,28
Stereotype lesson	32
Student-centered learning	14
Textbook not used as a primary source	10,15
Think-alouds/read-alouds	10,30,31,32,39,49
Think-pair-share/shared writing	11,15,17,18,20,27,43,51,52

*(table continues)*

Table 16 (*continued*).

Multicultural Concept Categories	PSTs who used them in Lesson Plans
Various culture and experiences included	4,9
Video/visuals/use of pictures/drawing for ELLs	12,15,18,20,21,22,23,25,27,31,33,34,37,39,40,41,42,43,44,46,47,53
Word walls/word lists/flash cards	4,7,20,40,41,42,52

### Mentor Teachers Use of Multicultural Concepts

During the PST field experiences and student teaching, the PSTs wrote about their mentor teacher and/or their observed teacher's use or lack of use of multicultural concepts in the classroom. PSTs commented on how well their mentor teachers (MTs) communicated with and accommodated ethnically diverse students, as well as how well the MTs provided differentiated teaching and showed sensitivity to student cultures and backgrounds. Both mentor teachers and teachers the PSTs observed are labeled as mentor teachers (MT), and I have included the categories I created under this theme in table 17.

Table 17

### *Mentor Teachers Use of Multicultural Concepts*

Mentor Teachers (MT) Use of Multicultural Concept Categories	PSTs who observed MT's use of Multicultural Concepts
MT provided differentiated teaching	2,14,15,19,28,38,43,49
MT successfully communicated with ethnically diverse learners	6,19,28,38,43
MT did great job at modeling	29
MT accommodated ethnically diverse learners	2,7,10,11,14,43,49
MT was sensitive to culture or background	37
MT failed to provide differentiated teaching/multiple learning opportunities	1,7,9,15
MT failed to communicate effectively with ethnically diverse learners	4,7
MT failed to accommodate ethnically diverse learners	1,7,16,24

PSTs provided both positive and negative statements about their MTs in their assignments and reflective writing. Some PSTs commented that they rarely if ever saw their MTs accommodating ethnically diverse learners. PST7 only witnessed one mentor teacher make any sort of comment about the diversity of her students. The same PST observed another teacher use drill-and-practice lessons, which PST7 stated were not helpful to the diverse learners. PST9 wrote she experienced a teacher who received a new Russian ESL student in class, and the teacher did not do much to help the student. PST9 thought the teacher could have gotten material from the ESL department to help the new student adjust better but did not make the effort. In another case, PST15 observed that as none of the ELLs she observed had an exceptionality, the MT rarely used differentiated instruction for the ethnically diverse students. The same PST wrote about strategies that would have worked for ELLs in the mentor's classroom, and the same PST planned to use those strategies in her own future classroom. PST16 wrote about an ESL student, who had been attending school in the district for four years, and the PST thought the student should be a bit further in her English acquisition than she was. PST16 thought it was a lack of intervention and planning on the part of her content area teachers. Similarly, PST39 commented that all students must be challenged, and teachers should not "dumb-down" assignments for the ethnically diverse students. In another instance, PST6 commented that one of his MTs would sometimes yell at her afternoon classes, if her morning classes upset her. PST6 thought this was unfair to the afternoon classes and pointed out that his university courses taught him that adolescents do not respond to yelling.

Other PSTs stated that their MTs provided appropriate accommodations to ethnically diverse learners. PST9 wrote that she witnessed great teachers keep their ELL students interested through various strategies, and PST9 learned the importance of planning from this. In some

situations, the MTs were sensitive to cultures and backgrounds of the students. PST37 observed his mentor teacher show “sensitivity to the student cultural norms.” Additionally, PST28 stated in reflections that the observed teacher used role-playing and group learning, as well as made accommodations so all ELLs could speak during the lesson. The observed teacher was sensitive to ELLs who did not want to stand up and talk during the lesson. In another instance, the PST6 commented on how he admired an MT because the teacher knew how to get the most from his ethnically diverse students and that he was successful in his classroom management.

Some PSTs wrote about the positive experiences they had during their field experiences and student teaching. PST29 wrote, “My mentor does a great job at modeling each assignment before the students are expected to do it. The field experience was a very good eye-opener for me.” In the same manner, PST14 stated that during her student teaching experience, “I gained a great deal of knowledge about the development and diversity of student learning.” PST38 also wrote about the positive environment he experienced in an ESL teacher’s classroom and said, “Stepping into her classroom, sometimes one forgets it is a class of ELLs; the level of instruction and engagement is that high.” Likewise, PST49 wrote, “In the ESL classrooms, I observed students at different levels of language development and the content was varied accordingly.” In the same manner, PST22 stated that his teaching supervisor’s “professional help greatly contributed to my development,” and PST19 agreed that her mentor was creating a cooperative and purposeful learning environment for all students.

#### Real-World Connections and Student Accountability

Some PSTs commented about the importance of students making connections between assignments and real-world applications, while other PSTs wrote about students taking responsibility for their own learning, as well as actions. PST6 commented that he wanted

students to be more than merely aware of social lessons. He supported a more progressive educational philosophy, sometimes a social reconstructionist approach and wanted students to look at the past to understand the future. PST6 also wanted the students to have a chance to make a difference in society, be accountable for their actions, and take control of their own learning. PST48 agreed and wrote, “Tying-in community culture and events into curriculum and instruction can make it more meaningful to students. I will need to teach my diverse student population not only the content of my discipline, but also how to become good, active members of society.” Other PSTs wrote about lesson plans they used to connect classroom assignments to real-world problems. PST10 used a lesson plan on 9/11, in order to relate the curriculum to real life tragedies and terrorism. PST28’s lesson required students to “reflect on the kind of discrimination African Americans faced in America.” The lesson discussed Jewish Americans, African Americans, racism, the inequalities immigrants face, and the PST asked students to come up with a solution to the problem. Table 18 shows the real-world connection and student accountability categories and the PSTs who made the comments.

Table 18

*Real-World Connections and Student Accountability*

Real-World Connection/Student Accountability Categories	PST who made comment
Wants students to make connections to their own backgrounds/connect school with community	1,6,7,26,28,43,48,49
Relate content to real-world experiences	1,2,3,6,14,20,28,32,38,43,45,46,49
Recommends students take responsibility for own learning	1,4
Culture can have a strong hold on students	2
Wants students to improve the environment/explore social problems	4,38,48

## Multicultural Awareness Experiences

A number of PSTs wrote about their multicultural awareness experiences required in their university multicultural courses. PST5 attended a *matachines* dance practice, a co-worker's daughter's *quinceañera*, and a church with her Haitian friend. The same PST interviewed a coworker about his family in Mexico. The PST wrote that she learned some words in Creole and enjoyed the time she spent doing this. In another instance, PST10 attended a number of Chinese events including the Chinese New Year Dance in a nearby town and a Chinese engagement party. Likewise, PST14 attended a Mexican bazaar and interviewed a friend from Mexico about the family's culture and customs. PST24 acknowledged that she grew up around Hispanic people, but she never really understood Hispanic traditions or did not take the time to. The same PST chose to research the Hispanic culture for her class because she did not know a lot about it. She visited several cultural events and some mission churches, and she said the research helped her to understand the Hispanic culture better. PST24 wrote that she felt more prepared to add cultural influences into her lessons.

PST31 watched a video on a young Muslim girl and wrote a reflection about a middle school student from Guatemala. PST31 ate at a Mexican food restaurant and also interviewed a friend from Guatemala. The Guatemalan friend she interviewed said it was difficult for him to learn English, but he improved by watching television. PST31 then went to shop at a Guatemalan store. Of her experiences, PST31 wrote, "I feel like I was able to gain a lot from the cultural experience." Similarly, PST33 researched the Vietnamese culture. She visited a Buddhist Temple, compared Chinese and Vietnamese food and shopped at a Vietnamese market. In reflecting this experience, she commented that teachers should always accommodate diverse



learners and “every student differs in their approaches to learning.” Likewise, PST50 interviewed a friend from Ukraine and discussed the prejudices the friend faced.

Some of the PSTs wrote about multicultural experiences they had prior to taking the university multicultural courses. PST8 wrote about how she traveled for four years to Cuatenaoc, Mexico to work in an orphanage. She wrote,

For half the day I would work on their buildings that surround the orphanage. When lunch came around, our group would eat lunch with the kids (we would eat every meal with the kids). Following lunch, we would provide games, crafts, and other festivities for them. It was a very different experience for me. When our group would work on surrounding things of the orphanage, there was no experience with the Hispanic culture; it was just us, but after the work was done we would do what the children were doing. Games they would play, we played back home.

She also reflected about her Hispanic friends and colleagues, and she wrote about the differences in food and church services her versus in Mexico. In a similar instance, PST25 commented about teaching English in Japan after high school, and how this trip encouraged her to seek her ESL supplemental certification in teaching.

### Connections Made Between Multicultural Theory and Practice

Some of the PSTs commented about the connections they made between what they learned in their university courses, and how they used that knowledge in the actual classroom. PSTs reflected about using a variety of teaching strategies and the valuable time spent in the classrooms. PST4 stated the case study of an ELL helped connect theory to practice and was very helpful to her. PST6 strived to grasp the ESL concepts taught in his preservice coursework, and as mentioned in another section, he commented that one of his mentor teachers would sometimes yell at her afternoon classes, if her morning classes upset her. The PST made the connection that his learning from his university courses showed him that adolescents do not respond to yelling. In another instance, PST7 stated that her field experience helped her more than any textbook and wrote, “I have learned lots of features of lesson plans from my ESL

courses that should be included to better teach ESL students, but I believe they are applicable to all diverse learners.” PST7 admitted that she learned many things from both courses and observations. Likewise, PST10 made connections between the course-assigned cultural films and multicultural textbook and wrote, “A teacher can easily influence and affect students if the teacher doesn’t understand prejudice and discrimination in a classroom; although a teacher can easily influence students in a positive approach toward different groups through several processes.” She further compared how her observed teacher was teaching to what Shapiro (2006) advised against in *Science & Literacy- a Natural Integration*. The PST quoted from the book and advised the “teacher to not evade from technology language in scientific terms, but avoid focusing on ‘too much teaching the definition of words.’” She connected this to an observation of another teacher, who successfully provided hands-on activities to the students.

PST23 wrote, “As a future educator, the article opened my eyes to some of the differences in learning between cultures.” PST26 added, “Getting to actually implement the strategies and techniques that are learned in school is a unique experience that I’m glad to have had a chance to do,” and PST14 agreed that many of her educational courses stressed the need for using a variety of teaching methods and strategies. In another writing example, PST34 wrote, “In this time of education reform it is imperative that educators remember the four interactive dimensions of multicultural education: equity pedagogy; curriculum reform; multicultural competence; and teaching toward social justice.” PST35 commented,

In my assigned student teaching classroom I have a mixture of English speaking students and ESL learners, which include the students who have tested out of the ESL classroom. Overall this was a very great learning experience for me as a future educator. It opened my eyes up to the world of ESL education more than just what I’ve experience [sic] from the university classroom.

Similarly, PST38 reflected, “Learning strategies in my college courses was one thing but actually being asked to create assessments and implementing it [*sic*] with real students proved to be a worthwhile experience.” In another instance, PST43 wrote, “This case study will help me become a better teacher of ELL students. Working personally with an ELL student provided invaluable insight into teaching English Language Learners to enhance the methodology that I studied in the classroom.”

PST48 wrote, “Being placed in a mathematics classroom with a [*sic*] ESL certified teacher, I have gotten to observe a number of the activities that I have learned in my university classes.” Likewise, PST49 commented, “During my observation in the ESL classroom, I had the opportunity to see many of the principles that I have been learning about in my various classes applied in a real-life setting.” PST50 added,

All of this theory we have been learning about in our classes every Tuesday and Thursday is all well and good, but putting it into practice is what really counts. The chance to work in a real classroom environment has afforded me the luxury of trying out different teaching strategies and seeing what works and what doesn’t before I am on my own.

## Preservice Teacher Attitudes, Beliefs, and Perceptions

### Interactions with Ethnically Diverse Students

Some PSTs wrote about various interactions they experienced with ethnically diverse students in the classroom and at community events. Some of the PSTs commented on relationship building and working to improve communication skills. In one example, PST1 faced some relationship problems with Hispanic girls in her class at the beginning of the semester, so she began communicating better with their parents. PST1 indicated that by the end of the teaching duty, she was able to communicate well with the group of Hispanic girls, and their relationship improved. In another instance, PST22 wrote, “In the classroom, I have to make

an effort to forge a meaningful, respectful relationship with my Latino students.” The same PST recommended incorporating the primary language into the lessons. Similarly, PST44 reflected, “As a future educator, I am aware of the necessary steps that need to be taken to reach my ELL learners and others [*sic*] learners in my classroom.” In another example, PST6 discussed in his reflection how he felt happy to help a school in a lower-socioeconomic area by attending a fundraising night at a local hamburger restaurant. He further commented that by being there, he was really reaching out to the students and their parents. As a result, he believed his relationships with those particular students and parents improved.

Other PSTs reflected about feeling confident and prepared to work with ethnically diverse students. PST23 stated, “I really enjoyed working with my student, and after getting experience working with an ESL student, I feel as though I will be much more comfortable working with students like him in the future.” PST36 commented, “Working with a diverse group of students makes everyday interesting for teachers.” PST37 also wrote about his field experiences, “Many of my students come from different backgrounds and were English language learners.”

A few PSTs reflected on how their own backgrounds and experiences would help them in the classroom. PST26 reflected, “Coming from urban schools that were diverse, I am aware of the [*sic*] some of the cultures and their beliefs which will aid me in connecting with students.” In the same manner, PST33 wrote, “The fact that I was raised speaking both Spanish and English has prepared me to teach those children with the issue of a language barrier.”

#### Understanding Student Backgrounds and Learning Differences

Many PSTs wrote about the importance of knowing and understanding student backgrounds and how students learn differently. Several PSTs stated that students come from

many backgrounds and that we must understand how different cultures affect our environment.

Table 19 shows the student background and learning difference categories and the PSTs who made the comments.

Table 19

*Student Backgrounds and Learning Differences*

Student Background and Learning Difference Categories	PSTs who made comment
Focus on strengths/ embrace diversity/implement culture into lessons	6,16,25,26,33,38,40,41,46,49,47,52
Student home-life/culture affects learning	7,8,33,42,43
Students come from many backgrounds/learn the backgrounds	2,4,16,28,40,43,44,46,49,51
Students come from many cultures/learn the cultures	2,25,30,34
Students differ in learning approaches/they bring different sets of difficulties	5,30,34
Students have different beliefs	4,47
Teacher lessons address different learning styles/provide multiple opportunities	10,42,51,52
Teachers must work with diverse families	16,45

PST41 reflected, “There is beauty in diversity...”, and PST26 added that teachers should use diversity as an opportunity, “Diversity in the classroom is considered a great tool, in my opinion, to help educate the students about the cultures of our society. Capitalize on diversity in the classroom.” PST40 agreed that students have different background knowledge. “As teachers we must do all that we can to reach each student and develop them [*sic*] into culturally competent adults.” “We need to understand racial prejudice and incorporate culture into lessons.” In one instance, PST33 reflected, “It is important to consider how culture [*sic*] background can affect learning in a classroom.” She recommended including lessons on native countries and accommodations for diverse learners. In another instance, PST 34 wrote, “Students will have differing cultural norms and this will mean differing ways of learning and carrying out tasks.”

Although, PST19 wrote mostly positive comments about her mentor teacher earlier in this chapter, she also stated:

My mentor thinks it is not important to know about a student's community, unless it directly affects their schoolwork. I do not agree with that. I believe that a student's home life, peer group and community directly affect their educational career and that is something that I wish to include in my future classroom.

