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Embracing A Diverse Curriculum In University Teacher Preparation Programs

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EMBRACING A DIVERSE CURRICULUM IN UNIVERSITY TEACHER PREPARATION PROGRAMS

by

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ABSTRACT

Student diversity in public schools has escalated dramatically, and it is a reality that must be accepted by university teacher preparation programs. Teacher candidates need to be taught the necessary skills to successfully teach diverse student populations. Children come from many different cultures and backgrounds and pre-service teachers must be equipped to effectively teach them all. Culturally relevant teacher preparation programs are crucial to preparing teachers to teach across diverse boundaries and have culturally responsive classrooms. Teacher education programs must recognize the necessity to provide learning experiences for pre-service teachers to receive different perspectives of diversity. Demographic differences between teachers and students should never be an excuse for ineffective or inequitable classroom practices. With appropriate training, teachers from any culture or racial background can successfully establish a culturally responsive classroom that celebrates all children.

This descriptive mixed methods study gathered both quantitative and qualitative data on the perspectives of novice teachers about their educational preparation to teach in a diverse school environment. Overall findings revealed that they did not feel they were adequately prepared by their institution to enter a diverse classroom and teach effectively.

INDEX WORDS: Culturally Responsive Pedagogy, Culturally Responsive Classroom, Diverse Classroom, Novice Teacher, and Teacher Preparation Program

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PREPARATION PROGRAMS

by

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DEDICATION

With all my heart and love, I want to dedicate my dissertation to my wonderful husband, Alford K. Hardy. Words cannot express my sincere gratitude and appreciation for your unfailing support through all of my educational experiences. I have been in school for 10 of the last 12 years and each time I decided to go to the next educational level, you were there to give me encouragement and unlimited help. Over the years, not one time did you complain or ask me why did I "want to go back to school again." Before I started this doctoral journey, I asked you, "How am I going to do this?" You responded with ease, "Just like you have always done it." It was such a simple answer and, yet, it meant so much to me.   Those few words told me that you believed in me.

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INTRODUCTION

The face of the American public school is changing significantly in the 21st

century. Students represent a myriad of nationalities and languages from across the

world. According to the National Center for Educational Statistics (NCES), the percent

distribution in public elementary and secondary schools by race/ethnicity of school-aged

children over the last 25 years suggests that the majority of White students is decreasing

(Coffey, 2010). Between 1995 and 2005, the percentage of minority students who

identified as African-American increased from 16.8 to 17.2%, Asian/Pacific Islander

from 3.7 to 4.6%, and American Indian/Alaska Native from 1.1 to 1.2%. Additionally,

Hispanic students are the largest growing ethnic minority in the public school system.

Hispanic student enrollment rose from 13.5 to 19.8% from 1995 to 2005 (Coffey, 2010).

The greatest wave of immigration since the turn of the century combined with mounting

birth rates has developed a society with no distinct majority (Smith, 2009). This

demographic shift is a huge challenge for teachers and school leaders. They must be

careful to handle all children with respect, knowledge, skill, and care (Preble &

Fitzgerald, 2011).

This increase in ethnic diversity has caused many educators to recognize the need

to expand their knowledge of different cultures and how they learn. The success or

failure of diversity education depends upon the effective preparation of teachers (Smith,

2009). Douglas, Chance, Douglas, Malcolm, and Garrison-Wade (2008) stated that more

than any other time in history, minority students are being taught by individuals who are

not of their racial or cultural background. White teachers make up an overwhelming

majority of the nation's teaching force (Frankenberg, 2008). Douglas et al. reported that almost 87% of the United States elementary and secondary teachers are White, while only 13% are African-American or other. White teachers are the least likely to have had much experience with racial diversity. Many future White teachers arrive on university campuses with little experience or interaction with people who do not look like they do. Their concept of diversity mostly centers on race when in reality diversity incorporates ethnicity/nationality, social class, sex/gender, religion, social status, language, and ability/disability (Lyon, 2009). A further examination of White teachers teaching racially and linguistically diverse students show that they have a hard time effectively teaching diverse students because of a clash of cultures and language barriers within the classroom (Ford & Quinn, 2010). They are not prepared in knowledge, skills, and attitudes to teach for equity and excellence in a diverse classroom (Smith, 2009).

Many White teachers report that they do not have the cultural knowledge and experience of working or living in a diverse community. Teacher candidates need to be taught the skills needed to successfully teach varied student populations (Robinson & Clardy, 2011). Furthermore, educators who enter the profession with a deficiency in cultural beliefs related to diversity can present a true problem for the education of all children. University teacher education programs need to move away from preparing teachers to teach middle class, Anglo-American children (Ford & Quinn, 2010). Though many pre-service preparation programs include coursework that addresses educating diverse learners, only 39% of new teachers felt adequately prepared to teach in a diverse classroom (Miller, 2010). This study will focus on new teacher preparation for educating diverse learners in the southeastern region of the United States.

Smith (2009) explained that the purpose of teacher education is to create caring, reflective individuals who are committed to building a democratic society that promotes equity and cultural pluralism. Teacher education programs need to recognize the necessity to provide learning experiences for pre-service teachers to receive different perspectives of diversity. One course cannot do it all. Teacher preparation programs should begin to make certain that students have content-specific pedagogical skills as well as culture-specific pedagogical skills.

Background

Culturally Responsive Teacher Education Programs

Pedagogy. Today's classrooms require teachers to educate students with different cultures, languages, and abilities. To meet this challenge, teachers need to use the theory of educational concepts, but they also need to know culturally responsive pedagogy. Culturally responsive pedagogy facilitates and supports the achievement of all students (Richards, Brown, & Forde, 2007) and it is founded on the premise that rather than being considered deficits, students' cultural backgrounds can be used to serve and enhance their learning (Prater & Devereaux, 2009). The numbers of culturally and/or linguistically diverse (CLD) students being educated in U. S. schools is growing immensely. Because of these increasing numbers, all teachers must be culturally responsive to be considered competent teachers. Teacher educators must take responsibility for preparing teacher candidates to work in a diverse classroom. Successful teacher education programs prepare future teachers with specific knowledge, skills, and dispositions to work with CLD populations, and they mix cultural and linguistic diversity into all courses, course work, and practicums (Prater & Devereaux, 2009).

Transformation in college curriculum for teacher education begins with one course and then a focus on the entire curriculum should follow. Learning and teaching effective cultural pedagogy should not be just a course or curriculum change but a change in faculty and student thinking, behavior, and ultimately teaching (Kea, Campbell, Whatley, & Richards, 2006).

Many teacher education programs face the challenge to better prepare future teachers to respond appropriately to the diversity they are likely to encounter in the classroom. Consequently, there is growing pressure on teacher educators to provide diversity experiences for their students to help them develop cultural skills, cultural knowledge, and cultural understanding of similarities and differences between and among cultures (Keengwe, 2010). There is a definite need for future teachers to understand how to work with diverse groups of races, cultures, and languages that students represent in the classroom. Establishing sound pedagogy grounded in cultural understanding of the students is also critical given that racial, cultural, and linguistic integration has the potential to increase academic success for all learners (Keengwe, 2010).

Teacher educators have the great responsibility of preparing teachers for today's diverse classroom. Teacher candidates who are not prepared in programs based on culturally relevant pedagogy will have difficulty engaging in culturally responsive pedagogy in their classrooms. If long lasting change is to occur with the K-12 school system, it will occur when it is successfully instituted at the teacher education program level (Prater & Devereaux, 2009).

Self-Reflection. Teacher self-reflection is an important part of establishing a strong pedagogy to understand diversity.   When pre-service teachers honestly examine

their attitudes and beliefs about themselves and others, they begin to discover why they are who they are and can confront biases that have influenced their value system. Their value system will impact their relationship with the students and the students' families. During self-reflection, teachers must reconcile any negative feelings towards any culture, language, or ethnic group (Richards, Brown, & Forde, 2007). Self-reflection is an "emotional risk" but it is only through study and self-reflection that unhealthy perspectives and assumptions can be challenged and significant changes in beliefs, attitudes, and knowledge can occur (Smith, 2009).

Field Experiences. The National Council for Accreditation of Teacher Education (NCATE) believes that field experiences for new teachers should be started and evaluated as a means of nurturing development of the knowledge, skills, and dispositions expected of teacher candidates (Gomez, Strage, Knutson-Miller, & Garcia-Nevarez, 2009). According to the American Association of Colleges of Teacher Education (AACTE) and NCATE, 77% of elementary and 70% of secondary teacher preparation programs require field experiences (Gomez et al., 2009). The recurring problem in traditional college and university sponsored teacher education programs has been the lack of connection between university-based teacher education programs and field experiences. The disconnect between what students are taught in campus courses and their opportunities for learning to start these practices in their school placements is often extensive. There is general agreement that much of what teachers need to learn, must be learned in and from practice rather than in preparing for practice (Zeichner, 2010). Field experiences can improve the knowledge of pre-service educators and help create social awareness.

Field experiences, combined with service-learning and embedded diversity coursework can equip pre-service teachers to enter diverse classrooms; teachers often fail to connect with their students because of misunderstandings about their culture (Coffey, 2010). Carefully created field experiences that are coordinated with campus courses are more influential and effective in supporting student teacher learning than the unguided and disconnected field experiences that have historically been dominant in American teacher education (Zeichner, 2010).

Culturally Responsive Classroom

Teacher Knowledge and Appreciation of Diversity. Keengwe (2010) found that understanding the differences in cultures and languages and how these differences affect children's learning can help teachers realize and establish effective strategies to improve the social and academic achievement of their students. Diversity is about raising personal awareness, valuing individual differences, and knowing how these differences enhance or hinder the ways students and teachers generally interact with each other. Every teacher needs to learn useful teaching centered on the diversity of his or her students. Diversity is valuable because it empowers teachers and students, diminishes stereotypes, prejudice, and racism, and generally promotes equity and social justice.

Keengwe (2010) analyzed that teachers must strive to create a culture where all students can achieve and are provided with the best opportunities and tools to learn well. Embracing and affirming diversity implies equal opportunities for all students to learn in a safe and helpful environment. Moreover, any student from any racial or cultural background can excel if challenged with high expectations and provided with good opportunities and appropriate tools to achieve. Smith (2009) reiterated that it is important

to convey to pre-service teachers that the beliefs of the teacher and understanding the cultural surroundings of their teaching environment are as crucial to instructional effectiveness with diverse students as the mastery of content knowledge and pedagogical techniques. Moreover, teachers who have learned culturally responsive pedagogy are more confident and believe they are effective in their instruction of diverse children (Kea, Campbell, Whatley, and & Richards, 2006). Morgan (2010) suggested that by making school a more satisfying experience for students of color, culturally responsive teaching would provide a better chance for academic gains.

Economics. If there was justice in the public education system, students facing the greatest challenges would have the best teachers; however, the neediest children often have the least experienced teachers. Schools with high percentages of minority, low-income, and limited English proficiency students usually get the newer teachers. These are the teachers that are the least prepared to teach these students. Teachers in low-income schools often lack expertise in the subject matter they are assigned to teach. Students in high poverty schools are 77% more likely to be assigned an out of field teacher (Armstrong, 2010). Schools serving minority, low-income students have the most difficulty recruiting and retaining experienced and effective teachers (Mangiante, 2011). As educators gain experience and seniority, they move to more affluent and easier schools (Armstrong, 2010). The disparity in teacher quality and experience between schools with low socio-economic status (SES) and high socio-economic status (SES) contributes to a student achievement gap based on SES (Mangiante, 2011).

Another issue is that teachers tend to judge children from higher SES more favorably than children from lower SES, even when student performance is similar.

However, lower SES is too often a reality for many minority students who make up the majority of the urban school population (Ford & Quinn, 2010). Teacher education programs need to prepare pre-service teachers to work with students from a culture of poverty.

Differentiated Instruction. Differentiation can be defined as an approach to teaching and learning for students with different abilities in the same classroom. The concept behind differentiated instruction is that teachers should vary and adapt their teaching strategies to fit the vast diversity of students in the classroom. Teachers who differentiate instruction recognize that students differ in many ways, including prior knowledge and experiences, languages, cultures, learning styles, and interests. In addition, they realize they must change the way they teach in order to reach all students. By using differentiated instruction, teachers will guide students to the same place but with different paths ("Culturally Responsive Differentiated," 2008).

If teachers teach students the same information in the same way, usually the result is that some students "get it" and some don't ("Culturally Responsive Differentiated," 2008). Miller (2010) believed that the ability to educate all children to the highest standards requires skills that many teachers do not develop during pre-service coursework or professional development. Today's classrooms contain students with varied racial, linguistic, and cultural backgrounds than it did in the past. Because of today's demanding academic standards, teachers must be able to differentiate instruction to meet the needs of all students. Keengwe (2010) explains that teachers should acknowledge that different cultures exist in modern, diverse classrooms and provide the

necessary accommodations for those differences. Teachers need to be willing and ready to practice sound pedagogical practices that encompass diverse learners.

Communication Styles. One important but often overlooked component of educating new teachers is communication skills training. Teacher education programs in the United States must equip teachers to communicate well with diverse children. This can be a definite challenge because many pre-service teachers do not receive the necessary communication skills training. Communication clarity, vocal variety, presentation aids, and dealing with communication nervousness are usually not a part of teacher education curriculum; however, these skills are vital to many classroom procedures (Simonds, Lippert, Hunt, Angell, & Moore, 2008).