Other PSTs wrote about lessons on ethnically diverse populations, and supported the encouragement of learning about different cultures. PST25 researched Arab American cultures and how Arabic students felt left out of the curriculum. She created a project to implement Arabic cultures into some lessons. Similarly, PST28 interviewed a person from Pakistan and recommended taking the time to understand the student's home life. In another example of a PST who discussed a specific ethnicity, PST45 stated that as a Hispanic male,

I understand that most Hispanics in this region come from immigrants or uneducated parents. Being visual [*sic*] to young Hispanic students is important to me because they will see that I was able to complete college and make a better life for myself. I have witnessed the strength a Hispanic community will have for each other but at the same time, ridicule those who look to expand knowledge outside the community. It will be my duty to communicate with parents that their sons and daughters can be anything they want to be with the right support and education.

PST38 wanted to help those who were disadvantaged and stated he was against standardized testing, especially for the ELL population.

Teaching to a diverse student body requires proper planning and a positive mindset as they meet the challenges and joys of working with different cultures and backgrounds. We are not making cookie cutter students.

PST46 wrote about the need to watch for "tension between different ethnic groups" so she can talk to them about it. She knows that the backgrounds of the students will be different. "Students should be proud of who they are and where they come from and teachers should encourage the sharing and learning from different cultures." Likewise, PST44 reflected how much learning about assessments helped him, "Overall I enjoyed the case study. I learned the

advantages and disadvantages or [*sic*] certain assessments, modifications, and the importance of student background or prior knowledge when teaching or assessing students. Students and family backgrounds will differ through my classroom.”

PST47 reflected, “Every individual has different beliefs and ideas. With the proper resources and information, teachers can ensure that diversity does not inhibit intellectual growth, but actually advances it.” In addition, PST52 explained,

Because I recognize the value in each student’s language and culture, I will incorporate those differences in my classroom to make learning relevant to those students who are not from the dominant culture in my class. When teachers value and respect the diverse cultures of their students, they will be able to create a positive environment for learning for all students.

#### Deficit Views of Ethnically Diverse Students

A few of the PSTs commented that their mentor teachers’ remarked that ELLs bring with them a type of language and/or learning deficit to school, and some of these PSTs referred to ELLs as LEPs (Limited English Proficient). The term, LEP generally refers to students who lack the necessary English skills to communicate well, and/or that they come to school with some type of English language deficit. In one portfolio, PST13 stated that a student suffered from a lower level of language proficiency, and that this discrepancy created the learning deficit. The same PST also used the term language deficiencies throughout several assignments and reflections. In another instance, the mentor teacher PST9 interviewed referred to ELL and SPED (Special Education) students together, and she stated, “Sometimes they come in with such a deficit of knowledge compared to the other students and it’s not the student’s fault.” Similarly, PST12 interviewed a teacher at another district who said because of the ELLs, he kept to the basics, and that Hispanic and African American students were bringing down the test scores.

Some PSTs seemed to waiver on whether they thought PSTs brought with them a deficit to the classroom or their opinion changed depending on the assignment. In one portfolio, PST17 referred to two ELLs as having a language deficit although earlier in his portfolio, he supported some of Nieto’s social reform ideas, and he reflected that he did not support English immersion for all students. PST4 claimed that the student was getting better as he became more accustomed to American tests, and that it was difficult for other cultures to assimilate in the United States. In another instance, PST35 referred to an ELL student as a student who “still speaks with a strong accent.” Table 20 shows the deficit view categories and the PSTs who made the comments.

Table 20

*Deficit Views of Ethnically Diverse Students*

Deficit View Categories	PSTs who made comment
Refers to student as LEPs	3,4,12,34
ELLS have a language deficit/knowledge deficit	1,13,17
ELLS will need more help	1
Teachers must prepare students to get jobs	4
Hispanics and African Americans are bringing down the test scores	12
The ELL speaks with a strong accent	35
Opposes the term LEP	49
ELLS do <u>not</u> have a language deficit	6,21

Inequality in Schools

There were PSTs who commented about the unfair treatment they witnessed in their respective classrooms and schools. PST6 thought many of the non-Caucasian, males from lower socioeconomic environments were wrongly placed in special education services, and PST7 agreed that diverse gifted and talented (GT) students appeared to be under-represented in the



school's GT classes. In other instances, PST2 stated that equal does not always mean the same, PST15 worked for equality in the classroom, and PST49 reflected that she supported equal opportunity for all students. The same PST commented that she would defend children's rights to an equal opportunity education. PST5 added that diverse learners should be valued, and PST17 wrote that he agreed with Nieto (2002) in that there should be a creation of a new American identity that freely accepts different cultural backgrounds. Likewise, PST16 agreed that educators needed to be advocates for students in school and out in the community.

Other PSTs wrote about the number of ELL parents who were not involved, and sometimes not necessarily included in the various schools' parent and teacher associations (PTA). Some of the PSTs stated that while they would see English letters mailed or distributed to students advertising PTA meetings, they rarely, if ever saw letters mailed or distributed in other languages. PST4 stated that ELL students' parents were not included in PTA at the school in which she student taught, or at least not invited in a language they understood, and she was greatly bothered by this. She wanted to get ELL parents involved in PTA and help them to feel respected. Similarly, PST10, PST12 and PST14 wanted ELL parents included in PTA, as well. In another instance, PST24 quoted one of her multicultural textbooks when discussing equality in the classroom, and that the book "looks into problems of inequality and discrimination with race, class, and cultural differences." Likewise, PST27 looked at the unequal scores of higher-income African Americans, higher-income Hispanic, and lower-income Caucasians, and she wrote about how shocked she was by the differences. She commented at how much lower the scores were of higher-income minority students compared to lower-income Caucasians. The PST wrote, "I feel like even though educators attempt to treat all children equally, I do not believe that it actually happens."

A few PSTs wrote about the difference in the words *equal* and *equity*. PST40 wrote in her portfolio, “We need to treat students with equity, not equally.” PST53 reflected that students have multiple learning styles, so “This means differentiating instruction to make sure every student receives an equitable education and learning experience.” In another instance, PST37 commented about a unit plan he created at his school. He had students work on a social justice project where students had a voice in the project about their own communities. PST37’s reflection paper discussed equal access to decision making, unequal distribution of resources, and that the poor do not get their fair share.

#### Improvement of Parent Relationships

There were PSTs who wrote about their concerns to improve teacher and parent relationships, as well as student and parent relationships. A number of PSTs also suggested ways to communicate better with the students’ parents. PST6 commented that we should strive to establish respectful and productive relationships with parents and guardians from diverse homes and community situations. PST43 and PST50 further recommended better communication with the students’ family and the community. Likewise, PST31 agreed that teachers must work to involve parents and improve communication despite language barriers, and PST10 stressed the importance of getting the parents involved in the education of their children. Similarly, PST12 recommended getting to know the ELL family and helping the schools to connect to the cultural pride of the families. In another instance, PST20, PST26 and PST30 wrote that as the ELL population grows, teachers must learn to communicate better with parents.

As mentioned previously in another section, some PSTs wanted to make sure ELL parents were included and felt accepted at PTA meetings. In one example, PST44 wrote that parents should be welcome at PTA meetings. PST4 explained about her desire to get ELL

parents involved in PTA, and PST51 recommended improving the communication with diverse homes. To help with this process, PST35 suggested providing interpreters at PTA meetings, and PST46 supported the use of parent workshops to get parents involved. In another example, PST33, PST46, PST49 and PST50 recommended sending letters and/or brochures home in both English and Spanish to encourage ELL parents to attend.

One of the PSTs even recommended speaking to one parent instead of the other when communicating how a student was doing in school. PST52 mentioned that she preferred to speak to the father when calling home about a badly behaved student in class.

In this situation, I had hoped to speak with the father because I get the impression from people that I have talked to (friends and family) that fathers tend to want to put an end to poor behavior immediately, while mothers often go on the defensive.

#### Views of Themselves as Teachers

The PSTs would occasionally write about how they viewed themselves as preservice teachers, as well as how successful they thought they would be in the classroom after they graduated and become active teachers. Some PSTs recommended self-reflection, striving to be good role models, and remembering to consider the cultures of the students they teach. PST7 wrote that to be a good role model, a teacher must portray a positive attitude toward all types of students, vary teaching approaches, and use of hands-on activities. PST13 stated, “I have learned that an effective teacher must always be self-reflecting,” and that it is her own responsibility to seek information about different cultures and create lessons and discussions accordingly. In another instance, PST18 recommended always taking into consideration the students’ cultures, and PST24 agreed that culture affects learning.

The PSTs also commented on how prepared they were to implement successful lesson plans, accommodations, and strategies in an ethnically diverse classroom. PST24 reflected on

her multicultural lesson plan, and that it “shows my ability to see that all students are different and have different approaches to learning.” Similarly, PST29 wrote, “Knowing how to provide modifications and accommodations for English Language Learners will help them along with their understanding of what I’m teaching, but not only that they will also develop a self-confidence.” In another instance, PST26 explained, “This experience has taught me a lot about myself as a future teacher,” and PST43 added, “My classroom will use diversity to its advantage,” and that the community must be sensitive to cultural differences. Similarly, PST51 wrote, “I want to teach in a culturally diverse classroom where my students are exposed to more than just mainstream American youths.”

In a couple of instances, some PSTs reflected about their views of other preservice teachers’ abilities, and even about some doubts about their own abilities. PST30 commented that too many of his peers want to be the “cool” teacher after they graduate, and he thinks these new teachers will have a difficult first few years of teaching because of this. PST32 expressed doubts about whether she was ready to become a teacher, but after she attended a university-recommended educational lecture, she felt more ready and not as scared.

### English Immersion versus Bilingual Programs

There were PSTs who wrote specifically about their support of bilingual programs. Other PSTs cited their opposition in placing ELLs into English immersion programs too quickly upon their arrival in the United States. PST3 did not support immediate immersion programs because she feared the ELLs were not ready, and PST17 believed English immersion programs may only work for a select few students. PST8 agreed, “Students unable to speak fluent English must learn in their native language before they can accomplish material in their second language.”

Likewise, PST5, PST20, PST24 and PST38 wrote in their portfolios that they supported bilingual

education, and PST49 explained that she also opposed English-only classes. PST3 explained in one of her reflections that she supported dual language programs, and PST35 recommended a two-way bilingual program. PST8 went a step further and recommended that teachers learn a second language.

## Changes in Preservice Teacher Attitudes, Beliefs, and Perceptions

### Better Understanding of Multicultural Concepts

Some PSTs commented on how they understood multicultural concepts better from topics and strategies they learned in their educational courses, multicultural courses, and/or their field experiences and student teaching. PST4 wrote that her multicultural courses helped her to realize the importance of learning about student backgrounds and culture, and that teachers must help students make connections to the lessons. The same PST4 admitted that the SIOP strategies she learned enabled her to help ELLs more effectively in the classroom, and PST44 agreed, “The case study focuses specifically on a [*sic*] English Language Learner and how their diverse background is fostered by unique instructional strategies and opportunities.” In the same way, PST5 stated she gained different perspectives by learning the multicultural information in her multicultural courses. Likewise, PST12 wrote that understanding the differences in students and their languages can help a teacher demonstrate sensitivity and respect for students of other cultures. PST6 commented that his field experience helped him realize where he needed to make changes in lessons after he got the chance to teach them with real students. Similarly, PST7 reflected that taking the time during his case study to look closely at a student and his learning helped him consider how important a student’s background is to the student’s educational abilities and,

Understanding how well a student performs regarding various topics and objectives helps the teacher differentiate lessons for optimum academic success. Focusing on one particular student gives an educator an in-depth look into the background, knowledge, and abilities of that student. Case studies can give a person great insight into a student and open up a world of understanding that will only be beneficial... Throughout this case study, I have learned how to create and administer assessments, interpret results, and offer recommendations on how to better accommodate needs of ELL's. These skills are going to greatly aid my professional career, since the ELL population is continually increasing and the ability to teach them is a necessity. I will be able to apply the knowledge I have gained from this assignment in many ways.

PSTs also commented on how they had not realized the value of learning multicultural concepts and how that knowledge would help them become better teachers. PST20 wrote that she was surprised by how much the effect of culture has in learning for both teacher and student.

I never thought about how culture can play a big deal in learning, especially when the class is very diverse. I do tend to relate to certain things with others, assuming that they have the same socioeconomic status as me. In my group of friends and family that could be ok in a sense, but as a teacher with students coming from all different cultures and socioeconomic statuses, it is not safe to assume. As a teacher I would need to watch what I say to my students and how I say it. Knowing the students and their parents on a more personal level can be helpful in the long run when it comes to the student's education.

PST24 added, "In this multicultural class I have gotten to study, view and hear those different and similar to me." PST21 explained, "This case study opened my mind up to issues and strategies that I had never heard or thought of before." In another instance, PST50 wrote,

The experience opened my eyes to how students who come from different places and different cultures should be taken into account when planning instruction. It's true that everything I've experienced over my first semester of student teaching has contributed to my understanding of the complexity of teaching in general.

Similarly, PST52 commented, "Throughout this semester, I have had the opportunity to teach widely diverse students in our 8<sup>th</sup> grade English Language Arts classes." The PST commented further:

Some of the ways that I have differentiated lessons for the ELL students in the classes were just enhancements for all the students such as using technology to show pictures or videos related to what they are going to be learning about.

## Improved Understanding of Ethnically Diverse Populations

PSTs wrote in their portfolios about how their understanding and appreciation of ethnically diverse populations improved from their coursework and experiences. PST14 explained,

Teachers that [*sic*] research and familiarize themselves with the cultures of their students have a better understanding of their students needs. It is important for teachers to not only understand their student's cultural needs, but also understand the best ways to help them learn. I believe for a teacher to be better successful [*sic*] they must have an understanding of how learners differ in their approaches to learning, and how to adapt to learners from diverse cultural backgrounds as well as for learners with exceptionalities. I have a better understanding specifically of the Hispanic culture as seen through a multitude of experiences described in the essay. I feel that my love for culture and a diverse environment will help me better relate to my students.

PST21 added that it is important to understand students and their backgrounds, and "I learned as much, if not more from my students during student teaching as they did from me." In another instance, PST27 wrote about getting to know an ELL better during her student teaching, "Learning about the student's family, culture and interests provided me with a greater, more holistic, understanding of her as an adolescent." Likewise, PST41 commented on her case study, "I have a new found respect for people whose first language is not English."

Other PSTs wrote about how the experiences helped them to be more sympathetic to unique family situations and specific cultures. PST7 commented that her experiences made her very aware that many of her students did not have the same family backgrounds as she previously thought. "It is evident that students these days come from single-parent families and broken homes, low socioeconomic status, or even homes where they are allowed to play video games at all hours of the day and night." Similarly, PST13 wrote, "I have learned that I need to be sensitive to the social worlds of my students," and she recommended using various cultural examples in lessons to help connect students with school. The multicultural experience helped

give PST10 “a profound insight” into the Chinese cultural background, and she reflected that a person can not fully understand someone else’s culture until the person experiences it. PST29 agreed that after she interviewed a Hindu student for a class paper,

The paper shows that I have increased my knowledge of a different culture which will help me understand other students of the Indian culture and religion. Because the classroom I will be teaching in will be diverse and full of different religions, this experience helped me to better understand other religions outside my own.

Similarly, PST24 commented, “My experiences with taking a bilingual class and now a multicultural class have really influenced the way I not only look at our educational system but different cultures in general.” PST45 wrote that his experiences with different types of ELLs helped him realize that ELLs are unique.

The students in the class all seemed very eager to be in the class and looked excited to learn. This is totally different from some of my regular students in 8<sup>th</sup> grade math classroom. I appreciated this very much and I think [mentor teacher] did too. What I found interesting is that when I think of ELLs, I almost always think of Spanish-speaking students only. This was not the case in her classes. She had Persian, Indian and African students in her classes as well. So that was interesting and a [*sic*] refreshing.