Morgan (2010) expressed the point that students and even their parents may have a poor school experience if teachers fail to understand that people from different cultures communicate differently. If a teacher does not understand the importance of good communication, it could possibly lead to poor student performance and classroom behavior. Teaching styles need to match the way students communicate and learn.

Dray and Wisneski (2011) reiterated this fact by stating that effective communication requires paying close attention to what others are saying both verbally and nonverbally and genuinely trying to understand others' perspectives. Effective communication requires teachers to assess the students' forms of communication as well as their communication. Simonds et al. (2008) expressed that students enter the classroom with diverse communication habits. Teachers must create a climate of positive, communicative behaviors. Training teachers to effectively employ good communication skills is a good first step to addressing diversity in the classroom.

Learning Styles. Novice teachers, teachers with one to two years experience, need to be taught that students from different cultural groups learn in different ways. Morgan (2010) pointed out that African-American and Latino students tend to do better academically when they work cooperatively. These students are more field dependent; in other words, they prefer working together. Native American and Alaskan Native students also prefer cooperative learning. On the other hand, Anglo-American students tend to be field-independent; they prefer to work alone. Field independent students are usually more detached, goal oriented, competitive, analytical, and logical (Morgan, 2010). Ford and Quinn (2010) explained that the learning style of most students of color often conflicts with the traditional learning environment in most classrooms. This conflict can contribute to the academic difficulty of students of color and the high attrition rate of White teachers from urban schools to suburban schools.

Culturally Responsive Environment. Mangiante (2011) reported that effective teachers provide a welcoming environment that creates a sense of trust and community within the classroom. This environment is gained, in part, by the teacher's sensitivity, ability to construct relationships, sharp observation, and actions that address student needs or problems. Moreover, it also comes about by the teacher making connections to the student's community through strong communication with parents, bringing students' lives into the classroom, using culturally relevant texts, and inviting students to talk and write about their culture.

Creating a safe, learning environment that supports student academic success is a matter of equity. This sort of environment is termed as a culturally responsive environment. A culturally responsive classroom environment requires thoughtful

planning and cross-cultural sharing. In a culturally responsive classroom, the teacher creates an environment of respect for and rapport with students. Teachers establish this environment by learning to appreciate and understand their students' lives and cultural backgrounds and develop skills for cross-cultural communication ("Create a Supportive Environment," 2010).

A culturally responsive classroom management environment builds on respect, personal and social responsibility, and a strong sense of community where each student knows and accepts his or her contribution to the success of the community. In such a classroom, the teacher will focus his or her attention more on creating procedures and routines to support learning rather than on discipline and punishment ("Create a Supportive Environment," 2010).

Management. With regard to the environment of classroom management, teachers need to examine current discipline policies and practices that might discriminate against certain children. For example, children of color are sometimes seen as "disrespectful" when they are not being disrespectful in their culture. Culturally responsive classroom managers filter their decision-making about environment through the lens of cultural diversity. They think about ways the environment can be used to communicate respect for diversity, to reaffirm connectedness and community, and to avoid marginalizing and disparaging students. Students are more likely to succeed if they feel connected to the school and a positive, respectful relationship with the teacher helps create such an environment (Culturally Responsive Classroom Management, 2008).

Keengwe (2010) recognized the point that diversity is increasing in today's classrooms, which creates the need for teachers to be prepared to work effectively with

students from different cultural, linguistic, and ability backgrounds. The focus of

diversity in teacher education is important because future teachers need to develop the

ability to communicate with and relate to students from diverse backgrounds in order to

have a culturally responsive classroom. Teacher education programs are critical in giving

prospective teachers opportunities to learn and use culturally relevant pedagogy.

Implementing curriculum and field experiences that are committed to diversity allows

future teachers to engage in pedagogy with insight and view all stakeholders as resources

for learning (Kea et al, 2006).

Lyon (2009) agrees that teacher education programs need to consider how

diversity issues are addressed in teacher preparation courses. There should be an

expectation for students to participate in discussions, assignments, and activities that lead

to a deep and wide appreciation of diversity. The curriculum needs to be structured to

make certain that diverse populations are represented and social justice is infused

throughout the curriculum. Until the teacher education programs are transformed, many

minority students will receive a second-rate education (Miller, 2010). As teacher

education programs prepare teachers to teach across the margins of cultural, racial, and

ethnic differences, they are helping future teachers overcome stereotypes, racism, and

prejudices, and guiding them to a culturally responsive classroom (Murray, 2010).

Problem Statement

During the past 25 years, student diversity in public schools has escalated

dramatically. On the other hand, the teaching force has remained largely White, female,

and middle-classed. This creates a cultural disparity. Many future White teachers arrive

on university campuses with little to no past experiences or interactions with people who

do not look like they do. White teachers report that they do not have the cultural knowledge and experience of working or living in a diverse environment. The increase in ethnic diversity in schools and the lack of a diverse teaching body has caused many colleges and universities to recognize the need to expand their teacher preparedness programs to include knowledge of different cultures and how they learn. The success or failure of diversity education depends upon the effective preparation of pre-service teachers. However, at the time of this study, few if any studies have explored the preparation of pre-service teachers in southeast Georgia to determine their level of preparation to deal with an increasingly diverse student population. Therefore, the purpose of this study was to explore how college and university teacher preparation programs equipped novice teachers in southeast Georgia to address diversity in the classroom.

Research Questions

In today's ever changing society, teacher candidates need to be taught the necessary skills to successfully teach diverse student populations. Teacher education programs must recognize the necessity to provide learning experiences for pre-service teachers to receive different perspectives of diversity. However, little is known regarding the preparedness of pre-service teachers to deal with diverse classrooms.

The following overarching research question served to guide this study: How does the infusion of a diverse curriculum in university teacher preparation programs equip pre-service teachers in southeast Georgia to address diversity in the classroom? In addition the following sub-questions added clarity to the research question:

- How can a culturally responsive pedagogy be enhanced in university teacher preparation programs to increase teacher awareness of cultural diversity?

- What can university teacher preparation programs do to help pre-service teachers prepare for a culturally responsive classroom?

Conceptual Framework

The conceptual framework that the researcher used to guide this study was based upon whether colleges and universities have culturally relevant teacher education programs, and can those programs create a culturally responsive pedagogy and culturally responsive classrooms practices (see Figure 1). Culturally relevant pedagogy, coined by Gloria Ladson-Billings (1995), rests upon three criteria: (a) students of all cultures have the opportunity to experience academic success; (b) students must develop and/or maintain cultural competence; and, (c) students must develop a critical consciousness through which they challenge the current status quo of the social order.

Figure 1. Components of Cultural Relevance in Education

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                    ┌─────────────────────┐
                    │ Culturally Relevant │
                    │  Teacher Education  │
                    │      Programs       │
                    └─────────────────────┘
                       ↗               ↖
        ┌──────────────┐                 ┌──────────────┐
        │  Culturally  │  ←──────────→   │  Culturally  │
        │  Responsive  │                 │  Responsive  │
        │   Pedagogy   │                 │  Classrooms  │
        └──────────────┘                 └──────────────┘
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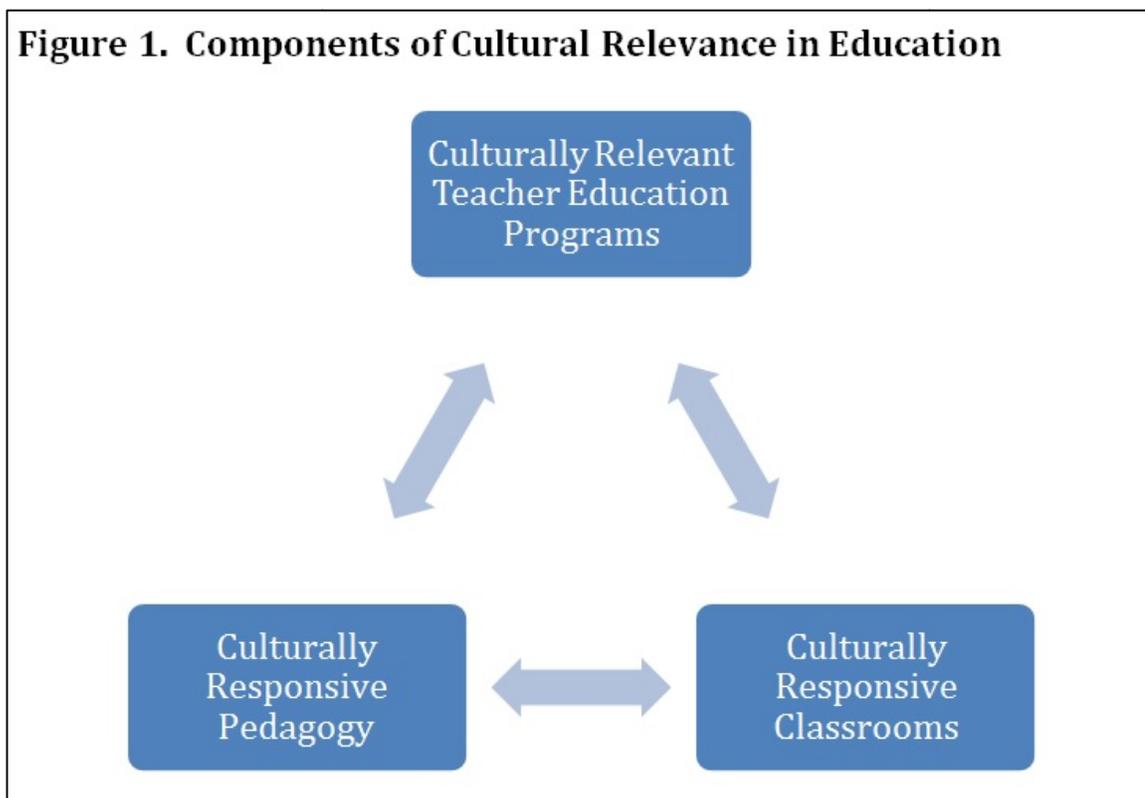
Ladson-Billings (1995) continues the discussion by adding that culturally relevant pedagogy is a method for teachers to recognize that the culture, experiences, and values of the students play a key part in the learning environment of the classroom. Brown-Jeffy and Cooper (2011) agree that the structures of the educational practices related to teaching or pedagogy can make a profound difference in student academic success.

According to the 2010 United States Census Bureau, by the year 2060, American society will be made up of 44% White, 32% Hispanic, 15% African-American, and 9% Asian/Pacific Islander. The public education system must be prepared to address these cultural dynamics. In order for public education teachers to be prepared for the diversity in classroom, it is necessary for colleges and universities to provide a cultural framework for teacher education programs (Taylor, 2010). Higher institutions can set the stage for a culturally relevant curriculum by changing three specific areas: organization of the

curriculum with regards to culture, the university's policies and procedures as it relates to culture, and the amount of cultural connection to the community (Richard, Brown, & Forde, 2007).

Taylor (2010) contends that as university teacher preparation programs and curriculums become more culturally relevant, the pedagogy will help to create teachers that are culturally responsive which, in turn, will lead to culturally responsive classrooms. Culturally responsive teachers have the knowledge and skills to appreciate, value, and celebrate the similarities and differences of his or her students (Singh, 1996). Montgomery (2001) explains that a culturally responsive classroom is one that acknowledges that the classroom has diverse students and that their needs must be met by connecting with each other and with the teacher.

Teacher education programs must have a cultural pedagogical framework that includes tools and strategies that will successfully prepare future teachers to have a culturally responsive classroom (Brown-Jeffy & Cooper, 2011). Taylor (2010) concludes the matter by stating that the infusion of culturally relevant and culturally responsive training and practices into university curriculums, all students will have the opportunity to have academic success.

Significance of the Study

This study focused on whether or not novice teachers in a school district in southeast Georgia were equipped by university teacher preparation programs to address diversity in the classroom. The researcher has been a participant of the public school educational process for twenty-three years. The researcher, a former principal, was charged for two years with overseeing a middle school in a southeast Georgia school

district. The middle school was situated in the inner-city and served mostly students of

color. As the principal of the school, this researcher had a professional interest to ensure

that the teachers that came into the school building were culturally aware of their

surroundings and prepared to teach in a culturally responsive classroom. Data collected

during the study has the potential to provide school systems, education policy makers,

and colleges and universities with the knowledge of how teacher preparation programs

can help novice teachers adjust to the rigors of a diverse classroom. The results of this

proposed study has added to the limited body of literature that existed on the topic for

southeast Georgia teachers. With this information, college and university teacher

preparation programs are able to significantly impact the cultural awareness of their

programs and help to ensure that pre-service teachers enter the profession fully equipped

to deal with today's diverse classrooms.

Procedures/Methods

Research Design

The purpose of this study was to explore how well college and university teacher

preparation programs equipped novice teachers to address diversity in the classroom.

The proposed mixed-method study, a combination of quantitative and qualitative research

methods, was used to determine and describe the way that novice teachers feel about the

preparation they have received to teach in a diverse classroom. The study was completed

in a school district in southeast Georgia. A mixed-methods approach "allows the

researcher to mix or combine quantitative and qualitative research techniques, methods,

approaches, concepts, or language into a single study" (Gall, Gall, & Borg, 2007, p. 33).

The rationale for this research design was to provide a two-fold evaluation of the teacher

preparation programs in southeast Georgia. Such research identified program strengths, and shortcomings, and will lead to suggested modifications (Charles, 1998).

Sample and Sampling

The sample participants were a selected group of 197 novice teachers with 0-3 years teaching experience within the researcher's former school district. The researcher wrote the District's Office of Accountability and sought preliminary approval to survey the group of teachers. When approval from the district office was received, surveys were sent to the participants using the researcher's Georgia Southern Qualtrics student account, which is an online research survey tool. By using an online survey, anonymous survey responses were archived within the Georgia Southern University's student account. After the survey portion, the researcher randomly chose nine novice teachers that agreed to be interviewed: three from elementary school, three from middle school, and three from high school.

Instrumentation

Data for the proposed mixed-method study was collected through the Teacher Multicultural Awareness Survey (Appendix A) developed by Dr. Joseph G. Ponterotto and through interview questions (Appendix H). The questions on the survey sought to discover novice teacher reaction to teaching in a diverse classroom. Twenty survey items were arranged in the Likert scale format. The participants chose from (1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree. If the participant chose not to answer a question, he or she could move to the next question. Each choice on the Likert scale was provided with a number for ease of researcher calculation. This design allowed the

researcher to survey and receive responses from a large number of people and to

determine if the data collected answered the proposed research questions.

Through the interviews of the nine teachers, the attempt was made to relay the

experiences of new teachers in a diverse classroom and to define whether or not they felt

prepared by their institution's curriculum to have a culturally responsive classroom.

Data Collection and Analysis

Data for the proposed mixed-method study was collected and analyzed. Novice

teachers were given three weeks to respond positively to the email requesting their

participation, receiving two email reminders along the way. According to Raosoft

(http://www.raosoft.com/samplesize.html) and The Survey System

(http://www.surveysystem.com/sscalc.html) sample size tables, the researcher needed to

receive 131 responses to the survey. The data from the survey and the interviews were

used to answer the researcher's proposed research questions. The researcher calculated

the survey answers from the participant choices on the Likert scale to see if there was a

comparison with the interview answers. To reduce any subjectivity or bias, the

researcher only used the data presented from the surveys and the interviews. Former

knowledge that the researcher had of how new teachers reacted to diversity was not an

issue.

<p align="center">**Limitations, Delimitations, and Assumptions**</p>

The proposed mixed-method study sought to determine novice teachers'

perceptions concerning their college preparation to teach in a diverse classroom.

Analyzed research data identified if they felt they had been adequately prepared to enter a

diverse classroom. The factors limiting the resulting insights included the fact that some

novice teachers were older before they chose to enter the profession of teaching; others had chosen teaching as a second career; and new teachers' preconceived notions and conceptions of different cultures were not within the control of the researcher. Delimitations of the study included that only the southern portion of the United States was researched, only one southern state, Georgia, was researched, and only one large school system in the southeast region of Georgia was researched.

As with any study, the researcher naturally made assumptions. First, it was assumed that all of the participants were truthful and honest in their responses on the survey and to the interview questions. Secondly, it was assumed that the novice teachers desired to become better teachers and that they wanted all students to be successful. Finally, it was assumed that the survey instrument and interview questions measured what they were supposed to measure—whether or not novice teachers felt they were prepared to teach in a diverse classroom.

Definition of Terms

Culture: represents "the values, norms, and traditions that affect how individuals of a
       particular group perceive, think, interact, behave, and make judgments about their
       world".

Culturally Responsive Pedagogy: a curriculum, a methodology, and instructional
       materials that are responsive to all students' values, cultural norms, learning,
       emotional, and social needs.

Culturally Responsive Teacher: a valuable translator and guide for students, helping them
       bridge the gap between the familiar and the unknown.

Culturally Responsive Classroom: effective teaching and learning occur in a culturally

supported, learner centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement.

Diversity: refers to dissimilarities in traits, qualities, characteristics, beliefs, values, and mannerisms in self and others.

Diverse Classroom: A group of students who are unique in their own way. Their differences could consist of their reading level, athletic ability, cultural background, personality, religious beliefs, etc. Teachers should value diversity and model this attitude to their students. When teachers and students value diversity, they recognize and respect the fact that people are different and that these differences is generally a good thing.

Non-Traditional Teacher Preparation Program: An alternative program of study that leads to preparation and licensure for participants to function as classroom teachers.

Novice Teacher: a teacher who has three years or less of classroom teaching experience in a public school.

Students of Color: the total population of students who self-identified in these racial/ethnic backgrounds: American Indian or Alaskan Native, Asian or Pacific Islander, Hispanic, or African American.

TC: Teacher Candidate

Teacher Preparation Program: A state-approved course of study, the completion of which signifies that an enrollee has met all the state's education requirements, or training requirements, or both, for initial certification or licensure to teach in the state's elementary or secondary schools. A teacher preparation program may be either a

regular program or an alternative route to certification, as defined by the state.

Also, it may be within or outside an institution of higher education.

Urban Schools: refers to schools in metropolitan communities that typically are diverse,

characterized by large enrollments and complexity. They often serve students

representing many ethnic minorities, multiple languages, and have a high

concentration of the poor.

Summary

Diversity in today's classroom is a reality that must be accepted by teacher

preparation programs. Children come from many different cultures and backgrounds and

pre-service teachers must be equipped to effectively teach them all. Culturally relevant

teacher education programs are crucial to prepare teachers to teach across diverse

boundaries and have culturally responsive classrooms. This study examined new teacher

perspectives about their preparation to teach in a diverse school environment. Results

from this study could possibly help teacher education programs to considerably advance

their cultural awareness programs and help to ensure that novice teachers enter the

profession fully prepared to deal with today's diverse population of children.

Furthermore, this study could assist in facilitating possible hiring procedures/policy for

new teachers and culturally diverse professional learning courses in the studied school

district.

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CHAPTER TWO

REVIEW OF LITERATURE

Introduction

According to the National Center for Education Statistics (NCES, 2010), the United States saw a significant move in its ethnic make-up between 1980 and 2008. The White population represented about 80% of the total population in 1980; this number decreased to 69% in 2000 and 66% by 2008. Moreover, the Hispanic population increased from 6.4% in 1980 to 12.6% in 2000 and 15.4% in 2008.

In 2001, 61% of school-aged children in the United States were White; by 2007, this percentage had dropped to 56% and it is projected that by 2035 students of color will be the majority (Villegas & Lucas, 2002). NCES further reports that 67.3% of the students population in urban districts is composed of students of color. According to the Southern Education Foundation (2010), students of color in the southern part of the United States are the majority, with percentages ranging from 51.2 in Louisiana to 66 in Texas. According to the Georgia Department of Education (2013), Georgia K-12 students of color enrollment increased from 41% in 1994 to 56% in 2013. Enrollment trends show a steady increase in the number of ethnically diverse students, especially Hispanic students. Current and projected demographical changes show that cultural and linguistic diversity in public school classroom are on the rise (Southern Education Foundation, 2010).

Such findings make urgent the need to have a more diverse teaching work force (Ford & Quinn, 2009). Statistics on the racial composition of teachers in the U.S. are startling – 90% of the K-12 teaching force is White (National Collaborative on Diversity

of the Teaching Force, 2004), almost half of the schools in the U.S. do not have one single teacher of color on staff; consequently, many students will graduate from high school without having a teacher of color (Jordan-Irvine, 2003). According to research done by Boser (2014) for the Center for American Progress, 75% of the teachers in Georgia are White and 25% are teachers of color. The immediate future will not be very different because 80% to 93% of all current teacher education students are White females (Cochran-Smith, 2004), and they are being instructed by teacher educators that are 88% White (Ladson-Billings, 2001).

Teacher preparation programs have come under fire recently and they are being called to shift from traditional approaches to more transformative and urban-focused curricula that will better prepare teacher candidates (TC's) to become effective and caring teachers of diverse students (Katsarou, 2009). The majority of research and teaching strategies are written by and for White teachers. Teacher education programs are commonly geared towards educating a predominantly White teaching force (Kohli, 2009).

The racial difference between the demographic profiles of most public school teachers and their students is of great concern. Numerous investigations of interaction patterns between White teachers and these students indicate negative outcomes for the teacher and especially the student (Ford & Quinn, 2009). White teachers struggle to educate culturally diverse students because of a clash of cultures, attitudes, values, and language barriers in the classroom. Teacher perceptions strongly suggest that teachers are more likely to have a positive attitude toward students who are culturally and ethnically like themselves (Ford & Quinn, 2009).

Schools of education continue to struggle with how to prepare future teachers for a diverse student population. Teacher education programs must begin to include meaningful experiences for teacher candidates with children of color (Shinew & Sodoroff, 2003). Ninety percent of teacher education programs in the United States continue to follow approaches that are not focused on teaching in a diverse society (Cross, 2003). Traditional educational programs must be willing to make changes that are whole-hearted and significant (Pattnaik & Battle-Vold, 1998).

Culturally Responsive University Teacher Education Programs

Pedagogy

With the nation's shifting ethnic and cultural fabric, diverse teacher education programs have become imperative in the 21st century. The outcome of the shifting diversity in our country is that more than 6.3 million students and as many as 1.3 million students living in poverty are enrolled in K-12 public schools. In contrast to student diversity in the classroom, most of the current teaching staff, those coming into teaching, and those who teach prospective teachers are White females who have been reared in middle class homes in rural and suburban communities (Asaf, Garza, & Battle, 2010).

Over the last decade, teacher preparation programs at colleges and universities across the United States have attempted to respond to the challenges of preparing future teachers to teach in a public school diverse classroom. The teacher programs have attempted to alter courses, curriculum, fieldwork experiences, and alter policies to include a diverse educational focus (Liggett & Finley, 2009). Asaf et al (2010) point out that one major goal of teacher education programs is to better prepare a mostly White, female, monolingual teaching force to work effectively with students from culturally and

linguistically diverse backgrounds. There is strong agreement among teacher educators that the purpose of a diverse teacher education is to develop pre-service teachers' diversity competencies for teaching and learning. Teacher candidates must be taught to develop the ability to question their own beliefs and perceptions that may have been biased (Sharma, Phillion, & Malewski, 2011). Pre-service teachers form their beliefs about teaching long before entering the teacher education program and public school classrooms (Calderhead & Roberson, 1991; Rust, 1994). Many pre-service teachers lack experience with culturally and linguistically diverse groups of people (Irvine & Armento, 2001). Many times their first exposure to people of different ethnic backgrounds occurs in college. Unfortunately, their early beliefs are based on stereotypical images they have seen in the media. TC's beliefs are important factors. They impact the extent to which they are willing to learn and internalize the content presented to them in the teacher education programs (Bodur, 2012).

A widely accepted goal of teacher education is to prepare culturally competent TC's to be ready to serve a diverse student population. One major challenge is pairing a teaching force of White, middle class females with an increasingly diverse student population, including students of color, English language learners, and children living in poverty (Kang & Hyatt, 2010). Novice teachers lack familiarity with students' learning styles, cultures, and communication styles. This may result in negative assumptions and expectations of students, use of culturally inappropriate or insensitive materials, and poor student-teacher interactions (Kang & Hyatt, 2010).

When facing cultural conflicts in real-life classrooms, novice teachers who are inadequately prepared for diversity often feel a sense of helplessness and frustration.

Teacher educators, therefore, have an obligation to broaden pre-service teachers'

knowledge bases and experiences and to help them develop skills and attitudes that can

support the creation of empowering classroom interactions with diverse students (Guyton

& Wesche, 2005).

Many teacher education programs report they have thoroughly incorporated

diversity perspectives into the curriculum; however, outside examinations prove

otherwise. These programs attempt to infuse multicultural perspectives by simply adding

one or two courses in diversity education and/or requiring teacher candidates to complete

assignments that explore surface level differences in culture and language such as

sampling different "cultural foods" or learning to say hello in several languages. These

practices are superficial rather than infused into a coherent diversity curriculum (Irvine,

2003; Villegas & Lucas, 2002).

According to Darling-Hammond, Hammerness, Grossman, Rust, and Shulman

(2005), one way to make long-lasting changes in the way teacher candidates are prepared

to work with diverse students is to create coherent programs where teacher educators can

build a shared vision of good teaching, use common standards of practice that guide and

assess coursework and clinical work, and demonstrate shared knowledge and common

beliefs about teaching and learning. King and Newman (2000) agree that creating a

coherent diversity teacher education program requires faculty members to strive for and

identify a central focus for teacher learning, to be collectively responsible, and to have

the opportunity to influence policies and practices. A program of this sort is sustained by

a collective purpose and promotes focused and sustained program development.

There is a definite correlation between teacher quality and student achievement; teacher excellence is deemed absolutely essential (Ford & Quinn, 2010). The common factor in school achievement and student success is the teacher. There is not anything that is more essential to improving schools than improving the teaching that takes place every day (Stronge, Ward, and Grant, 2011). Richard Riley (1998), former U. S. Secretary of Education, captured the importance of teachers in his discussion about teacher excellence and diversity:

> Providing quality education means that we should invest in higher
> standards for all children, improved curricula, tests to measure student
> achievement, safe schools, and increased use of technology—*but the*
> *most critical investment we can make is in well-qualified, caring, and*
> *committed teachers*. Without good teachers to implement them, no
> educational reforms will succeed at helping all students learn to the
> their full potential (p.18).

In studies performed by Wenglinsky's (2002) and Nieto and Bode (2008), the connection between teacher quality and student academic success is greater than the one that exists between background characteristics or economic status. Teacher excellence must encompass not only mastery of pedagogy but cultural competency. Possessing the right dispositions is a foundation to build cultural competence.