In another instance, PST53 reflected, “There is always something to learn from my students and this experience has shown me that. I feel that I have a better understanding as to what ESL students go through on a daily basis in their classes.” Of her experience, she explained, “This experience opened my eyes to a new way of thinking and made me sympathize with the struggling Hispanic student.”

PST25 discussed how the large ELL classes provided a good a learning experience for her, and PST37 added, “The case study of an ESL student gave me a great opportunity to help me grow as a professional teacher.” In one instance, PST49 wrote,

The ESL and other education classes have given me much more information on diverse learners, multiple instructional strategies, multicultural education, content literacy, and insight to help English language learners excel. A misunderstanding of cultural values



can cause a disconnect in the teacher/student relationships and can negatively affect the academic environment.

In another instance, PST50 explained:

This case study was insightful and meaningful, and I feel that it will prove to be a valuable asset to me in my future career as a teacher. The truth is that before this project I had experienced very little interaction with ESL students.

Some PSTs made recommendations for improving the opportunities for ethnically diverse students. PST15 wrote that she learned a lot about assessments from her experiences, and she criticized the ambiguous questions used in the ELL assessments she saw used in classes. She commented that the questions should be re-written for better clarity. PST31 wrote, “Diverse learners constantly need the opportunity to learn in a way that is best suited for their learning style.” The same PST suggested art as a helpful strategy for ELLs, “I think that allowing English Language Learner [*sic*] or visual learners the opportunity to draw their ideas as a way of brainstorming can be extremely helpful for them.” In one last instance, PST30 admitted, “I believe that I did have a bias before coming into this university against non-English speaking students,” but he added that we must account for different cultures to create a healthy learning environment.

#### Readiness for Ethnically Diverse Students in Classrooms

The PSTs wrote in their portfolios about how their experiences helped them to become ready to teach in an ethnically diverse classroom. Some PSTs reflected that they gained a better understanding of ELLs and what strategies worked best with them. Some PSTs explained how they looked forward to working with ELLs in the future, and how they learned from the mistakes, they made during the process. Other PSTs reflected on how much they learned from their field experiences and student teaching. PST9 wrote that in her field experience, she gained an in-depth understanding of ESL levels and the system to help her become a leader in ESL

instruction. PST10 agreed that the field experiences assisted her in becoming a better teacher, and PST20 added, “Overall this experience has been very helpful for me in my quest to become a teacher; I have learned so much in this past semester between PDS and my academic classes.” She learned more hands-on learning from her student interactions, and she spent 10 hours observing an ESL class. “The opportunity gives future teachers a chance to see what they have learned in full affect in the middle school classroom.”

After PST6’s field experience, he realized how difficult it was to be a teacher, but he still wanted to teach in a school in a lower socioeconomic area. In another instance, PST29 reflected about observing 10 hours in an ESL classroom, “After these observations, I was able to really understand more fully how ESLs can easily get lost in the shadows and how important it is to be able to accommodate the students when needed.” Likewise, PST37 wrote about his experience with diversity, “I will apply everything I learned from my mentorship and use it in my future classrooms to help guide my students to a great education.”

Some PSTs wrote about what they learned in the ELL case study assignments, in which they had to get to know and assess ELL students to determine their language skill level. PST1 stated that she gained a better understanding of what to expect in the classroom from this case study, and PST11 learned much from her case study and from her testing and assessments from the middle school student. PST21 wrote in his portfolio, “Understanding the tests and material that the students will be required to know allows the teacher to better instruct the student in his/her class.” In another instance, PST18 wrote that the case study gave her the opportunity to work with an ELL, which was something that she had not done before. Similarly, PST19 stated, “This case study has really helped me understand how to work with an ESL student; everyday I learned something different.” This PST also wrote about how working with the ESL inclusion

teacher helped her to “successfully connect and understand why ESL students struggle so much in the classroom” and what the PST could do to change their negative views. PST35 wrote that the case study showed the importance of differentiation in the classroom. PST35 reflected:

I was able to learn from my own mistakes while learning about the world of ESL teaching. My observation time spent within the ESL classroom I learned many different things as far as creating learning opportunities for students who are diverse learners.

Likewise, PST45 commented,

It has been my first, hands-on experience with an English Language Learner thus far in my education studies. After this case study, I feel much more prepared to be in the classroom assisting our ESL students. The observations have prepared me with more strategies that enable students to have a better approach to understanding the English language.

PST19 explained that working with the student and the inclusion gave her the knowledge to connect and understand why ESL students struggle and how to help change their negative views. “I believe that establishing that trust between [the student] and I [*sic*] is what made the whole case study a positive experience.” She further stated that her experiences fully prepared her to diversify teaching strategies for ELLs. She wrote that she was placed at a school that was primarily Hispanic and African American, and it was “beneficial and eye opening.” PST19 also commented, “My students and fellow teachers on my team have given me more insight on this career than I ever could have imagined. Fortunately for me, I had a very diverse 6<sup>th</sup> grade population.” In another example, PST46 added, “The case study assignment of a [*sic*] ESL student really contributed to the growth of my professional development as a 4-8 math teacher.” Similarly, PST51 wrote, “This case study of an ESL student really contributed in my growth as a future educator. Overall, this experience was very eye-opening. It also helped me feel more prepared in the classroom where I will be assisting ESL students.”

Other PSTs wrote about various reasons why they feel prepared to teach ethnically diverse students. PST23 reflected, “Working with this student helped me to see how instruction within the classroom could be different with students who are English Language Learners and all different kinds of learners.” PST36 wrote, “The assignments I created will help me when planning lessons in the future to make modifications across the domains that will benefit ELLs and all students in the classroom.” In another instance, PST18 commented on how she made a connection with the student. PST7 added that she will have a large ESL population, so she wants to be ready.

#### Instances When Preservice Teachers Contradict Themselves

There were a few instances when PSTs contradicted themselves in their portfolios. PST1 referred to Paulo Freire as a model in handling multicultural populations, and improving communication between her, students and society, yet, she wrote that ELLs had language deficits and that they will need more help in class. This same PST also successfully used multicultural strategies throughout her lesson plans and recognized that her mentor teacher did not provide differentiated teaching styles to some ethnically diverse students in class, so it appears the PST understands multicultural concepts, but she may or may not realize that she might still have a bias against some ethnically diverse students. PST5 stated that students were part of one big melting pot in the classroom in which she monitored, yet she also wrote that she monitored in a predominantly white school. The same PST explained that one of her lesson plans could be applied to various races and cultures and that it included discussion about respect for different cultures. However, when I reviewed this lesson plan from among her assignments, there were no modifications made in the lesson plan and nothing mentioned about her later reflected topics. She appeared to remember or reflect that her lesson plan contained more than

what was actually in the lesson. Similarly, PST13 wrote she did not witness either of her mentor teachers accommodating ELLs, yet in a prior assignment reflection, PST13 discussed an ELL strategy used by one of them.

In another instance, PST17 claimed that two ELLs she monitored had a language deficit, yet in an earlier assignment, the PST wrote that she supported Nieto's idea for a new American identity that accepts different cultural backgrounds. The same PST also successfully used multicultural strategies in lesson plans and wrote that she did not always support English immersion, so it appears that this PST may be unaware that she may still hold a bias against some ethnically diverse students. In a final instance, PST34 reflected about the importance of using multicultural strategies, and that she supports curriculum reform and social justice, yet, in another reflection, she refers to ELLs as LEPs.

#### Preservice Teachers Multicultural Approach(s)

As mentioned in chapter 3, I used the five approaches to multicultural education developed by Grant and Sleeter (2003) to identify the multicultural approach or approaches the PSTs used in their portfolios and other coursework. These approaches are:

- (1) Teaching the exceptional and culturally different
- (2) Human relations
- (3) Single-group studies
- (4) Multicultural education
- (5) Multicultural and social reconstructionist education (p. 12)

I used Table 8, the table I created of multicultural approaches and their key concepts throughout the process. I have summarized the multicultural approach(s) used in the PSTs' portfolios/coursework, and the number of PSTs who used that approach at least once. All fifty-

three PSTs in the study used concepts in their portfolios/coursework that fell into at least two different multicultural approaches. The majority of the PSTs used concepts that fell into three or more approaches, and two of the PSTs used concepts that included all five of the multicultural approaches. All fifty-three PSTs used some concepts from the multicultural education approach.

Table 21

*Summary of Multicultural Approach(s) used by PSTs*

Multicultural Approach(s) identified	Number of PSTs who used the approach
(1) Teaching the exceptional and culturally different	14
(2) Human relations	49
(3) Single-group studies	16
(4) Multicultural education	all 53
(5) Multicultural and social reconstructionist education	31

I have identified the individual key concepts in the PSTs' portfolios/coursework and the multicultural education approach(es) I assigned each of those concepts. All fifty-three PSTs used concepts from multiple approaches. I have underlined the approach the PST used most often in his/her portfolio/coursework. If a PST used multiple concepts the same number of times, I underlined multiple approaches. Forty-two PSTs used concepts from the multicultural education approach more often than they used any of the other approaches. PST32 used concepts from the human relations approach more often than they used any of the other approaches, and PST38 used concepts from the multicultural and social reconstructionist education approach more often than they used any of the other approaches.

Table 22

*Preservice Teachers Key Concepts and Multicultural Approach(s)*

Preservice Teacher (PST)	Key Concepts Identified in Artifacts	Multicultural Approach(s) identified
PST1	Refers to ELLs as ones with a language deficit;	1
	Refers to Paulo Freire in how to handle multicultural (MC) populations;	5
	Dialogue is making a difference in the world;	5
	Recommends social experiments;	2
	Respect for cultural differences;	4
	Criticizes the mistreatment of poor Mexican children in comparison to treatment of white children;	5
	Many Latino students may have English language deficits;	1
	Recommends exploring new cultures;	4
	MC is a way to expand student knowledge in the world; Tolerance and respect for MC;	4
	Embrace diversity;	2,4
	Groups with social power	4
	Contributes to community interaction;	5
	Discussion of immigration in lesson;	4
	Discussion of global society;	4
Use of different strategies to help ELLs	4	
PST2	Equal doesn't always mean the same;	4,5
	Culture can have a strong hold on a student;	4,5
	Students come from different cultures and backgrounds; Use of cooperative learning;	4
	Respect gender and culture	2,4
	Use of Different strategies to help ELLs	3
PST3	Understand strengths and weaknesses of ELLs;	4
	Uses the term LEPs;	2,4
	Supports dual language programs;	<u>1</u>
	Supports progressivism;	4
Use of different strategies to help ELLs	4	
PST4	How different cultures impact our environment;	4,5
	Recognizes importance of understanding culture and community diversity;	4

*(table continues)*

Table 22 (continued).

Preservice Teacher (PST)	Key Concepts Identified in Artifacts	Multicultural Approach(s) identified
	Wants student to improve the environment;	5
	Incorporate student culture; importance of MC education; Difficult for cultures to assimilate;	4
	Preparing students to get jobs;	4
	Uses the term LEP several times;	1
	Recommends a child advocacy plan;	1
	Supports progressivism;	5
	The use of different strategies to help ELLs;	4
	Respect all cultures	2,4
PST5	Diverse students differ in their approaches to learning; Know each other's cultures;	2,4
	Supports bilingual education;	4
	Diverse learners should be valued;	4
	Study on African Americans;	4
	Gain different perspectives by learning MC education; Supports bilingual education;	3
	Uses the term LEP several times;	4
	Use of different strategies to help ELLs	4
PST6	Use of ELL strategies;	4
	Supports progressivism;	4
	PST wants students to be more than just aware of social issues;	5
	PST wants students to make a difference;	5
	Lesson on MLK versus Malcolm X and students choose a side;	3,4
	Supported lesson on dispelling of stereotypes;	2,4
	Supported an advocacy plan to connect the school and community;	5
	States that ELLs do not have a language deficit;	2,4
	Promote cooperative learning;	2,4
	Promotes social awareness in lessons;	5
	Lesson on the ancient people of Mexico;	3
	Sees inequality in the number of non-Caucasian low-income males placed in special education (SPED);	5
	Promotes respectful and productive relationships with parents	4,2

(table continues)



Table 22 (continued).

Preservice Teacher (PST)	Key Concepts Identified in Artifacts	Multicultural Approach(s) identified
PST7	Supports progressivism;	4
	PST feels that diverse GT students are under-represented in schools;	5
	Understands the differences in students;	2
	Reaches out to different cultures;	4
	Did not feel her mentor teacher provided appropriate teaching for her ELLs;	5
	Use of different strategies to help ELLs	4
PST8	Supports teachers learning a second language;	4
	Diverse students learn differently;	2,4
	Experience other cultures to learn about cultures;	2,4
	Understands the differences in students;	2
	Lesson on the Holocaust;	3
	Use of different strategies to help ELLs	4
PST9	Lesson plan incorporated different cultural versions of the same fairy tale;	4
	Wants students to explore other cultures;	4
	PST disagreed with mentor's opinion that ELLs have a deficit;	4
	PST felt mentor didn't provide equal treatment to Russian student;	5
	Lesson plan incorporated social action;	5
	Use of different strategies to help ELLs	4
PST10	Lesson included research on various cultures;	4
	Supports progressivism;	4
	Importance of MC education;	4
	Participated in cultural experience;	4
	A person must experience someone else's culture to understand it;	4
	A teacher must understand prejudice and discrimination in the classroom;	4,5
	Supports a secondary language;	4
	Uses the term LEP parents;	1
	Diverse students have different learning styles;	2,4
	The use of different strategies to help ELLs	4

(table continues)

Table 22 (continued).

Preservice Teacher (PST)	Key Concepts Identified in Artifacts	Multicultural Approach(s) identified
PST11	Lesson on various ethnic groups;	3
	The use of different strategies to help ELLs;	4
	Talk to students about culture	2,4
PST12	The use of different strategies to help ELLs;	4
	Studied people from different cultures;	4
	Don't let ELLs feel powerless;	4,5
	Demonstrate respect for students of other cultures;	2,4
	Supports bilingualism;	4
	Teachers should be careful not to flaunt power;	5
	Students come from different backgrounds;	2
	Uses the term LEP;	1
	Unequal representation of ELL parents at PTA meetings;	5
	Connect to the student's cultural pride;	2,4
Stated that Hispanics and African Americans were bringing down the test scores	1	
PST13	Uses the term language deficit;	1
	Use of different strategies to help ELLs;	4
	Use various cultural examples in lessons	2,4
	Be sensitive to social worlds of students;	2,4
	Used African American and Hispanic cultures in lessons;	3,4
	Understand different cultures;	4
	Mentioned cooperative learning several times;	2,4
	Wants equal opportunities for ELLs	5
PST14	Supports progressivism;	4
	Use varied teaching strategies for ELLs;	2,4
	PST has a love for culture and a diverse environment;	2,4
	Participated in a MC experience;	4
	Unequal representation of ELL parents at PTA meetings;	5
	Promoted advocacy plan;	5
	Use of different strategies to help ELLs;	4
	Make connection to student's native language	4

(table continues)

Table 22 (continued).