The National Council for Accreditation of Teacher Education (NCATE) recognized the importance of "dispositions" in 2000, and in 2002 created standards related to "Candidates Knowledge, Skills, and Dispositions." NCATE advocates for a workforce of culturally responsive teachers and understands the imperative of teachers

possessing key dispositions if they are to be culturally responsive. Basically, the NCATE definition of dispositions is the values, commitments, and professional ethics that influence a teacher's behavior toward his/her students, families, colleagues, and communities. These dispositions effect student learning, student motivation, and student development. They also impact an educator's professional growth (Ford & Quinn, 2010). Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. Moreover, NCATE Standard 4 expects "institutions to ensure that candidates demonstrate dispositions that value fairness and learning by all students" (NCATE, 2002, p. 34).

NCATE sets performance-based standards for the preparation of P-12 teachers. The standards require that the candidates demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn in increasingly diverse schools. NCATE requires that accredited institutions of higher learning ensure that candidates have content knowledge and pedagogical knowledge, and the ability to apply that knowledge in school settings (Wise, 2007). NCATE wants to ensure that its institutions are preparing teachers who are able to help all students learn, regardless of race/ethnicity, socioeconomic status, or exceptionalities. The next generation of teachers must be able to master multiple teaching strategies and adapt instruction to the students they serve (Wise, 2007).

University preparation programs face the challenge of preparing educators to work effectively with an increasingly diverse student population and to ensure that all students meet state and federal education standards. In 2004, a report by the National Collaborative on Diversity in the Teaching Force, recommended that future teachers be

guided through an understanding of the historical, social, and political facets of how disenfranchised groups have been systematically excluded from receiving a fair and equitable education. An understanding of the impact of these forces on marginalized students provides the foundation for culturally responsive, culturally relevant, and proficient teaching (Warren, Pacino, Foy, & Bond, 2011). Cultural competence is present in classrooms where "the teacher understands culture and its role in education, the teacher takes responsibility for learning about students' culture as a basis for learning, and the teacher promotes a flexible use of students' culture" (Ladson-Billings, 2001, p. 98)

Katsarou (2009) believes the future for teacher education programs must center in offering teacher candidates examples of how to resist over-simplified metaphors that are used to describe children of color and children of poverty. They must insist on highlighting real models of teachers and school leaders who know the historical and cultural backgrounds of their schools and communities, and who believe in a culture of learning and achievement that is accessible to all students.

As members of an educational community in which school failure has become an accepted and expected norm, teacher education programs cannot continue to implement programs as they have done before, graduating students who are at best ill-equipped and at worst damaging for children of color. Teacher education must take seriously the negative impact that Whiteness can have on teachers' understanding of children of color and urban schools. White teachers are often entering the profession with a lifetime of hegemonic reinforcements to see students of color and their communities as dangerous and at fault for the educational challenges they face (Picower, 2009).

Picower (2009) further explains that traditional teacher education programs are likely to continue to accept vast numbers of White students. In doing so, they have a critical responsibility to address and transform their ideals as a fundamental part of preparing teachers for any setting, but particularly teachers that will be responsible for teaching children of color. One semester of isolated multicultural education will not produce any lasting results for teacher candidates. Schools of education must make a commitment to transform in order to challenge the ingrained beliefs of teachers by implementing diversified strategies, programs, and objectives.

Self-Reflection

Powell and Lines (2010) believes that as public school systems become increasingly diverse, it is increasingly important for colleges and universities to promote the appreciation of racial and cultural differences within the curriculum being taught to pre-service candidates. This promotion will last far beyond their college years and enhance their ability to teach all children; the ability to live and work effectively with people of other races and cultures is essential. Without the teacher giving direct attention to cultural and individual differences in the classroom, some students will have limited opportunities to succeed. When teachers develop reflective practices they gain a deeper understanding of public schools, personal assumptions, and common communication patterns that create tensions and misunderstandings between teachers and their students.

Wineski and Dray (2011) report that scholars and educators must recognize the need for teachers to be sensitive to diversity in the classroom. This sensitivity requires that teachers look inward and reflect on their personal assumptions and biases. Teachers must take the "emotional risk" to examine their deeply held beliefs that can affect how

they treat children. Jacobson (2003) asks teachers to confront their discomfort through self-reflection and become aware of the prejudices and biases that everyone may have.

Powell and Lines (2010) point out that personal reflection generally begins with having pre-service teachers sift through their personal experiences. Reflection provides a framework to develop multicultural competencies by looking at their beliefs and perceptions and questioning how they shape their world-view toward self and others (Sharma, Phillion, and Malewski, 2011). Sharma et al. (2011) further explains that self-reflection engages pre-service teachers in examining their perspectives and deepens their understanding of how personal knowledge is related to educational issues. Reflection helps pre-service teachers build upon the strengths of different cultures rather than view students of color as a problem that needs to be fixed. Self-reflection positions teacher candidates to take ownership of their beliefs, attitudes, and perspectives. This can be an on-going personal and professional practice.

Powell and Lines (2011) believe that it is essential for universities and colleges of education to have students examine how they have done something as a group or as an individual, to turn experience into understanding. Self-reflection entails thinking not only about the material learned, but also about the process involved in the learning. Helping students become reflective learners is critical to a successful diverse curriculum. Learning to have purposeful reflection is a valuable tool that can deepen and generalize the student's capacity to help diverse students.

Hollaway and Gouthro (2011) report that many pre-service teachers find it difficult to be self-reflective because it often entails a coupling of painful self-exploration and hard academic learning. Students frequently want to focus on issues that relate only

to their experiences and location but resist taking up other concerns. Kang and Hyatt (2010) explore the idea that most pre-service teachers are comfortable with issues such as learning differences, learning styles, and linguistic diversity, but when it comes to more sensitive issues such as institutionalized racism, sexual orientation, and religious diversity they become uncomfortable and awkward.

Novice teachers must be willing to address issues of power, equality and inclusion. They must be able to question, investigate, reflect, and act upon these concerns while developing a more sophisticated understanding of social, cultural, racial, religious, political, and economic structures that make an impact on teaching and learning. There is often discomfort in self-exploration, but it presents an opportunity for students to become more effective, compassionate, and engaged teachers (Hollaway and Gouthro, 2011). Kang and Hyatt (2010) conclude that self-reflection is a form of systemic examination and reflection. Without self-study it is difficult for pre-service teachers to make a difference in students' lives.

Sharma et al (2011) find that critical self-reflection for developing multicultural competencies in pre-service education students is necessary if teachers in American schools are to be successful in teaching diverse students. Colleges and universities of education must constantly examine and challenge their own practices and embrace new ways of teaching diversity to future teachers (Hale, Snow, & Morales, 2008). When colleges and universities engage in this exploration, pre-service teachers will become culturally knowledgeable and transformative practitioners. Future teachers will be forced to re-think the impact of race, gender, language, religion, and sexual orientation on the educational experiences of diverse students (Kang & Hyatt, 2010). Universities and

colleges of education that are attentive to diversity issues will benefit from promoting self-reflection as a framework for teacher education programs. Self-reflection helps develop multicultural competencies in future teachers (Sharma et al., 2011). Courses that are designed to teach multicultural education should incorporate self-reflection as a way of developing pre-service teachers' knowledge and experience with diverse students (Bodur, 2012).

Field Experiences / Service-learning

McClanahan and Buly (2009) feel that one of the greatest challenges of any K-12 teacher education program is providing pre-service teachers the opportunities to work with students who are culturally and linguistically different from them. New teachers report that coursework did not help them prepare for the challenge of a diverse classroom. Asaf, Garza, and Battle (2010) agree that authentic field experiences and service-learning can give teacher candidates the opportunity to experience the uncertain, dynamic, complex, and multifaceted nature of diversity in today's schools and influence what teacher candidates believe and come to know about their students' experiences and abilities.

Field experiences should strive to ensure the dignity of the communities while helping teachers understand their role as advocates and allies. Experience is the most powerful source of teacher knowledge (Haberman, 1995). Teacher candidates need opportunities to experience life in urban schools. A rich student teaching experience will allow student teachers to work in urban schools, under the tutelage of skillful mentors, where they can engage in meaningful activities with children who have a variety of needs. This experience allows teacher candidates to see these schools with a different

perspective; new teachers will not consider working in schools they perceive as hostile or dangerous (Ullucci, 2010).

Coffey (2010) explains that service-learning is a successful teacher education practice that provides students with field experiences in the community and to expose them to diverse settings. The role of service-learning has increased dramatically in the last ten years, and teacher education programs have begun to use this tool as a way to prepare future educators to better understand and empathize with the needs of the communities in which they will be working. A national survey conducted by Anderson and Erickson (2003) found that over 300 teacher education programs in the U.S. used service-learning as part of its curriculum. By becoming involved in communities in which their schools are located, new teachers can better understand the cultural, socio-economic, and historical traditions and experiences that students bring with them to their classroom every day.

Zeichner (2010) reports that many universities are attempting to close the field experience and service-learning gap in teacher education programs. Currently, there are a number of institutions within the National Network for Education that has implemented a solid field experience concept for pre-service teachers. For example, at the University of Wisconsin-Milwaukee, the Teachers in Residence program seeks to create a stronger link between academic teacher preparation and the expertise of experienced urban teachers. When field experiences and service-learning are carefully coordinated with coursework and diligently monitored and mentored, teacher educators can accomplish their goals in preparing teachers to successfully start positive teaching practices.

Asaf et al (2010) believe the value of field-based experiences and service-learning is a complex, yet very accepted belief among multicultural teacher educators. Teacher educators know that field-based learning experiences offer important opportunities for teacher candidates to gain valuable knowledge to connect theory with practice, to become integrated into the school community, and to become more aware of and responsive to diversity. Waddell (2011) agrees that the changing demographics within American schools create an immediate need for teacher preparation programs to better prepare all teachers for the diversity they will face within the classroom. Teacher preparation programs need to provide opportunities for teacher candidates to cross cultural boundaries and gain a broad and deeper understanding of diverse students.

Studies show that teacher education programs can help education students develop different strategies needed to teach in diverse classrooms (Banks, 2006; Nieto and Bode, 2008; Cushner, McClelland, and Safford, 2009; Keengwe, 2010). Providing field experiences and service-learning experiences without the support of theoretical knowledge gained through class work is not sufficient. Both theoretical and practical learning is necessary for educating culturally responsive teachers. Academic coursework combined with field experiences and service-learning that is geared towards working with diverse students adds valuable knowledge and awareness of diversity within schools (Bodur, 2012). According the Lee and Statham (2010), pre-service teachers who participate in service-learning activities develop higher levels of self-esteem, complexity of thinking, sensitivity to diversity, and commitment to justice and positive attitudes about community participation. Coffey (2010) further asserts that field experiences and service-learning can enhance the learning of pre-service educators and facilitate more

social awareness for a more equitable and democratic system of public education. She argues that early field experiences, blended with service-learning and coursework embedded with critical pedagogy can prepare teacher candidates to enter diverse classrooms equipped to advocate for their students.

Field experiences in community settings can also provide pre-service teachers a context for understanding the link between the theory and practice of teaching. An example of pre-service teachers working in a service-learning environment occurred at the Children's Defense Fund Freedom School in the southeastern United States. Pre-service teachers engaged in critical reflection journals and had daily debriefing sessions. The teachers praised the benefits of a service experience in an urban context and explained how interactions with the children gave them an insight into what it would be like to teach in a diverse classroom (Coffey, 2010).

A further example of field experiences and service-learning is provided by Waddell (2011) as she discusses Project ACCESS (Accessing Community Collaborations to Enhance Student Success). The program is a three-part course funded through the W. K. Kellogg Foundation. Courses in Project ACCESS include "Summer Community Immersion," "Working with Families and Communities," and the "Student Teaching Internship." These experiences provide candidates with the opportunity to step outside of their comfort zones cross-cultural, racial, and linguistic borders to further understand the students they will teach and they will gain an understanding of themselves as cultural beings in the classroom.

Waddell (2011) also shares information about "Summer Community Immersion." This program was designed to help future teachers gain a better understanding of

themselves as teachers in an urban community including its challenges and resources. They can develop a deep understanding of the experiences of the students and the families with whom they will work. Community agencies shared that there is a definite need for teachers to be aware of the strengths of the urban community and to gain a level of comfort and familiarity in becoming cognizant of the experiences of students and their families.

Teacher educators recognize that field experiences and service-learning offers an exceptional opportunity to engage teacher candidates in diverse communities in order for them to put into context their classroom experiences and reflect on stereotypes and assumptions they bring into the classroom (Coffey, 2009). Ulluci (2010) further explains that expanding teachers' perspectives just may be the most important job that teacher educators have; it provides pre-service teachers with a crucial window into the lives of different people and different cultures.

Culturally Responsive K-12 Classrooms

Teacher Knowledge and Appreciation of Diversity

In 2004, the National Collaborative on Diversity in the Teaching Force found that 90% of all K-12 school teachers were White and that more than 40% of schools did not even have one teacher of color. Unfortunately, the majority of American children can go through thirteen years of schooling with few to no teachers of color. Holloway and Gouthro (2011) assert that the main goal of teacher educators should be to prepare future teachers who can engage with students and learning in a wide range of contexts. Brown-Jeffy and Cooper (2011) agree that schools of education have the enormous challenge of

preparing teachers who can effectively teach students whose cultural background is different from theirs.

According to the U.S. Department of Education (2010) students of color in public schools has increased from 32 % in 1988 to 45% in 2008, with the percentage of Hispanic enrollments doubling over this time period.   The U.S. Census Bureau (2008), states that by 2023 over 50% of the children in schools are projected to be students of color. The academic achievement of many of these students remains below that of their White counterparts in grades, standardized test scores, rates of graduation, and percentages entering college (Peske & Haycock, 2006). By the time that students of color, particularly African-American, Hispanic, and Native American students, reach high school their achievement significantly lags behind that of White and Asian students.

Brown-Jeffy and Cooper (2011) point out that the problem constraining the American education system is how to make sure that all students, especially students of color, achieve. Educational processes and structures, definitely those related to teaching and pedagogy, can make a significant difference in educational achievements for all students. An understanding of a fair and equitable education gives foundation to what scholars refer to as culturally relevant pedagogy (Banks & Banks, 2009).

Culturally Relevant Pedagogy

Brown-Jeffy and Cooper (2011) define culturally relevant pedagogy (CRP) as a process for schools to acknowledge the culture of all students, and through sensitivity integrate these cultural experiences, values, and understandings into the teaching and learning environment. Cultural pedagogy should explore ethnicity and race, gender, class, language, region, religion, exceptionality, and other diversities that help make up a

person's character. CRP strongly maintains that teachers need to be non-judgmental and inclusive of students' cultural backgrounds in order to be effective facilitators of teaching and learning in the classroom. Furthermore, it explains the need for teachers to acknowledge and promote students' cultural identities and strengths as part of their classroom instruction (Borrero, 2011).

In 2009, Sheets explained that if a teacher is to be effective, he or she must understand and acknowledge the critical role that culture plays. In the teaching and learning process, culturally inclusive teachers (a) observe children's cultural behavioral patterns to identify individual and group cultural competencies and skills; and (b) use this knowledge to make good teaching decisions. Culturally competent teachers facilitate learning and understand how to change and adapt lessons. They make optimal learning conditions that make it possible for children to learn what is taught.

Brown-Jeffy and Cooper (2011) confirm the fact that the teacher is an important person in the lives of students because of the amount of time that a student spends in school. Teaching the whole child requires teachers to understand and intentionally acknowledge different student cultures. Students need to know that teachers care and teachers need to recognize and respect their students as individuals and as members of a cultural group.

Teachers have the power and responsibility to validate students' cultures and racial identities despite the inadequacy of a diversified curriculum. Unfortunately, many new teachers are blind to the stereotypes they carry about students of color (Kohli, 2009). State standards and most district mandated textbooks are written with a Eurocentric bias

(Loewen, 1996). Many texts do not mention the complex histories and realities of people of color in the U.S. If they are mentioned, it is in marginal and superficial ways.

Many students of color felt that their K-12 education did not properly represent their culture or history. Promoting White cultural values and perspectives without the culture and perspectives of Communities of Color is a subtle, but powerful, form of racism. This affirms that the White culture is "normal" and thus, superior. When students learn about the world through the privileged lens of others, it can definitely deepen the impact of how they see themselves and the world (Kohli, 2009). Students of color may already believe that the educational system is against them, leading them to a defeatist attitude with the entire system (Brown-Jeffy & Cooper, 2011). Teachers must intervene and try to balance the culturally biased curriculum by recognizing and validating other cultures (Kohli, 2009). Every child deserves to have an education where his or her cultural identity is acknowledged and respected. Teachers must take care to be culturally aware and sensitive in order to develop positive self-images of their students (Kohli, 2009).

Asaf et al (2010) claim that teacher educators must develop personal relationships with their students in order to gain personal insight into students' unique ways of thinking and understanding of the world. Student insight goes hand in hand with the teacher's personal insight into his or her way of thinking. Learning about students' cultural backgrounds builds an insider perspective of the students, the community, and the culture within the classroom.

Powell and Lines (2010) stress the fact that every classroom has the potential to be a diverse community. The subject matter or the background of the students does not

hinder building a diverse classroom environment. The teacher must recognize and utilize diversity as a part of the learning process; however, substantial planning is necessary. Belonging to a personally meaningful community of learning is a powerful predictor of whether a student will gain academic success. Being a part of a community that is purposefully built on recognizing, valuing, and learning from diversity can deepen students' understanding of self, others, and the world in which they will live and work.

Children bring to school culturally based ways of doing, seeing, and knowing. Culturally relevant teachers must find ways to scaffold those cultural experiences in order for students to see their cultures and comprehend the value of other cultures; ultimately, every student has the opportunity to experience other cultures (Brown-Jeffy & Cooper, 2011). Powell and Lines (2010) further explain that the classroom has the potential to be more than just a learning situation, but instead, a place where powerful and transformational learning takes place. Structuring the classroom to utilize diversity as part of the curriculum is a powerful formula for learning.

Asaf et al (2010) makes it clear that colleges and universities of education play an important role in shaping the belief and attitudes of future teachers. Culturally relevant pedagogy and culturally relevant teachers believe in teaching the whole child, equity and excellence, identity and achievement, developmental appropriateness, and student-teacher relationships. CRP also focuses on the fact that every child deserves to learn and to have the teacher deliver instruction that is relevant to all of the children in the classroom. A teacher that practices culturally relevant pedagogy identifies and embraces various cultures. This is critical for creating an environment of equitable learning. The curriculum needs to include all cultures. By embracing diversity, it forces everyone to

understand that non-White is as important as White; all races have value (Brown-Jeffy & Cooper, 2011).

Culturally Responsive Instruction

The level of learning gained by a learner is one of the most crucial factors that indicate success of the learning environment. For educators to ensure the effectiveness of a cultural teaching environment, they must take into consideration characteristics, abilities, and experiences of the learners (Yilmaz-Soylu and Akkoyunlu, 2009). Culturally relevant instruction capitalizes on the knowledge of what children bring to school and attempts to connect the existing knowledge with what is being taught in school. Culturally relevant instruction is portrayed as having high teacher expectations, high teacher efficacy, and strong, caring relationships between teachers and students (Stetson & Collins, 2010). In 2006, Peters pronounced that, "Nobody rises to low expectations." Teachers must realize they make a profound impact on children's lives. In order to teach a child, a teacher must first capture and inspire that child. Haberman (1991) continues by explaining that transformers of urban schools raise their expectations higher than just emphasizing basic skills. They promote culturally responsive classrooms by encouraging critical thinking, problem solving, and creativity.

Sze (2009) feels that in order for teachers to successfully teach students they need to know effective strategies and discover student learning styles in order for the students to become better learners. When teachers take the time to accommodate their teaching to the way a student learns this helps to level the academic playing field in the classroom.

Every student's brain finds meaning and processes information differently. This means that students have different learning styles. When teachers understand the

preferred learning style of their students, they can then adapt their teaching to the students' style of learning. When students understand what type of learning works best for them, they are then empowered to take charge of their learning. Educators who recognize that students learn differently can use it as a vital part of effective teaching strategies. Research finds that when teaching styles and student learning styles are compatible, students retain information longer, apply it more efficiently, and have a more positive school experience.

Hefferman, Morrison, Basu, and Sweeney (2010) describe learning styles as cognitive, affective, and physiological behaviors that show how students perceive, interrelate, and react to the learning environment. The "one size fits all" style of teaching impedes effective and efficient teaching and, ultimately, promotes excluding of students that do not fit a certain mold (Wynd & Bozman, 1996). Oftentimes, the students who do not effectively fit the proper mold are students of color and poor children.

Burris (2010) articulates that the American goal of achieving educational equality has been both elusive and complex. Students of color are over-represented in low-track classes and mostly absent from advance classes. Since middle-class White teachers represent the majority of the teaching force, there is a cultural divide between them and students of color and poor children. Unfortunately, White teachers are more likely to hold lower expectations for students of color and for poor children (Ford and Quinn, 2010). Teacher education institutions should emphasize to pre-service teachers the importance of avoiding stereotyping and over-generalizing of students. This practice can unintentionally lead to negative practices and discriminatory attitudes (Morgan, 2009).

Learning style research performed by Pewewardy (2008), explains that field independent students are likely to be detached, goal oriented, aggressive, critical, and logical. These students enjoy breaking ideas apart and putting them back together again. They typically tend to be White and successful because their teachers are most likely White and the Anglo culture greatly values personal autonomy and formal organization.

Irvine and York (1995) discuss that field dependent students prefer to work together instead of alone. They are highly visual an intuitive. These students are holistic and perceive actions in relation to the whole. Ford and Quinn (2010) also found that students of color, especially African-American, Hispanic, and Native Americans, are field dependent learners. These learners tend to learn better when working in groups, getting information through humor and a social context.   This learning style can conflict with the traditional learning environment of most schools. Lack of training and understanding of learning styles contributes to the lack of academic success for students of color and the inability to retain White teachers in public urban schools (Morgan, 2009).

Despite, a mismatch of teacher and student compatibility, several American schools have reversed poor academic success by providing failing students with instructional strategies that match their learning style preference (Dunn & DeBello, 1999). Diverse learning strategies based on learning styles is extremely advantageous for all students. According to Dunn (2009), Dunn and Dunn have more than forty years of extensive, documented research that has developed into the Dunn and Dunn Learning Style Model (Table 1). In this model, learning style is defined as the way each student begins to focus on, practice, internalize, and retain new and complex information. The

model consists of five strands of learning style elements with four or more identified

elements.

Table 1.

Dunn and Dunn Learning Style Model

Stimuli	Elements	Elements	Elements	Elements
Environmental Elements	Sound	Light	Temperature	Seating Design
Emotional Elements	Motivation	Conformity Responsibility	Task Persistence	Structure
Sociological Elements	Alone or Paired	Peer or Group	Authority	Variety
Physiological Elements	Perceptual Elements	Intake	Time of Day	Mobility
Psychological Elements	Analytic	Global	Impulsive	Reflective

The *environmental element* centers on a learner's preference for sound, light,

temperature, and seating arrangement. The *emotional element* studies levels of

motivation, responsibility, persistence, and structure. The *sociological element* focuses

on if students prefer to learn alone, in pairs, in a group, with adults, or a mixture of these

elements. The physiological elements recognize if students are strong in auditory, visual,

tactile, or kinesthetic learning. *Psychological*, the final element, processes the students'

ability to think global versus analytic or impulsive versus reflective (Lauria, 2010).

Teachers do not have to design every lesson in many different ways, just try to

differentiate experiences that can fit a variety of learning styles (Allcock & Hulme,

2010).

Cultural Response to Poverty

A full stomach and a clear mind are mandatory for academic success. Oftentimes, children that live in poverty do not have either one of these. Unfortunately, the amount of children that might be "food challenged" is increasing at a fast rate (Armstrong, 2010). In the United States, there are nearly 16 million children that live in poverty. This equates to 22% of children living in families below the federal poverty line – $23,021 a year for a family of four. On average, families need an income of about twice that level to cover basic expenses. If this standard is used, 45% of American children live in low-income families. Most of these children have parents who work; however, low wages and unstable employment make it difficult for parents to make ends meet. Poverty impedes children's ability to learn and contribute to social, emotional, and behavioral problems. Moreover, poverty also can add to poor health and mental health. Such statistics demonstrate that poverty is the greatest threat to children's well-being and education (NCCP, 2012). Hughes (2010) believes that teacher educators must make changes in the education programs in an effort to prepare future teachers to address the effects of poverty in their classrooms.

The reality of the situation is that the public education system already has multiple challenges and it is struggling to provide all of the services that many low-income students need to receive in order to have academic success (Armstrong, 2010). Koff (2008) points out that children growing up below the poverty line are already three grades behind children that are middle or upper class. Half of the low-income children who graduate from high school are performing, on average, at the ability level of an eighth grader from a wealthy community. Children in low-income communities face

added challenges that more affluent children do not face, including health care, adequate housing, and finding appropriate pre-schools.

Armstrong (2010) asserts that many poor children deal with environmental stresses that make a difference in their schooling. They often live in single parent households with stress and little family interaction and live in neighborhoods with crime, drugs, and few positive role models. Kopp (2008) explains this condition is multiplied by the fact that the schools they attend were not designed to put children of poverty on an equal level with students in other socio-economic categories. The national priorities of the government have not been sufficient to deal with the socioeconomic challenges or the inadequacies of the school system. Maxwell (2012) adds that until policy makers and educators confront the reality of the deepening economic and social disparities in the school system, poor children will increasingly receive the brunt of a poor education that will impede their ability to move up socially.

Stereotypes of the poor allow policy makers and educators to place the blame of underachieving poor students someplace else. By steroetyping parents as lazy, drug-addicted people who do not want to work, do not care about their kids or education, they can pretend to be powerless to change the situation (Armstrong, 2010). Even though education has often been depicted as a means out of poverty, the benefits of academic success are not experienced by all students—particularly, those who are disadvantaged socially and economically (Hughes, 2010). "Thirty years of careful social science has provided evidence that socioeconomic status (SES) has been and continues to be the best single predictor of how much schooling students will obtain, how well they will do at their studies, and what their life prospects beyond school are" (Levin, 1995, p. 212). Sato

and Lensmire (2009) explain that children from poverty are often mis-labeled with over generalized, deficit labeled characteristics that put them in danger of being seen as less capable, less cultured, and less worthy as learners. "Through neglect, lack of information, apathy and often discrimination, children of color and/or poverty are being left behind in schools throughout the country" (Lewis & Paik, 2001, p. xi). The likelihood for children living in poverty to be in low track classes, remedial classes, or unable to graduate is greater than any other students (Lewis & Paik, 2001). For example, the 2000 U.S. census and demographics data (U.S. Census Bureau, 2005) show that 37.9% of children that live in extreme poverty do not earn a high school diploma in comparison to 14.3% of those who are economically secure.