Preservice Teacher (PST)	Key Concepts Identified in Artifacts	Multicultural Approach(s) identified
PST15	Use of different strategies to help ELLs;	4
	Uses the term LEP;	1
	Supports progressivism;	4
	Supports social reconstructionist education;	5
	Find beauty in diversity;	2
	Use of different strategies to help ELLs;	<u>4</u>
	Promotes equality in the classroom	5
PST16	Use of different strategies to help ELLs;	4
	All students deserve an equal education;	5
	Allow ELLs to use primary language;	4
	ELLs learn in different ways	<u>4</u>
	Students come from different cultures and backgrounds;	2
	Educators need to be advocates for students in school and the community	5
PST17	Agrees with Nieto's statement that there should be a creation of a new identity that freely accepts different cultural backgrounds;	5
	PST feels English immersion may only work for a select few students;	4
	Instruction should meet needs of diverse learners and ELLs;	2,4
	Use of different strategies to help ELLs;	4
	Keep a positive disposition to diversity	<u>2,4</u>
PST18	Make connections with ELLs;	4
	Cooperative learning; always consider the student's culture;	2
	Use of different strategies to help ELLs	<u>4</u>
PST19	Work to understand and connect to ELLs;	2,4
	Lesson on different ethnic groups;	3
	Use of different strategies to help ELLs;	4
PST20	Offer lessons that explore different cultures;	2
	Use of different strategies to help ELLs;	4

(table continues)

Table 22 (continued).

Preservice Teacher (PST)	Key Concepts Identified in Artifacts	Multicultural Approach(s) identified
	Supports bilingual programs;	4
	Culture effects learning;	2, <u>4</u>
	Lesson on African American struggles;	3
	Teachers understand individual differences	<u>2</u>
PST21	Use of different strategies to help ELLs;	4
	Students learn differently;	2
	States that ELLs do not have a deficit;	4
	Avoids stereotyping;	2
	Understand students and their backgrounds	<u>4</u>
PST22	Understand similarities and differences of cultures;	2
	Develop respectful relationships with ELLs;	2,4
	Be aware of cultural differences;	2,4
	Include culture in learning experiences;	<u>2,4</u>
	Use of different strategies to help ELLs	<u>4</u>
PST23	Use of different strategies to help ELLs;	4
	Take student's culture into consideration;	2
	Supports progressivism;	<u>4</u>
	Teachers understand individual differences	<u>2</u>
PST24	Use of primary language in instruction;	4
	Lesson on African Americans, Native Americans & European Americans;	3
	Teachers understand individual differences;	2,4
	Be aware of cultural differences;	4
	Looks into inequality and discrimination;	5
	Supports bilingual education;	4
	Worked to understand cultural differences better;	2,4
	Use of different strategies to help ELLs	<u>4</u>
PST25	Discussed benefits of multicultural experiences;	4
	Created project to implement Arabic culture into some lessons;	3
	Embrace diverse learners;	2,4
	Use of different strategies to help ELLs	<u>4</u>

(table continues)

Table 22 (continued).

Preservice Teacher (PST)	Key Concepts Identified in Artifacts	Multicultural Approach(s) identified
PST26	Unequal representation of ELL parents at PTA meetings;	5
	Educate students on different cultures;	4
	Uses the term LEP;	1
	Capitalize on diversity in the classroom;	2,4
	Know the cultures of your students;	4
	Teachers understand individual differences;	2
	Use of different strategies to help ELLs	4
PST27	Supports progressivism;	4
	Supports social reconstructionist education;	5
	Use of different strategies to help ELLs;	4
	Looked at unequal scores of different ethnic groups;	5
	PST does not believe that teachers treat all children equally;	5
	Adapt teaching strategies to accommodate the ethnically diverse students;	2,4
	Understand the student's family's culture	2,4
PST28	Lesson looked at African American and Jewish discrimination;	3,4,5
	Lesson looked at racism and asked students to offer solutions to problems;	5
	Lesson on racial conflicts in America;	4,5
	Observed mentor to make sure ELLs received equal treatment;	5
	Be respectful and sensitive to ELLs;	2,4
	Use of different strategies to help ELLs	4
	PST29	Use of different strategies to help ELLs;
Provide opportunities to discuss stereotypes;		2
Teachers understand individual differences;		4
Promotes the understanding of other cultures		4
PST30	Use of different strategies to help ELLs;	4
	Lesson on cultures and slavery;	3,4,5
	Looked at prejudices towards certain ethnicities;	4

(table continues)

Table 22 (continued).

Preservice Teacher (PST)	Key Concepts Identified in Artifacts	Multicultural Approach(s) identified
	Accounts for different cultures to create a healthy learning environment;	4
	Promotes bilingual education;	<u>4</u>
	Teachers understand individual differences	2
PST31	Use of different strategies to help ELLs;	4
	Teachers understand individual differences;	2,4
	Promotes the understanding of other cultures	<u>4</u>
PST32	Lesson on the Holocaust;	3,4
	Dangers of stereotyping;	2,4
	Use of different strategies to help ELLs;	4
	Promotes the understanding of other cultures;	2,4
	Teachers understand individual differences;	2
	Be sensitive to cultural backgrounds	<u>2</u>
PST33	Students will have diversity of backgrounds;	2,4
	Use of different strategies to help ELLs;	4
	Participated in a MC experience;	4
	Teachers understand individual differences;	2,4
	Supports progressivism;	<u>4</u>
	Provided a lesson in which students could pick a protest;	5
PST34	Use of different strategies to help ELLs;	4
	Cooperative learning;	2
	Lesson on an international environmental science collaboration;	5
	Students will have diversity of backgrounds;	2,4
	Promotes MC education;	<u>4</u>
	Uses the term LEP	1
	Promotes equity, reform and teaching toward social justice;	5
	Teachers understand individual differences;	<u>2</u>
	Promoted community service project	<u>5</u>

*(table continues)*

Table 22 (continued).

Preservice Teacher (PST)	Key Concepts Identified in Artifacts	Multicultural Approach(s) identified
PST35	PST states that a student “still speaks with a strong accent”;	1
	Teachers understand individual differences;	2
	Use of different strategies to help ELLs;	4
	Proposes two-way bilingual program;	4
	Create learning opportunities for diverse learners;	4
PST36	Use of different strategies to help ELLs;	4
	Uses the term LEP;	1
	Respect the diverse talents of ELLs;	2,4
	Students are encouraged to share cultural backgrounds;	2,4
	Promotes diversity in children	4
PST37	Use of different strategies to help ELLs;	4
	Teachers understand individual differences;	2
	The teacher should understand diversity in culture;	2,4
	Promotes environmental justice;	5
	Correct the unequal distribution of resources;	5
	Correct the unequal access to decision-making;	5
	Show sensitivity to student culture;	2,4
PST38	Supports progressivism;	4
	Provide help to those who are disadvantaged;	5
	Everyone should have a voice in society;	5
	Allow students to explore social problems;	4,5
	Looked at the Russian culture;	3
	Develop culture consciousness;	2,4
	PST feels standardized testing is an inequality in education;	5
	Supports bilingualism;	4
	Supports progressivism;	4
	Looked at the discrimination of homosexuals;	3,5
	Lesson on eco-justice;	5
	Lesson on global poverty in which students will take a position;	5
	Looked at equality in the classroom;	5

(table continues)

Table 22 (continued).

Preservice Teacher (PST)	Key Concepts Identified in Artifacts	Multicultural Approach(s) identified
	Uses the term LEP;	1
	Use of different strategies to help ELLs	4
PST39	Promotes the use of the primary language;	4
	Use of different strategies to help ELLs;	4
	Promotes MC education	<u>4</u>
PST40	Use of different strategies to help ELLs;	4
	Uses the term LEP;	1
	Teachers understand individual differences;	2
	The teacher should understand diversity in culture;	4
	Understand racial prejudice;	<u>4</u>
	PST states, "We need to treat students with equity, not equally."	5
PST41	Show respect for ELLs;	2,4
	Supports progressivism;	4
	Supports social reconstruction education;	5
	Help students become global citizens;	4,5
	PST states, "There is a beauty in diversity...";	2,4
	Use of different strategies to help ELLs	<u>4</u>
PST42	Use of different strategies to help ELLs;	4
	Understand ELL backgrounds;	2
	Adapt teaching strategies to accommodate the ethnically diverse students	<u>4</u>
PST43	Use of different strategies to help ELLs;	4
	Working with ELLs can provide valuable insight;	4
	The teacher should understand diversity in culture;	2,4
	Teachers understand individual differences;	4
	Diversity can be an advantage in the classroom;	<u>4</u>
	Be sensitive to cultural differences	2
PST44	Importance in understanding student backgrounds;	2
	Allow the use of the primary language;	4
	Use of different strategies to help ELLs;	<u>4</u>

(table continues)



Table 22 (continued).

Preservice Teacher (PST)	Key Concepts Identified in Artifacts	Multicultural Approach(s) identified
	Unequal representation of ELL parents at PTA meetings;	5
	Teachers understand individual differences	<u>2</u>
PST45	Use of different strategies to help ELLs;	4
	Supports progressivism;	4
	Importance in understanding student backgrounds;	2, <u>4</u>
	Teachers understand individual differences	2
PST46	Use of different strategies to help ELLs;	4
	Wants to watch for “tension between different ethnic groups”, so the PST can talk about it in class;	4,5
	Discussion about different cultures and prejudices;	<u>4</u>
PST47	Use of different strategies to help ELLs;	4
	Lesson on prejudices;	2,4
	Teachers can ensure diversity advances intellectual growth;	2, <u>4</u>
	Teachers understand individual differences	<u>2</u>
PST48	Use of different strategies to help ELLs;	4
	Teachers understand individual differences;	2
	Teach diverse students “how to become good, active members of society;”	4,5
	Tie “culture and events into curriculum and instruction...”	2, <u>4</u>
PST49	Use of different strategies to help ELLs;	4
	Supports progressivism;	4
	Supports MC education;	4
	Understand student diversity;	2
	Supports equal opportunities for students;	5
	Against the term LEP;	<u>4</u> ,
	Know the backgrounds of students	2
PST50	Supports social reconstruction education;	5
	Use of different strategies to help ELLs;	4

(table continues)

Table 22 (continued).

Preservice Teacher (PST)	Key Concepts Identified in Artifacts	Multicultural Approach(s) identified
	Discussed prejudices about certain ethnicities;	3,4
	Lesson on environmental justice;	5
	The teacher should understand diversity in culture	<u>4</u>
PST51	Use of different strategies to help ELLs;	4
	Learn diversity of classroom;	4
	Know the backgrounds of students;	2
	Value diversity	<u>4</u>
PST52	Expose topics such as the Holocaust;	3,5
	Use of different strategies to help ELLs;	4
	Value and respect the student's diverse cultures;	2,4
	Make learning relevant to all students, not just the ones in the dominant culture;	4
	Supports progressivism	<u>4</u>
PST53	Use of different strategies to help ELLs;	4
	Use cooperative learning;	2
	Participated in MC experience by working on housing project and reflected on it;	5
	Value and respect the student's diverse cultures;	2,4
	Teachers understand individual differences;	2
	Differentiate "instruction to make sure every student receives an equitable education and learning experience;"	4,5
	Support diverse learners;	4
	Keep in mind cultural contexts	<u>4</u>

### Summary

This chapter presented a detailed presentation of the data used in this study, including the categories and themes that emerged from my data analysis in each of the research question sections. I reviewed the university syllabi and required reading to determine what multicultural concepts the PSTs were expected to learn. I then analyzed the PSTs' portfolios, key assessments,

and reflective writing to determine whether the PSTs understood and/or applied these multicultural concepts. Next, I looked for any attitudes, beliefs, and perceptions, and any changes in attitudes, beliefs and perceptions that the PSTs acknowledged in their portfolios, key assessments, and reflective writing. Finally, using the key concepts from the PSTs' portfolios, key assessments and reflective writing, I assigned a Grant and Sleeter (2003) multicultural approach to each PST. Chapter 5 will include my conclusion, how the results of my study compare with results of other studies, and my recommendations for future research.

## CHAPTER 5

### CONCLUSION AND RECOMMENDATIONS

The purpose of this study was to determine what type of multicultural concepts were being taught to 4-8 preservice teachers, and how these preservice teachers understood and implemented these concepts. The number of ethnically diverse students increases in the United States each year, so it is important to determine how teacher training programs can guide preservice teachers to be successful active teachers. The four research questions investigated for this purpose included:

- (1) What multicultural and diversity knowledge and skills, as presented in course syllabi and required texts, are preservice teachers expected to learn?
- (2) What do students' course assignments including portfolios, key assessments, and reflective writing reveal about students' understanding and application of multicultural concepts?
- (3) What attitudes, beliefs, and perceptions about a diverse population or teaching from a multicultural perspective do preservice teachers acknowledge in their educational portfolios and coursework key assessments?
- (4) What changes, if any, in preservice teachers' attitudes, beliefs, and perceptions are evident in their portfolios, key assessments, and reflective writing?

## Summary of the Findings

### Teacher Preparation Program Syllabi and Assigned Reading

A review of the course syllabi and required reading revealed that the university's teaching program offered the preservice teachers multiple opportunities to work with ethnically diverse students, and the preservice teachers were expected to learn about a variety of educational topics, including a number of multicultural concepts. Some multicultural concepts included ELL teaching strategies, challenging racism, understanding student backgrounds, teaching diverse learners, understanding the nature of stereotypes, understanding the process of assimilation, creating and critiquing language assessments, promoting social justice and reform. Effective teachers consider the ethnically diverse students' learning needs, backgrounds, and communication patterns to create a higher level of student engagement in the classroom (Echevarria, Vogt & Short, 2008). Although the teaching program's required readings covered concepts from all five of Grant and Sleeter's (2003) multicultural education approaches, the majority of the required readings covered topics that fell into the human relations and multicultural education approaches.

Neumann (2010) states that only 45% of teacher education programs in the United States include even one multicultural education course in the curriculum. Because of this, some individuals or groups with an educational interest may be grateful that a program even offers more than one multicultural education course in the curriculum, and they may not be as concerned with the types of multicultural information, principles, and philosophies promoted in the course(s). They may believe that some multicultural education is better than no multicultural education in the curriculum. The human relations approach promotes respect and tolerance among individuals in various groups in society (Grant & Sleeter, 2003). The multicultural

education approach promotes social issues, the value of culture and diversity, and ideas to incorporate social justice in the curriculum (Grant & Sleeter, 2003; Leistyna, 2001). In addition, both the human relations and multicultural education approaches can provide guidance to beginning teachers in what to expect in the classroom and how to prepare to work with ethnically diverse students, as seen in the lesson plan examples and reflections in many of the PST portfolios and key assessments discussed in chapter 4.

Other multiculturalists, who support social reform, educational equality, and the elimination of discrimination in schools, may be dissatisfied with these findings. Although the human relations and multicultural education approaches affirm diversity, the approaches do not argue against the inequalities that exist between groups in society, nor do the approaches make a legitimate attempt to correct the problem (Leistyna, 2001; Nieto, 2000). However, despite the majority of the required readings covering the human relations and multicultural education approaches, the teacher education program in this study did expose the PSTs to a variety of concepts in Grant and Sleeter's (2003) multicultural and reconstructionist education approach. Several of the readings in the program covered topics on fighting racism, oppressed student groups, curriculum reform, inequality and social justice. PSTs learned about children's rights and child advocacy groups, and course assignments included research papers and reflections on social power, discrimination and curriculum reform. Thirty-one of the fifty-three PSTs used concepts from the multicultural and social reconstructionist education approach throughout their portfolios, reflections and key assessments as shown in table 21, which appears to indicate the training is heading in the right direction.

## Preservice Teacher Use of Multicultural Concepts

The preservice teacher's portfolios, key assessments, reflective writing, and other coursework revealed that many of the PSTs understood and applied multicultural concepts throughout their portfolio artifacts. Because this teacher preparation program expects its PSTs to complete an ESL supplemental certification, the program exposes the PSTs to a significant number of multicultural concepts in preparation for teaching in the ethnically diverse schools in the area. Multicultural concepts taught in teacher training programs can increase a teacher's understanding of ethnically diverse students, improve communication between teacher and student, and guide teachers to incorporate multicultural curriculum into daily classroom activities (Goodwin, 1997; Merryfield, 2000; Ramsey, Williams & Vold, 2003). Some of the multicultural concepts found in the artifacts included various SIOP strategies, lesson plans on immigrant inequality and racism, ELL modifications and assessments, hands-on learning, and differentiated instruction. Most of the PSTs also showed their understanding of multicultural concepts in the way they observed and commented about their mentor teachers' use or lack of use of multicultural concepts in the classroom. Some PSTs praised the actions of their mentor teachers, while other PSTs criticized their mentor teachers' lack of use of multicultural concepts with ethnically diverse students. Other PSTs were quick to point out if their mentor teacher did not accommodate ethnically diverse students to the PST's satisfaction.