Teacher education programs must answer the call to alter their process of training future teachers to meet the academic needs of children (Hughes, 2010). Teacher training programs cannot contribute to failure and academic underachievement of poor students by not adequately preparing teacher candidates (Waxman & Pardon, 1995). The role of education in combating poverty must focus not only on what is being taught but also on teacher attitudes, beliefs, and classroom practices. The idea of living in poverty is far outside the realm of what most future teachers can think or imagine. There is agreement by many scholars that teacher candidates need better models, practices, and frameworks from their education programs for teaching students from a variety of backgrounds, especially if the students are from a different social class or culture than that of the teacher (Sato & Lensmire, 2009).

In 2007, The National Academies Studies of Teacher Preparation did a study on the importance of teacher preparation as a factor for student achievement and found that

teacher preparation made a significant difference. Teacher preparation programs must begin to prepare teachers to clearly address the needs of poor children. There is a definite need for teacher education curriculum to integrate the discussion of diversity that includes poverty, without stereotyping children that live in poverty (Hughes, 2010). Shinew and Sodorff (2003) believe that teacher preparation programs often do not succeed in providing sufficient knowledge and experience for teacher candidates to be successful in working in communities that have a high concentration of poverty. There are several approaches and plans that a teacher preparation program can implement to better prepare future teachers to teach in poor, urban schools.

According to Martin Haberman (1995), there are 4 areas of excellence that teacher preparation programs should embody to prepare teachers to teach children of poverty: (a) the individuals should be mature adults; (b) they should have demonstrated the ability to form a relationship with low income children and children of color; (c) there should be an interview process that predicts whether or not they will be successful teaching children of poverty before they are admitted to the education program; and (d) practicing, effective urban teachers should be a part of the selection process. Traditional teacher education programs assume that beginning teachers will automatically be able to function in a poor, urban school. Teacher programs should not focus on the best teaching in the best situation, but what is the most effective method of teaching children in the worst of conditions.

Teacher preparation programs must seek to change the mindset of teachers by emphasizing in their curriculum effective ways to teach children of poverty. This will help to alleviate stereotypes of poor children. The curriculum can give pre-service

teachers a full view of the difficult nature of what it means to be poor. The curriculum should include the values, principles, beliefs, and experiences that poor children bring with them from their homes. Moreover, the university education curriculum should provide teacher candidates with a wide and true understanding of students of color and poverty and help them to develop sensitivity to their students' needs. The curriculum should help them gain the pedagogical skill necessary to have an efficient cultural responsive classroom (Hughes, 2010). Despite attempts by teacher educators to develop a strong sense of compassion for the poor and a willingness to teach pre-service teachers about diversity and poverty, the truth remains that many future teachers choose to teach in schools that are not high in diversity or populated with students who live in poverty (Hughes, 2010). Fifty-percent of new teachers that were prepared in a traditional university or college quit or fail in five years or less (Haberman, 1995).

There is general agreement that children who live in poverty are more likely than their non-minority middle-class counterparts to be taught by teachers who are inexperienced and/or not highly qualified (Lewis & Paik, 2001; Ediger & Rao, 2003; Brackett, Mundry, Guckenburg, & Bourexis, (2008) and who do not understand what it means to come from a culture of poverty (Holt & Garcia, 2005). Haycock and Crawford (2008) agree that poor students and students of color are on the average more likely to be taught by unlicensed, out of field, and inexperienced teachers who do not have a strong academic background or an understanding of what it means to work with poor children or in an urban setting. Poor children and children of color have a strong possibility to be taught by the weakest instead of the strongest teachers.

Assigning the weakest teachers to the weakest students is an inefficient way to close the achievement gap. A study done by Gordon, Kane, and Staigler (2006) shows that students who are taught by the most effective teachers advance, on average, approximately five percentile points each year relative to their peers. On the other hand, students taught by ineffective teachers lose, on average, five percentile points relative to their peers. Moreover, the effects for both sets of students are cumulative. The same study also showed that if students of color were assigned four highly effective teachers in a row, this would effectively close the average African-American-White achievement gap.

Weak teachers in poor, urban schools typically ascribe to a "pedagogy of poverty." In an article published in Phi Delta Kappan in 1991, Martin Haberman, developed the phrase "pedagogy of poverty." He based this term on his observation of thousands of children in low income, urban schools. He saw a routine where teachers dispensed and then tested students on purely factual information, assigned seatwork, and punished non-compliance. These teachers believed that is how poor children of color were to be taught. This is an environment where low-income students can succeed without becoming involved or thoughtful, which is quite different from the questioning, discovering, arguing, and collaborating that is seen in middle class, suburban schools and private schools.

Kohn (2011) further confirms this observation by citing two studies from the National Assessment of Educational Progress. The first study found that students of color were much more likely to be taught with worksheets and workbooks on a continual basis. The other study discovered a racial disparity in how computers are used for

instruction, with students of color only receiving drill-and-kill practice that is usually associated with poorer results. As Deborah Stipek, the Dean of Stanford University's School of Education stated (as cited in Kohn, 2011), drill and kill instruction is not how middle-class children got their edge, so "why use a strategy to help poor kids catch up that didn't help middle class students in the first place." Kohn (2011) concludes that the result is that "certain children" are left farther and farther behind while other students progress forward. The moral of the story is that the richer get richer and the poor get worksheets.

Brazilian educator, Paulo Friere (1993), also emphasized the effect of poverty in his ground-breaking work, *Pedagogy of the Oppressed*. He was born in 1921 and became familiar with poverty during The Great Depression. In school, he ended up four grades behind and his social life revolved around playing with other poor children from whom he learned quite a bit. His experiences as a poor child helped to construct his particular educational viewpoint. He believed that poverty and hunger definitely affected his ability to learn and this influenced him to dedicate his life to improving the lives of the poor: "I didn't understand anything because of my hunger. I wasn't dumb. It wasn't a lack of interest. My social condition didn't allow me to have an education. Experience showed me once again the relationship between social class and knowledge" (Stevens, 2002, p. 2).

Pedagogy of the Oppressed highlights the contrasts between education forms that treat people as objects rather than as subjects. Friere saw education as a method for cultural action and social change regardless of a person's economic position in the world. Education becomes a way for the oppressed to escape the oppressor (Friere, 1993).

Friere described the education of poor children as the "banking" concept of education. Education becomes the process of depositing. The students are the depositories and the instructor is the depositor. This type of teaching only allows for students to receive, file, and store deposits. The students patiently receive, memorize, and repeat the taught information (1993).

In the "banking" concept, knowledge is a gift given by those who see themselves as knowledgeable to those who are considered to be ignorant. When the teacher sees his students as having no knowledge, he justifies his existence. The more students follow the practice of storing deposits, the less they develop the ability to think critically which impedes their ability to be world transformers. The students have become passive learners and they tend to accept the world as the disjointed view of reality that the teacher has deposited into them (Friere, 1993).

The practice of "banking" education numbs and deters creative thinking; on the other hand, problem-posing education involves students developing their power to think critically about why they exist in the world. They observe the world as reality in progress, a transformation, not as a fixed reality. The foundation of problem posing education is that it is based on creativity and the stimulation of true reflection. Problem posing reality will never serve the interest of the oppressor (Friere, 1993).

Haberman (1995) asserts that a school is only as good as its teachers. The best way to advance the schooling of children in poverty is to make sure they have good teachers. Teachers of students in poverty have a very clear ideology. They know why they are teachers and they have a vision for the success of the children. Haberman believes there are seven dimensions of effective teachers in poor, urban schools:

Seven Dimensions of Effective Teachers

1. Persistence. Effective urban teachers make it their responsibility to engage students in active learning. They never give up and they are always looking for a better way to teach a lesson.

2. Protecting learning and learners. Effective urban teachers seek ways to engross students in learning that goes beyond the set curriculum, textbooks, and achievement tests.

3. Application of generalization. Effective urban teachers are always improving and developing. They do not limit themselves. They take principles and concepts and interpret them into practice.

4. Approach to "at-risk" students. Effective urban teachers believe that even though children come to school with a multitude of issues, teachers bear the main responsibility for igniting their students' desire to learn.

5. Professional versus personal orientation to students. Effective urban teachers use words like caring, respect, and concern. They definitely want to have the love and affection of their students but they do not see it as a prerequisite for how they teach.

6. Burnout: its causes and cures. Effective urban teachers set up networks of teachers that have similar mindsets and ideologies. Having a support system is essential for emotional well-being.

7. Fallibility. Effective urban teachers do not consider children or themselves to be perfect (pp. 4-7).

Hughes (2010) makes a profound point when he declares that teacher education programs must make it their mission to educate all students to realize the strengths and resources of the working-class and poor communities and to blend these characteristics into a culturally responsive classroom. They also must communicate to pre-service teachers that the low academic performance of children in poverty is due in part to low-quality schools, low cognitive skills, low reading levels, and poor teacher quality.

Universities and colleges of education cannot deny that the relationship between poor students lack of academic success is due in part to teacher ignorance and quality. Teacher educators need to prepare novice teachers to fairly educate poor, urban children and to position teachers where they can be effective and provide a quality education for all students. The reformation of teacher education programs must include a greater emphasis on the concept of poverty and how it makes a difference in the academic achievement of students who live in poverty.

Culturally Responsive Classroom Management

According to Sleeter (2001) the majority of up and coming teachers are White, female, mono-lingual, and middle-class, and know very little about other cultures or children of color. The cultural gap between the majority of teachers and students of color is growing and pre-service teachers have a very limited view of what teaching in a diverse classroom entails. Unfortunately, when a new teacher is put in an urban school setting that is heavily populated with students of color and poor children, classroom management is considered to be one of the biggest barriers to good teaching. Novice teachers quickly realize there is a difference between the theory of teaching and the practice of teaching. There is a dilemma between the democratic strategies that are

taught in teacher education classes and the more authoritarian strategies that are actually found in urban classrooms.

Universities provide inadequate preparation for pre-service teachers who begin teaching in urban schools that serve low-income families of color (Thernstrom & Thernstom, 2003). To prepare future educators to work in urban schools, teacher educators need to provide the chance for them to learn from teachers that have successful culturally responsive classroom management (Adkins-Coleman, 2010). Culturally responsive classroom management requires that teachers set high expectations for all students, make sure that students reach teacher expectations, and definitely sustain a caring, ordered, cooperative classroom environment that corresponds to students' experiences and backgrounds (Bondy, Ross, Gallingane & Hambacher, 2007). Future teachers must realize that culturally responsive classroom management is a key element in facilitating high levels of student engagement. This type of classroom creates demanding, but supportive learning communities, based on the idea of care and respect which fosters academic gains among all students (Brown, 2005).

Many urban classrooms have few resources, large class sizes, frequent classroom disruptions, and a lack of complex, engaging, and active instruction. Conditions such as these can result in poorly managed classrooms and lack of student achievement. Students from these classrooms do not believe the school environment is caring and conducive to meaningful student academic success. Creating an environment within the school where students experience a sense of belonging, including feeling cared about, safe, and accepted is an important part of maintaining and fostering a culturally responsive classroom management system (Daly, Buchanan, Dasch, Eichen, & Lenhart, 2010).

Ullucci (2009) asserts that classroom management for urban students has often characterized students as difficult, needing highly structured discipline policies in or to operate; however, there are effective teachers in urban classrooms that manage their students and build community in culturally responsive ways. Instead of always enforcing a stringent regimen of rules, culturally responsive classrooms seek to manage classroom as warm, positive entities; this is what all children deserve. Teacher educators must ensure that future teachers do not enter the profession with deficit mentalities about students in urban schools. These children cannot be treated as if they need to be contained, stifled, or even broken.

Gregory, Skiba, and Noguera, (2010) declare that stern discipline procedures can present problems for students of color. Research shows that African-American, Hispanic, and Native American students are subject to disproportionate rate of suspensions and expulsions when compared to non-White groups. Principals, teachers, and policy members must make sure that discipline policies are applied fairly and equally for all students. Milnore and Tenore (2010) argue that most disciplinary referrals begin in the classroom and are most often for students of color and students with lower socio-economic backgrounds. Students' academic success and learning opportunities suffer when they are not in the classroom.

Stetson and Collins (2010) explore the idea that the overrepresentation of African-American and Hispanic subgroups in suspension data is a nationwide problem and a disturbing problem for school systems across the United States. The Chicago Tribune reported that students of color are suspended in numbers "greater than their proportion of the students population" in every state except Idaho and that the percentage of

suspensions of students of color is "more than double their percentage of the student body" in 21 states (as cited in Stetson & Collins, 2010). Not only is the suspension rate a problem for children of color, so is grade retention. In the worst case, more than half of all 4th graders, 56% in the United Sates were retained in the 2009-2010 school year. Sadly, for African-American 3rd graders in the United States, 49% were held back (Stetson & Collins, 2010).

Grossman (1995, p. xvii) explains "classroom management techniques that are designed by European American middle-class teachers for European middle-class students do not meet the needs of many non-middle-class, non-European American students." As cultural conflicts arise, so do discipline issues and referrals. Discipline issues lead to a lack of academic engagement and possibly retention. While most White teachers are not obviously racist, many probably have a form of cultural bias. They expect all students to behave in accordance to the cultural rules of the school. When students of color do not do this, oftentimes teachers find them unlovable, complicated and difficult to accept. Definitions of certain expected behaviors are culturally-based and conflicts can arise when different cultures clash (Weinstein, Tomlinson-Clarke, & Curan, 2004).

African-American students are referred to the office for behaviors that are more subjective in nature. For example if an African-American student "talks back" or "mouths off," the teacher may see that conduct as utterly unacceptable; however, the student may be acting this way due to peer pressure. Disrespect may not be the intent of the student's behavior. In an urban classroom, the student may be trying to "survive" not to be scorned by his classmates. Novice teachers must be able to understand the root of

the problem and not over react and write an office referral. Another example of subjective teacher interpretation of behavior is when a Hispanic student jokes with the teacher after the teacher reprimands him. The teacher may see this behavior as rude, but the student may use a joke at home to show there are "no hard feelings." Once again, a novice teacher may find this behavior intolerable and write an office referral. Teachers must be familiar with the cultural backgrounds of the students so as not to find these behaviors offensive. When they are unaware, an alarming amount of referrals is written. There is a clear disconnect between teacher and students that is shaped by socio-economic, cultural, racial, and ethical misconceptions (Milnore & Tenore, 2010). Teacher educators need to strive to remove these misconceptions before sending pre-service teachers into an urban classroom.

Haberman (1991) found that there are positive examples of urban schools that serve as models of student learning that have teachers that maintain control by establishing trust and involving their students in meaningful classroom activities rather than enforcing a strict system of classroom discipline. For truly effective urban teachers, discipline and control are chiefly a consequence of their good teaching and not a pre-condition of learning. Adkins-Coleman (2010) agrees that classroom with these practices are grounded in culturally responsive classroom management. The teachers have built an atmosphere in which students are motivated to behave and to participate.

Weinstein et al (2004) found there are several principles that form a culturally responsive classroom management system: (a) observance of teachers' ethnocentrism; (b) knowledge of students' cultures; (c) an appreciation of the bigger social, economic, and political systems in education; (d) appropriate management strategies and;

(e) development of caring classrooms. Weinstein et al. (2004) stressed the point that developing and maintaining culturally responsive classroom management is a frame of mind more than a set of pre-determined skills, actions, ideas, or strategies. Another study performed by Brown (2003) reported that effective urban teachers create classrooms that are communities and the teachers show a genuine interest in each student. The teacher's caring, assertive style gains student cooperation. The use of clearly stated expectations and consistent enforcement of those expectations increased appropriate student behavior and academic growth. The teachers and students demonstrated mutual respect for one another.

When pre-service teachers are given quality courses in culturally responsive classroom management strategies there will be broad ranging positive effects. There will be fewer discipline and special education referrals, increased student success, increased teacher retention, and an improved atmosphere of respect in the school (Polirstok & Gotlieb, 2006)

Summary

Higgins and Moule (2009) initiated a study at Oregon State University called Profession Teacher Education Program (PTEP). The vision statement for PTEP states, "the purpose of teacher education is to create caring, reflective professionals who are committed to building a democratic, multicultural society that enhances economic equity and cultural pluralism." The dilemma they faced was that teacher educators needed to "walk the talk" and train future teachers for diverse classrooms, especially when the majority of students had never experienced a culture different from theirs. The education faculty from Oregon State made a commitment to "social justice" for all students. The

attempt to transfer social justice can take place through teacher based induction programs based in urban settings. This will help pre-service teachers overcome deficit philosophies about urban children and train them to meet the needs of all students (Watson, Charner-Laird, Kirkpatrick, Saczesui, & Gordon, 2006).

Higgins and Moule (2009) saw this study as a reminder that teacher educators must place importance on diverse curriculum within the proper framework to better prepare future teachers for a wider range of educational experiences. They felt that if teacher educators did not do this they would be setting the pre-service teachers up for failure and guilt, especially if those teachers were to work in urban classrooms.

Demographic differences between teachers and students should never be an excuse for ineffective or inequitable classroom management policies, decisions, or practices. When taught properly, teachers from any culture or racial background can and should try to be successful pedagogues and classroom managers with all groups of students. When pre-service teachers are provided with the knowledge, attitudes, dispositions, beliefs, and skills necessary to meet the needs of and be responsive to their students, equitable and efficient classroom management and learning opportunities are possible for all students (Milnore & Tenore, 2010). Culturally responsive classroom management is not just about obedience; it is teaching children how to flourish and be productive with others. There is more to good classroom management than rules and consequences, especially when culture and background has to be considered (Ullucci, 2009).

As teacher educators prepare pre-service teachers for diverse classrooms, it is critical they convey that community building, relationship building, and mindfulness of

student culture play an huge role in creating a culturally responsive classroom (Ulluci, 2009). All children deserve access to educational environments that are predictable, positive, consistent, safe, and equitable. There needs to be a classroom culture where appropriate behavior and student success is clearly defined, actively taught, and regularly acknowledged. Race should be a socially neutral issue and all levels of the educational system must be willing to invest time to make sure that appropriate instructional and disciplinary systems are provided so that all children have the opportunity to equal school learning (Skiba, Horner, Chung, Rausch, May, and Tobin, 2011)

CHAPTER THREE

METHODOLOGY

Introduction

The success or failure of diversity education depends upon the effective

preparation of teachers (Smith, 2009). Douglas, Chance, Douglas, Malcolm, and

Garrison-Wade (2008) expressed that more than any other time in history, students of

color are being taught by individuals who are not of their racial or cultural background.

White teachers comprise an overwhelming majority of the nation's teaching force

(Frankenberg, 2008). Teacher preparation programs are being scrutinized and they are

being called to shift from traditional approaches to more transformative and urban-

focused curricula that will better prepare teacher candidates to become effective and

caring teachers of diverse students (Katsarou, 2009). Schools of education continuously

struggle with how to prepare future teachers for a diverse student population. Ninety-

percent of teacher education programs in the United States continue to follow approaches

that are not focused on teaching in a diverse society (Cross, 2003). Traditional

educational programs must be willing to make changes that are sincere and significant

(Pattnaik & Battle-Vold, 1998).

This study sought to examine how novice teachers in a school district in southeast

Georgia were equipped by their university teacher preparation programs to address

diversity in the classroom and to provide an effective culturally responsive classroom.

The following overarching research question served to guide this study: How does the

infusion of a diverse curriculum in university teacher preparation programs equip pre-

service teachers in southeast Georgia to address diversity in the classroom? In addition, the following sub-questions added clarity to the research question:

- How can a culturally responsive pedagogy be enhanced in university teacher preparation programs to increase teacher awareness of cultural diversity?

- What can university teacher preparation programs do to help pre-service teachers prepare for a culturally responsive classroom?

This chapter presents research questions, research design, sampling and participants, instrumentation, validity and reliability, data collection procedures, and data analysis.

Research Design

This research study utilized a mixed experimental design consisting of both quantitative data and qualitative data. Quantitative research has historically been the cornerstone of social-science research. Purists call for researchers to "eliminate their biases, remain emotionally detached and uninvolved with the objects of study and test or empirically justify their stated hypotheses" (Johnson & Onwuegbuzie, 2004, p.14). Qualitative purists support a constructivist paradigm and "contend that it is impossible to differentiate fully causes and effects, that logic flows from specific to general and that knower and known cannot be separated because the subjective knower is the only source of reality" (Johnson & Onwuegbuzie, 2004, p. 14). Many social scientists now believe there is no major problem area that should be studied exclusively with one research method. "Quantitative research tells us "if"; qualitative research tells us "how or why" (Johnson & Onwuegbuzie, 2004, p. 14). Gall, Gall, and Borg (2007, 2010) state that a

review of quantitative studies about a particular phenomenon combined with a review of

qualitative studies about the same phenomenon can provide deeper insights and raise

more interesting questions for future research. As defined by Johnson and Onwuegbuzie

(2004), mixed methods is the type of research where the researcher mixes or combines

quantitative and qualitative.

For mixed methods research design, this researcher chose to use the sequential

explanatory strategy. Creswell (2009) explains that this strategy contains two phases.

The first phase is the collection and analysis of quantitative data and the second phase is

the collection and analysis of qualitative data. The mixing of the data happens when the

original quantitative results informs the secondary qualitative data collection. The two

methods are separate, but they come together for a conclusion. The sequential

explanatory design (see Figure 2) is usually used to clarify and interpret quantitative

results by gathering and analyzing follow up qualitative data.

Figure 2. Sequential Explanatory Design

Quantitative ⟶ Qualitative

Quantitative Data Collection ⟶ Quantitative Data Analysis ⟶ Qualitative Data Collection ⟶ Qualitative Data Analysis ⟶ Interpretation
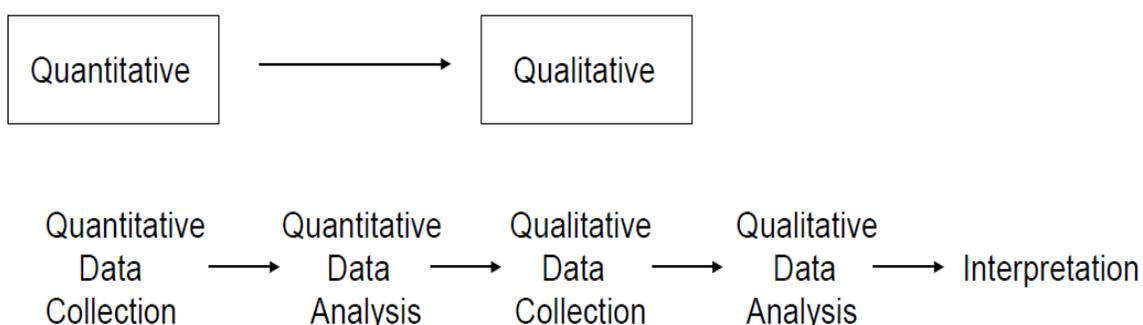
The point of quantitative research is to develop and use mathematical models,

theories, and/or hypotheses regarding natural incidents. The process of measurement is

fundamental to quantitative research because it provides the essential connection between

empirical observation and mathematical expression of quantitative relationships (Thomas, 2003). For this purpose, the researcher chose to use a survey design because it gave a numeric description of developments, attitudes, and opinions of a population by studying a sample of that population. From the results of the sample, the researcher generalized or interpreted the inclination of the population (Creswell, 2007, 2010).

Qualitative research is distinctly clear across many disciplines that seek to understand human actions, deeds, and conduct (Thomas, 2003). Qualitative researchers gather different types of data including interviews, observations, and documents. They then build patterns, categories, and themes from the collected data (Creswell, 2007, 2010). For this purpose, the researcher collected data from interviews. Patton (2002) explains that the interview process allows the researcher to view the situation from another person's perspective. In qualitative interviewing, the assumption is that the other person's viewpoint is valuable, meaningful, and knowledgeable.

This study is aimed at identifying whether or not colleges and universities of education have adequately prepared novice teachers to respond positively to a diverse classroom and to create a culturally responsive classroom. Furthermore, data was systematically gathered through surveys and through interviews and was analyzed to develop an interpretation of the patterns, categories, and themes. This research study focused on discovering meaning as it relates to teacher preparation programs and novice teacher response to diversity. The goal of this mixed methods study was to identify the perception of novice teachers on their university preparation to enter into a diverse classroom.

Sampling and Participants

A purposeful criterion sampling (Gall, et al., 2007) of novice teachers with zero to three years experience in elementary, middle, and high school was used for this study. Purposeful sampling is based on the idea that the researcher wants to determine, know, and understand a phenomenon. Consequently, a group must be selected from which the most can be learned (Merriam, 2001). This study was designed to specifically target a pre-defined group of teachers in one southeastern Georgia school system. The school system consisted of 27 elementary schools, 7 K-8 schools, 9 middle schools, and 11 high schools, providing services for more than 36,000 students. The students in this school system are identified as 0.14% Indian, 2.2% Asian, 3.8% Multiracial, 5.7 % Hispanic, 28.3% White, and 60.2% African-American. During this time period, 14% of the novice teachers had 0 years experience, 47% had 1 year experience, and 40% had 2 years experience. The racial make-up of the novice teachers consisted of 70% White, 26% African-American, 3% Multiracial, and 3 % other.

With permission from the school district (Appendix J), all of the novice teachers within the system were invited to complete the survey and participate in an interview through an informed consent email request (Appendix C). According to the survey software programs for information gathering and analysis, Raesoft (http://www.raosoft.com/samplesize.html) and The Survey System (http://www.surveysystem.com/sscalc.html), 131 surveys needed to be returned in order to have the appropriate sample size for 197 participants with a confidence interval of 95% and a margin of error as 5%. A confidence interval gives a range of values that results will lie and can be taken with a 95% level of confidence (Groves, Couper, Lepkowski,

Singer, & Tourangeau, 2009).   Quantitative data analysis programs modernized research

by making it possible to calculate numbers quickly, accurately, and efficiently. By

having computer assisted data management to analyze data, more time can be used to

explore the meaning of the data (Patton, 2002).

Through the survey, the researcher asked the teachers if they were interested in

taking part in an interview. From the teachers who answered yes, teachers were

randomly chosen for an interview from each school level (elementary, middle, and high)

for a total of nine interviews to fulfill qualitative purposes. By using random sampling,

all of the novice teachers had an equal chance of being selected for an interview (Gall, et

al., 2007, 2010).