I must admit that many of the criticisms against the mentor teachers surprised me. It seems that the younger, next generation of preservice teachers are not as shy in voicing their opinions. When I student taught, it would not have occurred to me to criticize my mentor teacher, as I believed the mentor teacher was more experienced, so I would have been wrong if I had disagreed with her. Likewise, even if I had noticed or admitted that she made mistakes, I

would have been afraid to criticize her for fear that somehow the mentor teacher would find out, make my student teaching more difficult and hinder my path to certification. However, as I analyzed these data, I began to realize that at least some of the experienced teachers in the study were not practicing good multicultural education techniques with the students in need of help in their classrooms. Because mentor teachers are generally selected according to the subject they teach and their experience level, the mentor teacher's general background and multicultural training may differ from the PST's background and multicultural training (Leshem, 2012). Furthermore, if the mentor teachers have been teaching for many years, it is likely that their own teacher preparation program did not offer multicultural education courses at the time, and the mentor teachers' current multicultural training relies heavily on whatever ongoing staff development that particular school district or campus offers.

In the case of this study, District A provided their mentor teachers with mentor teaching training, while District B did not. Although I would have predicted the PSTs might be more likely to criticize the mentor teachers in District B who received no mentor training, most of the comments and criticism focused on the mentor teachers in District A who received the training. (Table 15). If the PSTs accurately represented their mentor teachers, this finding shows that either the mentor teacher training in that district provided little guidance to the mentor teachers, or that it provided no real guidance in regards to multicultural education. In the case of this study, the mentor training did not appear to be specifically related to multicultural education. Leshem (2012) adds that the majority of mentor teachers do not receive any type of training, which can create "conflicting perceptions" in the mentoring relationship (p. 419). Even if mentors do receive some type of training, it is unlikely that the limited training they receive will



encourage them to change their teaching strategies or that the training will mirror the training the preservice teachers receive in their own multicultural education courses.

Some of the PSTs also showed their understanding of multicultural concepts by incorporating real-world connections and student accountability into lesson and unit plans. There were PSTs who created lessons on the inequalities of immigrants, and other PSTs who declared that students must take control of their own learning through community projects and social reform lessons. Other PSTs reflected about their participation in multicultural awareness experiences, and how spending time with people of other races and cultures helped them understand how these differences can affect not only themselves, but their students' learning as well. These findings match the findings of Amatea, Cholewa and Mixon (2012) who found that a group of preservice teachers who worked with low-income and/or ethnic minority families during their teacher education program became "less stereotypic" and more confident working with these students and their families (p. 826). In addition, the PSTs wrote about the positive experiences in making connections between multicultural theory and practice. As mentioned previously, PSTs who were taught multicultural concepts will generally respond to ethnically diverse students in a more positive way, than PSTs who were not exposed to these concepts (Ross & Smith, 1992; Anderson & Swick, 2001). Likewise, there were PSTs who expressed gratitude for the opportunity to use the theory learned in their university coursework and to apply these concepts in the classroom with real students. These findings agree with previous research that teacher preparation programs should provide PSTs the opportunity to work with ethnically diverse students in the classroom and/or other settings in order to connect theory with reality (Bodur, 2012; Haberman, 2005).

This teacher preparation program's introduction to the SIOP teaching model and its ELL strategies appeared to be one of the most widely used and cited learning techniques found throughout the preservice teachers' portfolios, lesson plans and key assessments. Although designed for ELLs, these techniques can benefit all students, as they include visual and tactile instruction, multimedia, as well as the use of groups and pairs work in the classroom. The simplicity of these strategies allowed the preservice teachers to apply them easily in their coursework and lessons. In addition, several school districts in the study's area identify this training as necessary and provide different types of ongoing SIOP staff development training for their own employees. As a current teacher, I have used these strategies successfully in my own classroom, and I would agree that they should be included in a teacher preparation curriculum. Because SIOP strategies help "make the subject matter concepts comprehensible while promoting the students' English language development," it only makes sense to provide this type of training in teacher preparation programs (Echevarria, Vogt & Short, 2008, p. 5).

#### Preservice Teacher Attitudes, Beliefs, and Perceptions

Some PSTs wrote about their interactions with ethnically diverse students. One PST wrote about how her relationship with Hispanic students improved over the school year because she made a point to change the way she communicated with the students and parents. Another PST reflected how he wanted to develop a meaningful relationship with the ethnically diverse students in his classroom. Similarly, many PSTs explained the importance of understanding the students' backgrounds and learning differences and recognizing the value in a person's culture. Bhargava, Hawley, Scott and Phelps (2004) held, "The student's educational experiences must include both knowledge acquisition of issues of diversity and strategies for effectively working with minority students as well as with their families" (p. 21). Other PSTs advocated for

children's rights and wrote that some of the classrooms they observed did not treat all students fairly. Some PSTs voiced their opinions on bilingual education by critiquing English immersion programs, and other PSTs commented on ways to improve teacher and parent relationships.

As mentioned previously, at least one PST commented on perceived gendered roles within a family. When the PST contacted the home of a student with a behavior problem, the PST wrote that she wanted to speak to the father because her friends and family led her to believe that "fathers tend to want to put an end to poor behavior immediately, while mothers often go on the defensive." The PST, who identified herself as non-Latino, did not mention the ethnicity of the student or of his/her family although the PST spoke in English to the mother on the phone. The PST's perception of parental roles in discipline brings about the question of whether other PSTs' perceptions of parental roles hinder their actual relationships with students and parents or their understanding of student discipline. Some of these students may be living in single-parent homes or living with family members other than their parents, such as aunts, uncles, or grandparents, so there may not be a father in the home to speak to about behavior problems (Thompson, 2005). Single-parent homes "may require that adults adopt less traditional gender-role attitudes and socialization practices" (Leve & Fagot, 1997, p. 3). Furthermore, even if the father lives in the home, there is no guarantee that he provides better discipline to the children than the mother. In my own teaching experience in dealing with parents in student behavior issues, I have not always found the fathers to be the better disciplinarians, even when both parents lived together at home.

A few PSTs wrote that ELLs had a language deficit, and other PSTs referred to ELLs as LEPs. Forty-five of the PSTs did not write about any student deficits, but I was curious as to why eight PSTs did write about student deficits. I looked at the portfolios to see if the PSTs

mentioned these deficits early in the program and perhaps changed their views by the end of the program. Although this could be the case for three of the PSTs who only used the term in Checkpoint 1 of their portfolios, there did not appear to be a pattern for the other five PSTs. In fact, two of these PSTs made deficit comments in two different checkpoints, including Checkpoint 3 at the end of the program. I then looked for a pattern in the lesson plans of these eight PSTs, but I did not find one. All of these PSTs used multiple multicultural strategies in their lesson plans similar to the forty-five PSTs who made no deficit comments in their portfolios. Therefore, it is unclear whether some of these PSTs used the deficit terms because they remembered the terms from a text/reading or had overheard the term previously and gave little thought to its real meaning, or if the PST really held a bias towards the ethnically diverse students. In looking at these PSTs' portfolios as a whole in regards to their other coursework and reflections, it seems likely that at least some of these PSTs used the terms without fully understanding their implication.

#### Changes in Preservice Teacher Attitudes, Beliefs and Perceptions

There were PSTs who admitted they gained a better understanding of multicultural concepts from their coursework, field experiences and student teaching. Other PSTs wrote about how getting the chance to work with real students guided them into creating better lesson and unit plans. Some PSTs admitted how the SIOP strategies enabled them to provide a better learning environment for their ethnically diverse students. Numerous PSTs wrote that learning about different cultures gave them more insight and understanding in the classroom. Lin, Lake, and Rice (2008) agree that PSTs who participate in field experiences with ethnically diverse students will likely become more appreciative and tolerant of other cultures. Several PSTs explained that misunderstanding a student's cultural values could negatively affect the

relationship of the teacher and student, as well as the relationship of the teacher and the student's family. One PST admitted that he realized he had a bias against non-English speakers before his field experience. He wrote that he realized this after his field experience and made an effort to respect other cultures and work on his views of others. Assaf, Garza and Battle, (2010) agree that PSTs can gain valuable learning experiences from their field-based opportunities. Some PSTs explained that their experiences helped them to become more comfortable in the classroom with ethnically diverse students, and that the PSTs gained a good understanding of what strategies worked best with them.

The findings in this study agree with other studies that preservice teachers should participate in multicultural experiences during teacher preparation programs in order for them to understand fully how to interact with ethnically diverse students and their families. Because this teacher preparation program required PSTs to attend a multicultural event of their choice, along with the classroom field experiences offered, this program provided the PSTs with a variety of multicultural learning experiences. There were not any PST comments that indicated they felt unprepared to teach ethnically diverse students at the end of their student teaching assignments. Other than the PST criticisms against some of their MTs, there were not any PST comments on negative changes either. The absence of comments on negative changes could indicate that the PSTs felt truly prepared to teach in the classroom at the end of the program, or the PSTs only commented on positive changes, in fear that they might receive a bad grade in the course or that it might hamper their ability to find a teaching job after graduation. However, in my analysis of the PST portfolios, reflections and key assessments it appeared that the population in my study as a whole seemed open to trying new things, and it appeared that the PSTs adapted to the different experiences and teaching environments to which they were exposed.

The adaptability of the preservice teachers in my study also appears to match recent research that suggests that university students in general may be growing more accustomed to the ethnic diversity in the communities around them as the population demographics changes. This growing “culturally sensitive” new generation of university students may be in response to “the increased exposure to multicultural situations” and “the use of popular media” such as music, television, internet, movies, and sports (Nadelson et al., 2012, p. 1202). Howard-Hamilton and Hinton (2004) write, although the media can portray ethnically diverse groups inaccurately, the “media can also educate and reduce prejudices if material is selected that can evoke enough cognitive dissonance to challenge old assumptions and prejudices in order to make way for transformative thought” (p. 25). If university students are growing more accustomed to ethnic diversity through the exposure to media, then the students entering the education programs may be growing more accustomed to ethnic diversity and may become increasingly receptive to multicultural topics in general. In addition, Nadelson et al., (2012) “found the average to high-average levels of multicultural efficacy and acceptance” to be encouraging for future preservice teachers (p. 1202). Although my study did not attempt to document the influence of popular media on PST beliefs and attitudes regarding ethnic diversity, I recognize the PSTs’ reference to Grant and Sleeter’s fifth approach in their portfolios and key assessments may have been influenced by the larger social context, rather than by their coursework. Certainly, a PST’s adaptability to ethnic diversity plays a role in how well the PST uses multicultural concepts and strategies.

Many of the PSTs wrote about their improved knowledge of various cultures and their predicted abilities to work with ethnically diverse students in the classroom. Although I did not sense any deliberate attempt at deception or dishonesty in the PSTs’ reflections and writings, I

cannot exclude the possibility that some of the PSTs may have over-estimated their abilities in their self-appraisals or sense of self-efficacy. The value of a PST's possibly inflated sense of self-efficacy depends on the research. Some research indicates that PST self-efficacy can positively influence the PST's teaching attitude and decision-making abilities. PST perceptions of past successes in the classroom can increase their expectations of successful classroom experiences in the future (Bandura, 1977). However, other research suggests that not all higher levels of self-efficacy may provide a positive influence and prospective teachers "often underestimate the complexity of the teaching task and their ability to manage many agendas simultaneously" (Hoy & Spero, 2005, p. 353). Hoy and Spero's study of the early years of teaching show that PST self-efficacy "rose during teacher preparation and student teaching, but fell with actual experience as a teacher" (p. 352). In acknowledging there is at least some change in a PST's confidence level once he/she begins teaching, at least one of the districts in this study, District B provides a mentor advisor during the teacher's first three years of service. In addition, the district requires first year teachers to take a staff development course entitled, New Teacher Training: Surviving the Disillusionment Stage. Although Wheatley (2005) questions the value of PST self-efficacy research, Siwatu (2006) recommends that teacher education programs "integrate efficacy-building interventions into existing and new courses, while simultaneously documenting the positive student and teaching outcomes associated with culturally responsive teaching" (p. 1099). It will be interesting to see whether the predicted PST adaptability to ethnic diversity and the possible increase in receptiveness to multicultural topics will help sustain the higher PST self-efficacy levels into their first year of teaching.

## Conclusion

There has been a lack of research literature on teacher education programs that provided preservice teachers with multiple multicultural opportunities. The PSTs in this study's teacher preparation program were expected to learn a variety of multicultural concepts including specialized ELL strategies from assigned textbooks and required readings. The teacher preparation program offered the PSTs multiple opportunities to work with ethnically diverse students during their field experiences and student teaching. In addition, the PSTs were also expected to complete an English as a second language (ESL) supplemental certification. In my analysis of the approximately 7000 pages of portfolio artifacts, key assessments, and reflective writing, I sensed that the majority if not all of the fifty-three PSTs seemed prepared and ready to begin teaching ethnically diverse students after graduation. In fact, some PSTs wrote that they looked forward to teaching ethnically diverse students, and they even mentioned this more than once in their artifacts and reflective writing. Although many PSTs commented on the valuable learning opportunities of the field experiences and the student teaching at ethnically diverse schools, there were PSTs who commented that the multicultural coursework guided and influenced their actions during the field experiences and student teaching.

As helpful as field experiences and student teaching can be, I believe it was a combination of the multicultural courses, the field experiences, the student teaching, and the PSTs' adaptability to ethnic diversity that helped the PSTs experience successful opportunities with the students. Multicultural courses alone "may not be sufficient to change beliefs and attitudes in preparation for diverse classrooms" (Bodur, 2012, p. 51). Similarly, field experiences offered without multicultural coursework hinder PSTs from "making the connection between theory and practice" (p. 51). There were PSTs in the study who recognized that the knowledge



they learned from their coursework made for an easier transition into the actual classroom and how grateful they were to get the chance to practice the multicultural strategies with real students. Some PSTs who commented on their mentor teacher's instructional abilities, cited passages from their university textbooks, multicultural films, and other readings and how the mentor teachers were applying or not applying the multicultural practices. The findings also show that teacher preparation programs may need to take a closer look at the training provided to mentor teachers in order to prepare them better to work successfully with the PSTs.

Because I am a middle school teacher who works in the same area and state as the PSTs in the study, I had an interest in teacher preparation programs and teacher turnover rates at the middle school level. When I compared the required textbooks, assigned reading, field experiences, and student teaching with the ones from my own training eleven years ago, I concluded this university's teacher preparation program provided more multicultural opportunities than what I experienced. I student taught at a more affluent, less ethnically diverse middle school, but my first full-time teaching job was at a less affluent, more ethnically diverse middle school with demographics similar to School F. I remember the culture shock I experienced my first year at my new school, and I would have appreciated the preparation the university provided to the PSTs in this study.

As I reflected on my own teaching experience, I was surprised that I had not found an obvious difference in PST data between School B, the most affluent, least ethnically diverse school and School F, the least affluent, most ethnically diverse school in table 13. However, when I reviewed table 16 again, I noticed that the PSTs who completed their field experiences and student teaching at School F, when compared to PSTs at School B, cited more ELL strategies in lesson/unit plans, provided more ELL modifications, allowed the students to use

their primary language for part of the lesson and offered translating dictionaries. My data indicate that the PSTs assigned to the more ethnically diverse schools, and who were working with more ELLs, were applying their learned multicultural concepts appropriately and were adjusting and modifying lessons and units according to the population they were teaching. These findings suggest that the PSTs made a successful connection between theory and practice on their own, that the individual mentor teachers provided better guidance to the assigned PSTs during the field experiences at this school, or that these findings were possibly a combination of both factors.

### Implications

Both the literature and the results from my study indicate that teacher preparation programs should offer multicultural courses, regular educational courses with an embedded multicultural component, and field-based experiences to their PSTs. These opportunities, the PSTs' adaptability factor, as well as the PST course assignments and reflective writing entries appeared to guide many of the PSTs in my study to make successful connections between theory and classroom experiences (Hinck, Mitchell, Williamson, Eddy & Bechtold, 2009). The PST writing entries provided insight into the actions taken by the PSTs in classroom settings and the thought process involved in their decision-making. The course assignments and reflections allowed me to see how the PSTs created and adapted lesson plans, determined the correct use of assessments for ELLs in case studies, and even follow along in their written difficulties and successes. Teacher preparation programs should regularly incorporate reflective writing opportunities into the teacher preparation curriculum so that PSTs can examine their own beliefs and attitudes about their cultural activities and classroom experiences (Hill, Phelps, and Friedland (2007).

In addition, the teacher preparation program in this study introduced multiple multicultural concepts and provided the PSTs with a variety of multicultural strategies. Although the majority of the PSTs in this study identified most often with Grant and Sleeter's (2003) multicultural education approach, all five multicultural approaches were found in various portfolio artifacts, key assessments, and reflective writing samples. Because the PSTs were exposed to a rich selection of multicultural concepts and approaches, the process allowed the PSTs numerous opportunities to develop a preference and identify with the concepts and approaches throughout the process. As mentioned previously, some individuals or groups with an educational interest may be content to see any type of multicultural education training in a teacher preparation program, while others will contend that certain approaches do not argue against the inequalities that exist in education (Leistyna, 2001; Nieto, 2000). If teacher preparation programs cannot implement full multicultural education training, then the teacher preparation programs may need to decide if some multicultural education training is better than no multicultural training.

#### Future Recommendations

Future studies should follow the PSTs into their actual teaching jobs after graduation to see whether they continue to use the ELL strategies and multicultural concepts they learned with their own group of middle school students. My recommendation to future researchers would be to include this step in the research process. If teacher preparation programs offer preservice teachers multiple multicultural opportunities to practice what they have learned from their coursework, it is likely that these preservice teachers will be successful in the classroom.

Future research should also examine whether preservice teacher adaptability to ethnic diversity remains the same or changes over time. Will the influx of diversity-aware university

students create a new generation of diversity-friendly preservice teachers? If so, future research could be used to improve teaching preparation programs.

APPENDIX  
PRESERVICE TEACHER PORTFOLIO ASSIGNMENT INSTRUCTIONS  
FOR CHECKPOINTS 1-3 AND KEY ASSESSMENT  
ASSIGNMENT INSTRUCTIONS

## 4-8 Portfolio Checkpoint 1- The Role of the Teacher

### 1. Conceptual and Pedagogical Knowledge

For each of the following INTASC standards, please tell what portion of the overall statement of the standard or what specific knowledge, skills, and dispositions are most important to your understanding of the content and pedagogical knowledge bases of teaching Grades 4-8 related to your artifacts that attend to your academic content field and ESL.

INTASC Standard 1- General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response- convey understanding of how standard and artifacts relate

INTASC Standard 4- General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response- convey understanding of how standard and artifacts relate

INTASC Standard 7- General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response- convey understanding of how standard and artifacts relate

INTASC Standard 8- General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response- convey understanding of how standard and artifacts relate

In a few paragraphs, please reflect on your understanding of the relationship between effective teaching and teacher conceptual and pedagogical knowledge that includes

- The subject matter (both ESL and core academic content) that is deep and broad, as well as making multidisciplinary connections;

- Instructional strategies that promote critical thinking, problem solving, and performance skills;
- Planning based on subject matter knowledge, students' needs and developmental characteristics, and curricular goals;
- Formal and informal assessment strategies used to identify student strengths and enhance learning and growth; and
- Appropriate use of technology and of planning to engage students individually and in groups.

How do the knowledge, skills, and dispositions of the teacher in this domain of the ...

Conceptual Framework relate to your personal philosophy of education, your own characteristics as a teacher, and your growing understanding of the role of a teacher in a democratic society?

1.1. In your program Artifacts tab, create "Portfolio Standard Coversheets (EC-6 and 4-8)" for each of the standards 1, 4, 7, and 8. You will attach four coversheets for the four standards in this section. On the Documents sub-tab of each coversheet, attach multiple samples of work (assignments) that convey your understanding of the varied roles of a teacher and the knowledge, skills and dispositions for assuming these roles.

1.2. In your Artifacts tab, create the "Portfolio 4-8 Conceptual and Pedagogical Knowledge Coversheet Checkpoint 1" and attach it to the portfolio.

## 2. Knowledge of Young Adolescent Development and Diversity

For each of the following INTASC standards, please tell what portion of the overall statement of the standard or what specific knowledge, skills, and dispositions are most important to your understanding of young adolescents' development and diversity in teaching Grades 4-8 based on your artifacts for these standards.

INTASC Standard 2- General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response- convey understanding of how standard and artifacts relate

INTASC Standard 3- General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response- convey understanding of how standard and artifacts relate

In a few paragraphs, please reflect on your understanding of the relationship between effective teaching and teacher knowledge of the development and diversity of young adolescents that attends to

- Patterns and variation in the cognitive, social, emotional, moral and physical development of young adolescents;
- Instructional strategies that support and capitalize on characteristics of young adolescent development;
- How to create healthy learning environments for young adolescents that respect and respond to their characteristics and needs;
- Young adolescent diversity, including ethnic, racial, linguistic, religious, socioeconomic and cultural diversity, gender differences, and disabilities; and
- Issues in young adolescent development.

How does your understanding of the role of the teacher in this domain of the...

Conceptual Framework relate to your personal philosophy of education, your own characteristics as a teacher, and your growing understanding of teaching in a democratic society?

2.1. In your Artifacts tab, create "Portfolio Standard Coversheet (EC-6 and 4-8)" for each of the standards 2 and 3. You will attach two coversheets for the two standards in this



section. On the Documents sub-tab of each coversheet, attach multiple samples of work (assignments) that convey your understanding of the varied roles of a teacher and the knowledge, skills and dispositions for assuming these roles.

PLEASE TITLE EACH COVERSHEET WITH THE STANDARD AND THE CHECKPOINT

2.2. In your Artifacts tab, create the "Portfolio 4-8 Development and Diversity Checkpoint 1 Coversheet" and attach it to the portfolio.

### 3. Knowledge of Relationships and Communication

For each of the following INTASC standards, please tell what portion of the overall statement of the standard or what specific knowledge, skills, and dispositions are most important to your understanding of your fostering relationships and communication in teaching Grades 4-8 based on your artifacts for these standards.

INTASC Standard 5- General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response- convey understanding of how standard and artifacts relate

INTASC Standard 6- General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response- convey understanding of how standard and artifacts relate

In a few paragraphs, please reflect on your understanding of the relationship between effective teaching and teacher knowledge of fostering relationships and communication that attend to

- Individual and group motivation and classroom management techniques that are developmentally appropriate;

- Organizational structures that foster adolescent development and socially equitable educational practices;
- Verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction; and
- Ways of relating to colleagues that promote the development of adolescents and of interdisciplinary practices.

How does your understanding of the role of the teacher in this domain of the...

Conceptual Framework relate to your personal philosophy of education, your own characteristics as a teacher, and your growing understanding of teaching in a democratic society?

3.1. In your Artifacts tab, create "Portfolio Standard Coversheets (EC-6 and 4-8)" for each of the standards 5 and 6. You will attach two coversheets for the two standards in this section. On the Documents sub-tab of each coversheet, attach multiple samples of work (assignments) that convey your understanding of the varied roles of a teacher and the knowledge, skills and dispositions for assuming these roles.

PLEASE TITLE EACH COVERSHEET WITH THE STANDARD AND THE CHECKPOINT

3.2. In your Artifacts tab, create the "Portfolio 4-8 Relationships and Communication Checkpoint 1 Coversheet" and attach it to the portfolio.

#### 4. Knowledge of Professional Leadership and Advocacy

For each of the following INTASC standards, please tell what portion of the overall statement of the standard or what specific knowledge, skills, and dispositions are most important

to your understanding of professional leadership and advocacy in teaching Grades 4-8 related to your artifacts for these standards.

INTASC Standard 9- General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response- convey understanding of how standard and artifacts relate

INTASC Standard 10- General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response- convey understanding of how standard and artifacts relate

In a few paragraphs, please reflect on your understanding of the relationship between effective teaching and teacher knowledge and professional leadership and advocacy that attends to

- Your own strengths and limitations and knowledge of how to actively seek out opportunities to grow professionally;
- Practices that build relationships within and beyond the classroom to support the learning and well-being of young adolescents; and
- The roles of families and community members in improving the education of all young adolescents.

How does your understanding of the role of the teacher in this domain of the... Conceptual Framework relate to your personal philosophy of education, your own characteristics as a teacher, and your growing understanding of teaching in a democratic society?

4.1. In your Artifacts tab, create "Portfolio Standard Coversheets (EC-6 and 4-8)" for each of the standards 9 and 10. You will attach two coversheets for the two standards in this section. On the Documents sub-tab of each coversheet, attach multiple samples of

work (assignments) that convey your understanding of the varied roles of a teacher and the knowledge, skills and dispositions for assuming these roles.

PLEASE TITLE EACH COVERSHEET WITH THE STANDARD AND THE CHECKPOINT

4.2. In your Artifacts tab, create the "Portfolio 4-8 Professional Leadership and Advocacy Coversheet Checkpoint 1 Coversheet" and attach it to the portfolio.

NOTE: Once you have created each of the coversheets in your Tk20 Artifacts tab, you may click the links below to attach them to the portfolio

## 4-8 Portfolio Checkpoint 2- Connections of Theory and Practice

### 1. Conceptual and Pedagogical Knowledge

For each of the following INTASC standards, please tell what portion of the overall statement of the standard or what specific knowledge, skills, and dispositions are most important to your understanding of the content and pedagogical knowledge bases of teaching Grades 4-8 related to your artifacts that attend to your core academic field and ESL.

INTASC Standard 1- General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response- convey understanding of how standard and artifacts relate

INTASC Standard 4- General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response- convey understanding of how standard and artifacts relate

INTASC Standard 7- General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response- convey understanding of how standard and artifacts relate

INTASC Standard 8- General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response- convey understanding of how standard and artifacts relate

In a few paragraphs, please reflect on your understanding of the application of research and theory to the practice of teaching that attends to

- Appropriate use of subject matter (both ESL and core academic content) to make disciplinary and interdisciplinary connections;

- Use of a variety of teaching and assessment strategies that are especially effective in the core academic subject and in ESL;
- Planning that provides for the higher order thinking, inquiry, exploration, and problem solving;
- Use of a variety of teaching/learning strategies and resources that motivate young adolescents;
- Providing your adolescents with opportunities to work as individuals and in groups.

How do the knowledge, skills, and dispositions of the teacher in this domain of the ...

Conceptual Framework relate to your personal philosophy of education, your use of theory that is connected to practice, and your understanding of the complexity of teaching?

1.1. In your Artifacts tab, create "Portfolio Standard Coversheets (EC-6 and 4-8)" for each of the standards 1, 4, 7, and 8. You will attach four coversheets for the four standards in this section. On the Documents sub-tab of each coversheet, attach multiple samples of work (assignments) that show the ability to apply what you have learned in your teaching of content to diverse learners and to analyze factors that might improve your practice.

PLEASE TITLE EACH COVERSHEET WITH THE STANDARD AND THE CHECKPOINT

1.2. In your Artifacts tab, create the "Portfolio 4-8 Conceptual and Pedagogical Knowledge Coversheet Checkpoint 2" and attach it to the portfolio.

## 2. Knowledge of Young Adolescent Development and Diversity

For each of the following INTASC standards, please tell what portion of the overall statement of the standard or what specific knowledge, skills, and dispositions are most important

to your understanding of young adolescents' development and diversity in teaching Grades 4-8 based on your artifacts for these standards.

INTASC Standard 2- General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response- convey understanding of how standard and artifacts relate

INTASC Standard 3- General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response- convey understanding of how standard and artifacts relate

In a few paragraphs, please reflect on your understanding of the relationship between knowledge of research and theory and teaching practice as it relates to young adolescent development and diversity with attention to

- Creating learning opportunities that attend to the development of all young adolescent learner;
- Use of developmentally responsive instructional strategies and school organizational components;
- Engagement of young adolescents in activities that encourage their interpersonal, social, and community membership development;
- An understanding of young adolescents within the context of their families, peer groups, communities, and society; and
- Connecting instruction to the diversity that exists in the experiences and communities of young adolescents.

How do the knowledge, skills, and dispositions of the teacher in this domain of the ... Conceptual Framework relate to your personal philosophy of education, your use of theory that is connected to practice, and your understanding of the complexity of teaching?

2.1. In your Artifacts tab, create "Portfolio Standard Coversheets (EC-6 and 4-8)" for each of the standards 2 and 3. You will attach two coversheets for the two standards in this section. On the Documents sub-tab of each coversheet, attach multiple samples of work (assignments) that show the ability to apply what you have learned in your teaching of content to diverse learners and to analyze factors that might improve your practice.

PLEASE TITLE EACH COVERSHEET WITH THE STANDARD AND THE CHECKPOINT

2.2. In your Artifacts tab, create the "Portfolio 4-8 Development and Diversity Checkpoint 2 Coversheet" and attach it to the portfolio.

### 3. Knowledge of Relationships and Communication

For each of the following INTASC standards, please tell what portion of the overall statement of the standard or what specific knowledge, skills, and dispositions are most important to your understanding of your fostering relationships and communication in teaching Grades 4-8 based on your artifacts for these standards.

INTASC Standard 5 - General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response – convey understanding of how standard and artifacts relate

INTASC Standard 6 - General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response – convey understanding of how standard and artifacts relate



In a few paragraphs, please reflect on your understanding of the relationship between the practice of teaching and research and theory that relate to fostering relationships and communication with consideration for

- The historical and philosophical foundations of and best practices for developmentally responsible middle level programs and schools;
- Establishing equitable, caring, and productive learning environments for all young adolescents;
- Integration of state--of-the- art technology and literacy skills into the teaching fields; and
- Modeling positive attitudes and appropriate behaviors for all young adolescents.

How do the knowledge, skills, and dispositions of the teacher in this domain of the ... Conceptual Framework relate to your personal philosophy of education, your use of theory that is connected to practice, and your understanding of the complexity of teaching?

3.1. In your Artifacts tab, create "Portfolio Standard Coversheets (EC-6 and 4-8)" for each of the standards 5 and 6. You will attach two coversheets for the two standards in this section. On the Documents sub-tab of each coversheet, attach multiple samples of work (assignments) that show the ability to apply what you have learned in your teaching of content to diverse learners and to analyze factors that might improve your practice.

PLEASE TITLE EACH COVERSHEET WITH THE STANDARD AND THE CHECKPOINT

3.2. In your Artifacts tab, create the "Portfolio 4-8 Relationships and Communication Checkpoint 2 Coversheet" and attach it to the portfolio.

4. Knowledge of Professional Leadership and Advocacy

For each of the following INTASC standards, please tell what portion of the overall statement of the standard or what specific knowledge, skills, and dispositions are most important to your understanding of professional leadership and advocacy in teaching Grades 4-8 based on your artifacts for these standards.

INTASC Standard 9 - General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response – convey understanding of how standard and artifacts relate

INTASC Standard 10 - General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response – convey understanding of how standard and artifacts relate

In a few paragraphs, please reflect on your understanding of the relationship between research and theory and teacher practices of professional leadership and advocacy that attend to

- Engagement in activities designed to extend knowledge of the core academic subject and of ESL;
- Effective communication with families in light of varied structures, cultures, experiences, and socioeconomic challenges; and
- The relationships among and resources available to support young adolescents in the school and the community.

How do the knowledge, skills, and dispositions of the teacher in this domain of the ... Conceptual Framework relate to your personal philosophy of education, your use of theory that is connected to practice, and your understanding of the complexity of teaching?

4.1. In your Artifacts tab, create "Portfolio Standard Coversheets (EC-6 and 4-8)" for each of the standards 9 and 10. You will attach two coversheets for the two standards in

this section. On the Documents sub-tab of each coversheet, attach multiple samples of work (assignments) that show the ability to apply what you have learned in your teaching of content to diverse learners and to analyze factors that might improve your practice.

PLEASE TITLE EACH COVERSHEET WITH THE STANDARD AND THE CHECKPOINT

4.2. In your Artifacts tab, create the "Portfolio 4-8 Professional Leadership and Advocacy Coversheet Checkpoint 2 Coversheet" and attach it to the portfolio.

## 4-8 Portfolio Checkpoint 3- Focus on Student Learning

### 1. Conceptual and Pedagogical Knowledge

For each of the following INTASC standards, please tell what portion of the overall statement of the standard or what specific knowledge, skills, and dispositions are most important to your understanding of the content and pedagogical knowledge bases of teaching in Grades 4-8 in the content areas you will be certified to teach.

INTASC Standard 1- General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response – convey understanding of how standard and artifacts relate

INTASC Standard 4 - General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response – convey understanding of how standard and artifacts relate

INTASC Standard 7 - General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response – convey understanding of how standard and artifacts relate

INTASC Standard 8 - General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response – convey understanding of how standard and artifacts relate

In a few paragraphs, please reflect on your understanding of the contribution of analysis and evaluation of student learning to your practice of teaching that attends to

- Implementation of curriculum that is integrated, academically challenging, evaluated and revised, and articulated to stakeholders;

- Implementation of curriculum that provides multiple opportunities to learn critical knowledge bases for all young adolescents;
- Use of multiple assessment strategies that serve multiple purposes including diagnosis, demonstration of student mastery of the curriculum, and evaluation of teaching strategies;
- Incorporation of technology in planning, integrating, implementing, and assessing the curriculum and student learning; and
- Selection of curriculum materials that are academically appropriate and personally motivating for young adolescents.

How do the knowledge, skills, and dispositions of the teacher in this domain of the ...

Conceptual Framework relate to your personal philosophy of education, your grounding in school as well as classroom practice, and your understanding of on-going professional development?

1.1. In your Artifacts tab, create "Portfolio Standard Coversheets (EC-6 and 4-8)" for each of the standards 1, 4, 7, and 8. You will attach four coversheets for the four standards in this section. On the Documents sub-tab of each coversheet, attach multiple samples of work (assignments) that demonstrate how you have directed your knowledge, skills, and dispositions toward the engagement of students in learning that makes a difference.

PLEASE TITLE EACH COVERSHEET WITH THE STANDARD AND THE CHECKPOINT

1.2. In your Artifacts tab, create the "Portfolio 4-8 Conceptual and Pedagogical Knowledge Coversheet Checkpoint 3" and attach it to the portfolio.

2. Knowledge of Young Adolescent Development and Diversity

For each of the following INTASC standards, please tell what portion of the overall statement of the standard or what specific knowledge, skills, and dispositions are most important to your understanding of young adolescents' development and diversity as applied to teaching Grades 4-8 and based on your artifacts for these standards.

INTASC Standard 2 - General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response – convey understanding of how standard and artifacts relate

INTASC Standard 3 - General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response – convey understanding of how standard and artifacts relate

In a few paragraphs, please reflect on your understanding of the relationship between young adolescent development and diversity and student learning, with attention to

- Teacher enthusiasm about all young adolescents, their learning and behavior, and the teacher as role model, coach, and mentor;
- Decisions about curriculum, resources, and assessments that reflect understanding of the development of young adolescents;
- Multiple roles of the teacher in providing young adolescents with a curriculum that attends to advisory, social, and emotional needs;
- Valuing the enrichment to learning that comes from the multiple perspectives represented by young adolescents and their families; and
- Dealing effectively with societal changes and media images that impact the healthy development of young adolescents.

How do the knowledge, skills, and dispositions of the teacher in this domain of the ... Conceptual Framework relate to your personal philosophy of education, your grounding in school as well as classroom practice, and your understanding of on-going professional development?

2.1. In your Artifacts tab, create "Portfolio Standard Coversheets (EC-6 and 4-8)" for each of the standards 2 and 3. You will attach two coversheets for the two standards in this section. On the Documents sub-tab of each coversheet, attach multiple samples of work (assignments) that demonstrate how you have directed your knowledge, skills, and dispositions toward the engagement of students in learning that makes a difference.

PLEASE TITLE EACH COVERSHEET WITH THE STANDARD AND THE CHECKPOINT

2.2. In your Artifacts tab, create the "Portfolio 4-8 Development and Diversity Checkpoint 3 Coversheet" and attach it to the portfolio.

### 3. Knowledge of Relationships and Communication

For each of the following INTASC standards, please tell what portion of the overall statement of the standard or what specific knowledge, skills, and dispositions are most important to your understanding of your fostering relationships and communication in teaching Grades 4-8 based on your artifacts for these standards.

INTASC Standard 5 - General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response – convey understanding of how standard and artifacts relate

INTASC Standard 6 - General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response – convey understanding of how standard and artifacts relate

In a few paragraphs, please reflect on your understanding of the relationship between the learning of students and your practice in fostering relationships and communication that attend to

- Implementation of organizational structures such as team teaching and flexible scheduling to positively affect student learning;
- Establishing equitable, effective, developmentally appropriate classroom management procedures;
- Collaboration with team members and colleagues in planning and implementing the curriculum; and
- Communication of assessment information to students, families, colleagues, and other appropriate audiences.

How do the knowledge, skills, and dispositions of the teacher in this domain of the ... Conceptual Framework relate to your personal philosophy of education, your grounding in school as well as classroom practice, and your understanding of on-going professional development?

3.1. In your Artifacts tab, create "Portfolio Standard Coversheets (EC-6 and 4-8)" for each of the standards 5 and 6. You will attach two coversheets for the two standards in this section. On the Documents sub-tab of each coversheet, attach multiple samples of work (assignments) that demonstrate how you have directed your knowledge, skills, and dispositions toward the engagement of students in learning that makes a difference.

PLEASE TITLE EACH COVERSHEET WITH THE STANDARD AND THE



## CHECKPOINT

3.2. In your Artifacts tab, create the "Portfolio 4-8 Relationships and Communication Checkpoint 3 Coversheet" and attach it to the portfolio.

### 4. Knowledge of Professional Leadership and Advocacy

For each of the following INTASC standards, please tell what portion of the overall statement of the standard or what specific knowledge, skills, and dispositions are most important to your understanding of professional leadership and advocacy in guiding the learning of Grade 4-8 students based on your artifacts for these standards.

INTASC Standard 9 - General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response – convey understanding of how standard and artifacts relate

INTASC Standard 10 - General or specific (knowledge, skills, or disposition) Artifacts presented attend to the teaching of health, physical education, and the arts. Narrative response – convey understanding of how standard and artifacts relate

In a few paragraphs, please reflect on your understanding of the relationship between the learning of students and teacher practice of professional leadership and advocacy that attends to

- Advocacy for all young adolescents in school and community settings, informally and in professional roles;
- Establishing respectful, productive relationships with family and community members that maximize student learning; and
- Connection of curriculum, instruction, and other educational experiences to the community.

How do the knowledge, skills, and dispositions of the teacher in this domain of the ... Conceptual Framework relate to your personal philosophy of education, your grounding in school as well as classroom practice, and your understanding of on-going professional development?

4.1. In your Artifacts tab, create "Portfolio Standard Coversheets (EC-6 and 4-8)" for each of the standards 9 and 10. You will attach two coversheets for the two standards in this section. On the Documents sub-tab of each coversheet, attach multiple samples of work (assignments) that demonstrate how you have directed your knowledge, skills, and dispositions toward the engagement of students in learning that makes a difference.

PLEASE TITLE EACH COVERSHEET WITH THE STANDARD AND THE CHECKPOINT

4.2. In your Artifacts tab, create the "Portfolio 4-8 Professional Leadership and Advocacy Coversheet Checkpoint 3 Coversheet" and attach it to the portfolio.

#### Key Assessment Assignments

Case Study Assignment: This study allows the preservice teacher to make recommendations based on assessment results and understanding of the student.

Recommendations can include reading, writing, oral activities and appropriate adaptations, modifications and accommodations the student may need to improve those skills. It may also include an instructional program that the student can participate in if currently not participating in one.

Thematic Unit Assignment: The preservice teachers' key assignment in this course is the development of a thematic unit of instruction for ELLs (English language learners) based on the SIOP (The Sheltered Instruction Observation Protocol) Model. The goal is that the unit will

evidence students' ability to use SIOP lesson features in integrated lessons that support English language development while learning subject area content.

## REFERENCES

- Aguado, T., Ballesteros, B., & Malik, B. (2003). Cultural diversity and school equity: A model to evaluate and develop educational practices in multicultural education contexts. *Equity & Excellence in Education, 36*, 50-63.
- Amatea, E., Cholewa, B., & Mixon, K. (2012). Influencing preservice teachers' attitudes about working with low-income and/or ethnic minority families. *Urban Education, 47*(4), 801-834.
- Amos, Y. T. (2010). They don't want to get it! Interaction between minority and white preservice teachers in a multicultural education class. *Multicultural Education, 17*(4), 31-37.
- Anderson, J. & Swick, K. (2001). *Service-learning in teacher education: enhancing the growth of new teachers, their students, and communities*. Corporation for National Service, Washington, D.C. (ERIC Document Reproduction Services no. ED 451 167)
- Assaf, L., Garza, R., & Battle, J. (2010). Multicultural teacher education: Examining the perceptions, practices, and coherence in one teacher preparation program. *Teacher Education Quarterly, 137*(2), 115-133.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*, 191-215.
- Banks, J. A. (1995) Multicultural education: Historical development, dimensions, and practice. In J. A. Banks & C. A. McGee Banks (Eds.), *Handbook of research on multicultural education*. New York: Macmillan.
- Banks, J. A. (1999). *An introduction to multicultural education*. Boston: Allyn and Bacon.

- Banks, J. A. (2010) Approaches to multicultural curriculum reform. In J. Banks & C. M. Banks (Eds.). *Multicultural education: Issues and perspectives* (pp. 233-256). New York: Wiley.
- Banks, J. A. (2010) Multicultural education: Characteristics and goals. In J. Banks & C. M. Banks (Eds.). *Multicultural education: Issues and perspectives*. (pp. 3-30). New York: Wiley.
- Barnes, C. (2006). Preparing preservice teachers to teach in a culturally responsive way. *Negro Educational Review*, 57(1-2), 85-95.
- Bhargava, A., Hawley, L., Scott, C., Stein, M. & Phelps, A. (2004). An investigation of students' perceptions of multicultural education experiences in a school of education. *Multicultural Education*, 11(4), 18-22.
- Bode, P. (2012). *Multicultural education*. Retrieved online February 21, 2012 from <http://www.education.com/reference/article/multicultural-education/>
- Bodur, Y. (2012). Impact of course and fieldwork on multicultural beliefs and attitudes. *Educational Forum*, 76, 41-56.
- Bourdieu, P. (1967). Systems of education and systems of thought. *International Social Science Journal*, 19(3), 338-358.
- Bryant, A. & Charmaz, K. (2007). Discursive glossary of terms. In A. Bryant & K. Charmaz (Eds.), *The Sage handbook of grounded theory* (pp. 603-611). Los Angeles: Sage Publications.
- Bryant, A. & Charmaz, K. (2007). Grounded theory research: Methods and practices. In A. Bryant & K. Charmaz (Eds.), *The Sage handbook of grounded theory* (pp. 1-28). Los Angeles: Sage Publications.

- Capella-Santana, N. (2003). Voices of teacher candidates: Positive changes in multicultural attitudes and knowledge. *Journal of Educational Research, 96*(3), 182-190.
- Capraro, M., Capraro, R., & Helfeldt, J. (2010). Do differing types of field experiences make a difference in teacher candidates' perceived level of competence? *Teacher Education Quarterly, 37*(1), 131-154.
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage Publications.
- Charmaz, K. (2000). Grounded theory: Objectivist & constructivist methods. In N. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 509-535). Thousand Oaks, CA: Sage Publications.
- Children's Defense Fund (2010). *The state of America's children*. Retrieved May 1, 2011 at <http://www.childrensdefense.org/child-research-data-publications/data/state-of-americas-children.pdf>
- Copenhaver-Johnson, J. (2007). Rolling back advances in multicultural education: No child left behind and "highly qualified teachers." *Multicultural Perspectives, 9*(4), 40-47.
- Corbin, J. & Strauss, A. (2008). *Basics of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Curtin, E. (2005). Instructional styles used by regular classroom teachers while teaching recently mainstreamed ESL students: Six urban middle school teachers in Texas share their experiences and perceptions. *Multicultural Education, 12*(4), 36-42.
- Cushner, K., McClelland, A., & Safford, P. (2003). *Human diversity in education: An integrative approach* (4th ed.). New York: McGraw-Hill.

- Dalhouse, D. & Dalhouse, A. (2006). Investigating white preservice teachers' beliefs about teaching in culturally diverse classrooms. *Negro Educational Review*, 57(1-2), 69- 84.
- Davis, D. M. & Thompson, S. C. (2004). Creating high-performing middle schools in segregated settings: 50 years after Brown. *Middle School Journal*, 36(2), 4-12.
- Delpit, L. (2006). *Other people's children: Cultural conflicts in the classroom*. New York: The New Press.
- Dewey, J. (1998). My pedagogic creed. In L. Hickman & T. M. Alexander (Eds.), *The essential Dewey* (Vol. 1, pp. 229-235). Bloomington, IN: Indiana University Press. (Original work published 1897).
- Docan-Morgan, T. (2010). You're a grounded theorist for the day: Teaching students the grounded theory approach. *Communication Teacher*, 24(4), 203-207.
- Drier, H. N. (1997). Career portfolios- don't leave home without one. *Career Planning and Adult Development Journal*, 12(4), 55-60.
- Echevarria, J., Vogt, M. & Short, D. (2008). *Making content comprehensible for English learners: The SIOP model*. Boston: Pearson Education.
- Edley, C. (2002). *Keeping the promise of "No Child Left Behind": Success or failure depends largely on implementation by the US Department of Education*. Harvard Civil Rights Project. Boston: Harvard University.
- Elliott, N., & Lazenbatt, A. (2005). How to recognize a 'quality' grounded theory research study. *Australian Journal of Advanced Nursing*, 22(3), 48-52.
- Elo, S., & Kyngas, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107-115.

- Fiedler, R., Mullen, L., & Finnegan, M. (2009). Portfolios in context: A comparative study in two preservice teacher education programs. *Journal of Research on Technology in Education, 42*(2), 99-122.
- Finders, M. (1999). Raging hormones: Stories of adolescence and implications for teacher preparation. *Journal of Adolescent & Adult Literacy, 42*(4), 252-264.
- Foote, C. & Cook-Cottone, C. (2004). Field experiences in high-need, urban settings: Analysis of current practice and insights for change. *The Urban Review, 36*(3), 189-210.
- Ford, T. N. & Quinn, L. (2010). First year teacher education candidates: What are their perceptions about multicultural education? *Multicultural Education, 17*(4), 18-24.
- Glaser, B. G. & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine Publishing Company.
- Glazerman, S., & Max, J. (2011). *Do low-income students have equal access to the highest-performing teachers? NCEE Evaluation Brief. NCEE 2011-4016*. National Center for Education Evaluation and Regional Assistance. Retrieved August 5, 2011 from ERIC database.
- Glesne, C. (2006). *Becoming qualitative researchers*. Boston: Pearson Education.
- Haberman, M. (2005). Raising teacher salaries: The funds are there. *Education, 125*, 327-342.
- Goodwin, A. L. (1997). Multicultural stories: Preservice teachers' conceptions of and responses to issues of diversity. *Urban Education, 32*(1), 117-145.
- Grant, C. & Koskela, R. (2001). Education that is multicultural and the relationship between preservice campus learning and field experiences. *Journal of Education Research, 79*(4), 197-204.
- Grant, C. & Sleeter, C. (2003). *Turning on learning*. New York: John Wiley & Sons.



- Grant, C. & Sleeter, C. (2010) Race, class, gender and disability in the classroom. In J. Banks & C. M. Banks (Eds.). *Multicultural education: Issues and perspectives* (pp. 59-80.). New York: John Wiley & Sons.
- Gregory, J., & Jones, R. (2009). Maintaining competence: A grounded theory typology of approaches to teaching in higher education. *Higher Education*, 57, 769-785.
- Howard-Hamilton, M., & Hinton, K. (2004). Using entertainment media to inform student affairs teaching and practice about multiculturalism. *New Directions for Student Services*, 108, p. 25-35.
- Hartmann, C. (2003). *Renditions of professional mathematics teaching: A study of prospective mathematics teachers' growth through the creation of professional portfolio* (Doctoral dissertation). University of Wisconsin-Madison, Madison, WI. UMI Proquest Publication No. AAT 3101437.
- Heilman, J. G. (2007). *Higher education faculty satisfaction with online teaching* (Doctoral dissertation, University of Texas). Retrieved from <http://teachnet.edb.utexas.edu/~jwilliams/FOV3-0001D72F/FSOT.pdf>
- Hesse-Biber, S. N. (2007). Teaching grounded theory. In A. Bryant & K. Charmaz (Eds.), *The Sage handbook of grounded theory* (pp. 311-338). Los Angeles: Sage Publications.
- Hill, P., Phelps, S., & Friedland, E. (2007). Preservice educators' perceptions of teaching in an urban middle school setting: A lesson from the Amistad. *Multicultural Education*, 15(1), 33-37.
- Hinck, S., Mitchell, R., Williamson, P., Eddy, P., & Bechtold, B. (2009). Reflection and research: Forming the perfect fit. *Teaching & Learning*, 23(3), 120-133.

- Hollins, E. (1993). Assessing teacher competence for diverse populations. *Theory Into Practice*, 32(2), 93-99.
- Holton, J. (2007). The coding process and its challenges. In A. Bryant & K. Charmaz (Eds.), *The Sage handbook of grounded theory* (pp. 265-289). Los Angeles: Sage Publications.
- Hood, J. C. (2007). (2007). Orthodoxy vs. power. The defining traits of grounded theory. In A. Bryant & K. Charmaz (Eds.), *The Sage handbook of grounded theory* (pp. 151-164). Los Angeles: Sage Publications.
- Howell, P. B. & Arrington, J. (2008). Negotiating differences: Early field experiences in a diverse middle school. *Middle Grades Research Journal*, 3(1), 35-63.
- Hoy, A. & Spero, R. (2005). Changes in teacher efficacy during the early years of teaching: A comparison of four measures. *Teaching and Teacher Education*, 21, 343-356.
- Hudson, S. (2009). Preservice teachers' perceptions of their middle schooling teacher preparation. *International Journal of Learning*, 16, 1-12.
- Interstate New Teacher Assessment and Support Consortium (INTASC). (1992) *Model standards for beginning teacher licensing, assessment and development: A resource for state dialogue*. Retrieved online July 12, 2009, from <http://www.ccsso.org/projects/content/pdfs/corestrd.pdf>
- Irvin, L. L. (2011). *A grounded theory of rhetorical reflection in freshman composition* (Doctoral dissertation, Texas Tech University). Retrieved from <http://dspace.lib.ttu.edu/etd/handle/2346/ETD-TTU-2011-05-1285>
- Jay, M., Packer-Williams, C., Barwick, E., & Evans, K. (2009). A preliminary investigation of common multicultural diversity techniques and activities of southeastern teachers. *Southeastern Teacher Education Journal*, 2(4), 59-67.

- Kahn, M. (2008). Multicultural education in the United States: Reflections. *Intercultural Education, 19*(6), 527-536.
- Krippendorff, K. (2004). *Content analysis: An introduction to its methodology*. Thousand Oaks, CA: Sage Publications.
- LaMaster, K. (2001). Enhancing preservice teachers field experiences through the addition of a service-learning component. *Journal of Experiential Education, 24*(1), 27-33.
- Leistyna, P. (2002). *Defining & designing multiculturalism: One school system's efforts*. Albany, NY: New York Press.
- Leshem, S. (2012). The many faces of mentor-mentee relationships in a pre-service teacher education programme. *Creative Education, 3*(4), 413-421.
- Leve, L. & Fagot, B. (1997). Gender-role socialization and discipline processes in one- and two-parent families. *Sex Roles, 36*(1), 1-21.
- Levine, A. (2010). Teacher education must respond to changes in America. *Phi Delta Kappan, 92*(2), 19-25.
- Lin, M., Lake, V., & Rice, D. (2008). Teaching anti-bias curriculum in teacher education programs: What and how. *Teacher Education Quarterly, 35*(2), 187-200.
- Lyon, A. F. (2009). Teaching others: Preservice teachers' understandings regarding diverse families, *Multicultural Education, 16*(4), 52-55.
- Manning, M. L. & National Middle School Association, C. H. (1994). *Celebrating diversity: Multicultural education in middle level schools*. Retrieved August 5, 2011 from EBSCO host.
- Marsh, M. (2003). *The social fashioning of teacher identities*. New York: Peter Lang Publishing.

- McCollum, E. C. & Yoder, N. P. (2011). School culture, teacher regard, and academic aspirations among middle school students. *Middle Grades Research Journal*, 6(2), 65-75.
- McLaren, P. (1997). *Revolutionary multiculturalism: Pedagogies of dissent for the new millennium*. Boulder, CO: Westview Press.
- McMahan, B., Browning, S., & Rose-Colley, M. (2001). A school-community partnership for at-risk students in Pennsylvania. *Journal of School Health*, 71(2), 53-56.
- Merryfield, M. (2000). Why aren't teachers being prepared to teach for diversity, equity, and global interconnectedness? A study of lived experiences in the making of multicultural and global educators. *Teaching and Teacher Education*, 16(4), 429-443.
- Morse, J. (2007). Sampling in grounded theory. In A. Bryant & K. Charmaz (Eds.), *The Sage handbook of grounded theory* (pp. 229-244). Los Angeles: Sage Publications.
- Nadelson, L., Boham, M., Conlon-Khan, L., Fuentealba, M., Hall, C., Hoetker, G., Hooley, D., Seok Jang, B., Lucky, K., Moneymaker, K., Shapiro, M., & Zenkert, A. (2012). A shifting paradigm: Preservice teachers' multicultural attitudes and efficacy. *Urban Education*, 47(6), 1183-1208.
- National Council for Accreditation of Teacher Education (2008). *Professional standards for the accreditation of teacher preparation institutions*. Retrieved August 4, 2011 from <http://www.ncate.org/LinkClick.aspx?fileticket=nX43fwKc4Ak%3d&tabid=474>
- National Education Association (2010). Selected characteristics of public school teachers: Selected years, spring 1961 through spring 2006. *Digest of Education Statistics*. Retrieved from [http://nces.ed.gov/programs/digest/d10/tables/dt10\\_073.asp](http://nces.ed.gov/programs/digest/d10/tables/dt10_073.asp)
- National Education Association (2010). Number and percentage distribution of full-time teachers, by school level, sector, and selected teacher characteristics: School years 1999-

- 2000 and 2007-08. *The Condition of Education*. Retrieved from <http://nces.ed.gov/programs/coe/tables/table-tsp-1.asp>
- Nelson, C. (2004). Reclaiming teacher preparation for success in high-needs schools. *Education*, *124*(3), 475-480.
- Neumann, R. (2010). Social foundations and multicultural education course requirements in teacher preparation programs in the United States. *Educational Foundations*, *24*(3-4), 3-17.
- Nieto, S. & Bode, P. (2010) School reform and student learning: A multicultural perspective. In J. Banks & C. M. Banks (Eds.). *Multicultural education: Issues and perspectives* (pp. 395-415.). New York: John Wiley & Sons.
- Nieto, S. (2000). *Affirming diversity. The sociopolitical context of multicultural education*. New York: Longman.
- Parker, A. K. (2010). A Longitudinal Investigation of Young Adolescents' Self-Concepts in the Middle Grades. *Research in Middle Level Education*, *33*(10), 1-13.
- Patton, M. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage Publications.
- Patton, M. (1990). *Qualitative evaluation and research methods*. (2nd ed.). Newbury Park, CA: Sage Publications.
- Persell, C. H. (2010) Social class and educational equality. In J. Banks & C. M. Banks (Eds.). *Multicultural education: Issues and perspectives* (pp.85-106.). New York: Wiley.
- Proctor, T., Rentz, N., & Jackson, M. (2001). Preparing teachers for urban schools: The role of field experiences. *The Western Journal of Black Studies*, *25*(4), 219-227.

- Rajuan, M., Beijaard, D., & Verloop, N. (2010). The match and mismatch between expectations of student teachers and cooperating teachers: Exploring different opportunities for learning to teach in the mentor prelatships. *Research Papers in Education, 25*, 201-223.
- Ramsey, R., Williams, L., & Vold, E. (2003). *Multicultural education: a source book*. New York: Routledge Falmer.
- Reed, J., & Black, D., (2006). Toward a pedagogy of transformative teacher education: World educational links. *Multicultural Education, 14*(2), 34-39.
- Rickel, T., Seeberg, V., Swadner, B., & Vanden-Wyngaard, M. (1998). Foundations of multicultural education in America. In K. Cushner (Ed.), *International perspectives on intercultural education* (pp. 259-300). Mahwah, NJ: Lawrence Erlbaum Associates.
- Ritts, V., Patterson, M. L., & Tubbs, M. E. (1992). Expectations, impressions, and judgments of physically attractive students: A review. *Review of Educational Research, 62*(4), 413-426.
- Rochkind, J., Ott, A., Immerwahr, J., Doble, J. & Johnson, J. (2007). Lessons learned: New teachers talk about their jobs, challenges and long-range plans. *National Comprehensive Center for Teacher Quality and Public Agenda*. Retrieved September 10, 2011 from [http://www.publicagenda.org/files/pdf/lessons\\_learned\\_1.pdf](http://www.publicagenda.org/files/pdf/lessons_learned_1.pdf)
- Ross, D. & Smith, W. (1992). Understanding preservice teachers' perspectives on diversity. *Journal of Teacher Education, 43*(2), 94-103.
- Sage, M. (1990). Pre-service teachers' attitudes toward middle level prior to student teaching. *Action in Teacher Education, 11*(4), 19-23.

- Shapiro, D. (2006). *Science and Literacy- A Natural Integration*. National Science Teachers Association. Retrieved April 5, 2013 from <http://www.nsta.org/publications/news/story.aspx?id=52301>
- Siwatu, K. O. (2006). Preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. *Teaching and Teacher Education*, 23(7), 1086-1101.
- Sleeter, C. & Grant, C. (1987). An analysis of multicultural education in the United States. *Harvard Educational Review*, 7, 421-444.
- Sleeter, C (1993). Multicultural education: Five views. *Education Digest*, 58(7), 53-57.
- Sleeter, C. (2001). Preparing teachers for culturally diverse schools: Research and the overwhelming presence of Whiteness. *Journal of Teacher Education*, 52, 94-106.
- Smith, J., Stern, K., & Shatrova, Z. (2008). Factors inhibiting Hispanic Parents' School Involvement. *The Rural Educator*, 29(2), 8-13.
- State Education Agency (2011). *State Education Code*. Retrieved July 10, 2011, from [http://www.xxx.state.xx.us/index2.aspx?id=2147496843&menu\\_id=2147483702](http://www.xxx.state.xx.us/index2.aspx?id=2147496843&menu_id=2147483702)
- State Education Agency (2012). *State Education Code*. Retrieved September 8, 2012, from <http://xxx.xxx.state.xx.us/rules/tac/chapter074/ch074a.html#74.4>
- Stemler, S. (2001). An overview of content analysis. *Practical Assessment, Research & Evaluation*, 7(17). Retrieved December 10, 2011 from <http://PAREonline.net/getvn.asp?v=7&n=17>
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research*. Newbury Park, CA: Sage Publications.
- Sunderman, F., Kim, J., & Orfield, G. (2005). *NCLB meets school realities: Lessons from the field*. Thousand Oaks, CA: Corwin Press.

- Tellez, K. (2007). Have conceptual reforms (and one anti-reform) in preservice teacher education improved the education of multicultural, multilingual children and youth? *Teachers and Teaching: theory and practice*, 13(6), 543-564.
- Thompson, S. (2005). Creating highly qualified teachers for urban schools. *The Professional Educator*, 27(1-2), 73-88.
- Tracey, C. (2005). Listening to teachers: Classroom realities and NCLB. *NCLB Meets School Realities*. Thousand Oaks, CA: Corwin Press.
- Urquhart, C. (2007). The evolving nature of grounded theory method: The case of the information systems discipline. In A. Bryant & K. Charmaz (Eds.), *The Sage handbook of grounded theory* (pp. 339-359). Los Angeles: Sage Publications.
- U. S. Census. (2010). *National population by Hispanic or Latino origin*. Retrieved from <http://2010.census.gov/2010census/data>
- U. S. Census. (2010). *National population by race*. Retrieved from <http://2010.census.gov/2010census/data>
- U. S. Department of Education. (2001). *No Child Left Behind Act*. Retrieved July 10, 2011, from <http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html#sec1003>
- U. S. Department of Education (2010). Percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and state or jurisdiction: Fall 1998 and fall 2008. *National Center for Education Statistics, Common Core of Data*, retrieved from [http://nces.ed.gov/programs/digest/d10/tables/dt10\\_043.asp](http://nces.ed.gov/programs/digest/d10/tables/dt10_043.asp)
- U. S. General Accounting Office (1996). *Content Analysis: A methodology for structuring and analyzing written material*. Retrieved December 10, 2011, from <http://archive.gao.gov/f0102/157490.pdf>



- Vavrus, M. (2002). *Transforming the multicultural education of teachers*. New York: Teachers College Press.
- Verma, G. (2009). The influence of university coursework on pre-service middle and high school teachers' experiences with multicultural themes. *Journal of Science Teacher Education*, 20(4), 313-332.
- Weber, R. (1990). *Basic content analysis*. Newbury Park, CA: Sage Publications.
- Weick, K. (1995). *Sensemaking in organizations*. Thousand Oaks, CA: Sage Publications.
- Wheatley, K. (2005). The case for reconceptualizing teacher efficacy research. *Teaching and Teacher Education*, 21, 747-766.
- White, M., & Marsh, E. (2006). Content analysis: A flexible methodology. *Library Trends*, 55(1), 22-45.
- Zippay, C. (2010). *An exploration of the critical and reflective thinking and the culturally relevant literacy practices of two preservice teachers*. (Doctoral dissertation). Tennessee State University, Nashville, TN. UMI Proquest Publication No. AAT 3404184.