Instrumentation

Instrumentation in this research involved two data collection sources. The

Teacher Multicultural Attitude Survey (TMAS) (Appendix A) was used to assess the

attitude and thoughts of new teachers on their university preparation and ability to teach

culturally diverse students and to prepare a culturally responsive classroom. The survey

"assessed the awareness and cultural sensitivity to issues of cultural pluralism."

(Ponterotto, Baluch, Greig, and Riveria, 1998, p. 1003). Permission to use the survey was

granted by the survey's developer, Dr. Joseph G. Ponterotto (Appendix B). The TMAS

survey has 20 questions that ask respondents for their opinion based upon a 5-point

Likert-type scale (Uebersax, 2006) ranging from *Strongly Agree* to *Strongly Disagree*.

The Multi-group Ethnic Identity Measure (MEIM) and the Quick Discrimination

Index (QDI) were selected by the researchers to provide tests of convergent validity for

the TMAS. The hypothesis was made that the TMAS would align positively and

moderately with these measures (Ponterotto, et al., 1998). The MEIM (Phinney, 1992) is a questionnaire with a 4-point Likert scale that checks ethnic affirmation, achievement, behaviors, and a sense of belonging. The QDI is a questionnaire with 30 questions that are measured on a 5-point Likert scale. The responses measure slight racial and gender bias (Ponterotto, Buckard, Rieger, D'Onofrio, Dubuisson, Heenehan, Millstein, Parisi, Rath, and Sax, 1995).

Interview questions served as the second instrument utilized for collecting data. Interview questions gave rich detail about the perspectives of participants as they responded to the questions presented by the researcher (Northcutt & McCoy, 2004). Interview is necessary when it is not possible to view behavior, feelings, or how people see the world around them. For the purpose of this qualitative investigation open-ended and semi-structured questions were used. When a less structured question arrangement is used, individual respondents describe the world in a personal and distinct manner (Merriam, 2001). There were a total of eight interview questions (Appendix H). The first two were demographic in nature and the remaining six were constructed from the TMAS and were used to address identified issues and concerns that novice teachers may have to endure.

Validity and Reliability

Creswell (2009) explains that qualitative validity happens when the researcher checks for the correctness of the findings by using certain measures and qualitative reliability depicts that a researcher's procedures are consistent. Patton (2001) shares that qualitative research seeks to yield findings from a real world setting. Furthermore, Eneroth (1984) states that the purpose of qualitative research is never to measure

anything. Qualitative research seeks for a specific feature that is characteristic for a

phenomenon or that makes the phenomenon different from others. Golafshani (2003)

adds that the most important test of any qualitative work is its quality. Qualitative

researchers desire to illuminate and generate understanding (Hoepfl, 1997; Stenbacka,

2001).

   While the credibility in quantitative research is based on instrument construction,

in qualitative research "the researcher is the instrument" (Patton, 2001, p. 14). Stenbacka

(2003) explains that the most fundamental insight of qualitative research is that the

researcher is always a part of the study. The credibility of qualitative research is

supported by the ability and effort of the researcher. In quantitative research, reliability

and validity are treated separately; however, in qualitative research the terms are viewed

as connected (Golafshani, 2003).

   Validity is one of the strengths of qualitative research because it is based on

whether the findings are accurate from the standpoint of the researcher (Creswell and

Miller, 2000). The concept of validity is not fixed or universal, but "rather a contingent

construct, inescapably grounded in the processes and intentions of particular research

methodologies and projects" (Winter, 2000, p.1). Consequently, many researchers have

developed their own ideas of validity and have produced terms such as quality, rigor, and

trustworthiness (Davies & Dodd, 2002). One strategy is for the researcher to use thick,

rich description to convey findings. The choice of words and portrayals used by the

researcher can provide a more realistic and authentic view of the findings. *Member*

checking is another strategy that ensures the final report is what the participants think is

an accurate account of what was said. A third strategy of qualitative validity is that the

researcher always needs to clarify his or her *bias*. A willingness to self-reflect brings about honesty and an openness that will echo with the readers (Creswell, 2009). Stenbacka (2003) suggests that only a reflective researcher can make the process visible and relevant to himself or herself and, therefore, visible to others.

Finally, it is vital to spend time with the subjects being interviewed. This will help to bring about a thorough understanding of the circumstance that is being studied. The more time that is spent with the subjects, the more valid the findings will be (Creswell, 2009). Interviews occurred at an appointed place and time of convenience for each participant and lasted approximately 60 to 90 minutes.

To make sure there is reliability in qualitative research, trustworthiness is essential (Golafshani, 2003). "Trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability" (Seale, 1999, p. 266) Basic trustworthiness of a study is the ability for the study to be repeated with the same results over and over again (Stenbacka, 2003). In order for there to be replication of the study, the researcher needs to make clear transcripts of the interviews and ensure there are no obvious mistakes (Gibbs, 2007). Furthermore, accurate coding of the transcripts is essential. Coding is the method of categorizing the interview information into chunks of texts before actually finding the meaning of the information (Rossman & Rallis, 1998, p. 171). The researcher must continually define what the codes mean and consistently compare the data with the codes (Creswell, 2009). Sykes (1991) solution for reliability is for the qualitative researcher to make the entire process visible, including preparation, forms of gathering data, and ways of analysis. There should not be a question as to how a

result was derived. A complete description of the process is what will provide reliability

for this study.

Data Collection Procedures

Upon approval from the Institutional Review Board (IRB) from Georgia Southern

University, the researcher conducted the study.   A request to conduct a study within the

southeastern school district was emailed to the superintendent/designee. The district

superintendent/designee is considered as "gatekeepers- individuals at the research site

that provide access to the site and allow or permit the research to be done" (Creswell,

2009, p. 178). Novice teachers, with zero to three years experience, were selected

through purposeful criterion sampling (Creswell, 2003) for this mixed methods study in

order to create a clear picture of the patterns, concepts, and categories related to the

study.

Once permission was granted by the IRB (Appendix I) and the school district

(Appendix J), the researcher extended an invitation via email, along with an informed

consent letter and a link to the survey (Appendix C) to the novice teachers in the selected

school system to participate in the survey portion of the study. Novice teachers were

given three weeks to respond positively to the email requesting their participation. Email

reminders were sent until the appropriate number of survey responses were received

(Appendix D). Survey data was aggregated using the researcher's Georgia Southern

Qualtrics student account, which is an online research survey tool. By using an online

survey, anonymous survey responses can be archived and password protected within the

Georgia Southern University's student account. The survey began with a six item

demographic section. The demographic section was needed to compare subgroup

responses as well as for general information on participants. The TMAS consisted of 20 questions. If the participant chose not to answer a question, he or she could move to the next question.

Several strategies were used to ensure and enhance survey responses. First, to ensure survey response, the survey was mailed electronically (Bonometti & Jun, 2006) to currently employed novice teachers in the chosen school system after the opening of school, but before an extended holiday or school break to avoid absenteeism (Weiner & Dalessio, 2006). If response rate was low, the completion date for the survey was extended for another week or until the minimum number of participants was met.

On the demographic portion of the survey, novice teachers were asked if they were interested in taking part in an interview. From those who agreed to be interviewed, participants were randomly selected from each school level: elementary (K-5), middle (6-8), and high (9-12). A request to participate and an interview consent letter (Appendix E) were sent electronically to these teachers within a week of the survey response. The consent letter was signed at the time of each interview and will be secured at the completion of the interview and study. The teachers were interviewed during a one month period to gain their perspectives of their preparation for a culturally diverse classroom. Interviews occurred at a place and time of convenience for each participant and lasted from 60 to 90 minutes. Information collected from the interview questions were interpreted and summarized in a report according to emerging patterns, categories, and themes.

All participants will remain anonymous as relating to name and institution, but demographic data such as gender, age, ethnicity, level of school, number of years

teaching, and type of educational training was recorded by the researcher to provide descriptive statistics of the participants. Furthermore, anonymity was maintained by designating the interviewees as Teacher 1, 2, 3, 4, 5, 6, 7, 8, or 9.

Data Analysis

Data gathered from the TMAS survey was analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics and a cluster analysis were used to summarize quantitative data. Descriptive statistics organized and summarized data (Gall, et al., 2007) while cluster analysis identified naturally occurring groups within the data (Gall, Gall, & Borg, 2007). The data was sorted and presented in tables by gender, age, ethnicity, level of school, number of years teaching, and type of educational training.

Nine participants were interviewed using the questions in Appendix H. Each interview was recorded on a digital voice recorder and the researcher transcribed the conversations. The digital voice recorder and the transcriptions will be kept in a secure location for one year and then destroyed. Teacher anonymity was maintained by designating the interviewees as Teacher 1, 2, 3, 4, 5, 6, 7, 8, or 9. Qualitative data from the interviews were sorted into recurring patterns, categories, and themes.

Accurate coding of the interview transcripts was essential. Coding is the method of categorizing the interview information into chunks of texts before actually finding the meaning of the information (Rossman & Rallis, 1998, p. 171). Coding of interviews was separated into three definitive levels. Level one, open coding, broke down, compared, and analyzed the data. Axial coding, level two, made the connections between the categories. The final level, selective coding, selected the core category, related it to other categories, and confirmed and explained those relationships (Strauss and Corbin, 1990).

The mixing of the data occurred when the quantitative data collection and analysis results were compared to the qualitative data collection and analysis results. Even though the two methods were separate and different, the findings were brought together for an interpretive conclusion (Creswell, 2009).

Summary

For this study, a mixed-methods approach, using both quantitative and qualitative techniques, was used to research the topic. A purposeful criterion sampling was used to specify the group of teachers and random sampling was used to select the teachers to be interviewed. The quantitative research was accomplished by analyzing the data collected from the Teacher Multicultural Attitude Survey (TMAS). The qualitative data was gathered through transcribing the interviews of nine novice teachers; their perspectives on college preparedness for diverse classrooms were coded into various patterns, categories, and themes.

The following chapter will present an overview of the findings and a comparative analysis between the TMAS and the actual interviews of the novice teachers. The comparative analysis (Soulliere, 2005) will discuss identified and similar themes between the survey and the teachers. The conclusion will reference the research questions.

CHAPTER FOUR

REPORT OF DATA AND DATA ANALYSIS

Introduction

The purpose of this sequential explanatory mixed methods study was to explore how college and university teacher preparation programs equip novice teachers to address diversity in the classroom. The quantitative portion was derived from novice teacher responses to the Teacher Multicultural Attitude Survey (TMAS). The qualitative section consisted of interviews with nine of the novice teachers that had taken the survey in an effort to explore their views on their university preparation to teach in a diverse classroom.

This study was based upon the overarching research question: How does the infusion of a diverse curriculum in university teacher preparation programs equip pre-service teachers in southeast Georgia to address diversity in the classroom? In addition the following sub-questions will add clarity to the research question:

- How can a culturally responsive pedagogy be enhanced in university teacher preparation programs to increase teacher awareness of cultural diversity?

- What can university teacher preparation programs do to help pre-service teachers prepare for a culturally responsive classroom?

Participants

Email addresses only of novice teachers were secured through the school district and were assembled in one contact group by the researcher. Prior to the survey being administered, a letter of Informed Consent (Appendix C) was emailed to 197 novice

teachers in the school district alerting them that an online survey link was attached to the bottom of the letter.   The letter clearly stated that taking the survey was voluntary. In hopes of getting a greater response, weekly email reminders (Appendix D) were sent to the teachers between December 7, 2013 and March 6, 2014 that had not taken the survey. A total of 149 surveys were completed and used for this study. The participants were not required to answer each item.

A preliminary question to the survey asked participants to indicate if they were interested in volunteering to take part in a follow-up interview. Four high school teachers, three middle school teachers, and two elementary school teachers volunteered to share their thoughts about their university preparation to address student diversity in the classroom.   Nine interviews comprised the qualitative portion of this study.

Quantitative Results

Response Rate

In the quantitative portion of the study, a total of 149 participants in the chosen school district completed the survey, which is a 75% response rate. Of this number, 109 were females, 30 were males, and 10 participants did not report their gender. With respect to age, see Table 2 for the numbers and percentages for age categories.

Table 2

Numbers and Percentages of Survey Participants by Age Category

Age Category	*n*	Percent
20 to 30 years old	79	53.0
31 to 40 years old	28	18.8
41 to 50 years old	18	12.0
51 to 60 years old	12	8.1
Missing Responses	12	8.1

Demographic Data

The survey instrument collected demographic information on novice teachers in one school district in southeast Georgia. Personal and professional characteristics of these respondents were tabulated in percentages. Regarding participant ethnicity, the majority, 94, was White, followed by 31 African American, 5 Hispanic, and 3 multi-racial participants. Table 3 depicts the numbers and percentages of respondents by their ethnic membership. Table 4 depicts the numbers and percentages of respondents by their school campus.

Table 3

Numbers and Percentages of Survey Participants by Ethnicity

Ethnic Category	*n*	Percent
White	94	63.1
African American	31	20.8
Hispanic	5	3.4
Other	5	3.4
Multi-Racial	3	2.0
Missing Responses	11	7.4

Table 4

Numbers and Percentages of Survey Participants by School Level

Campus	*n*	Percent
Elementary School	77	51.7
Middle School	26	17.4
High School	35	23.5
Missing Response	11	7.4

With respect to the number of years participants had been teaching, 79 respondents indicated they had been teaching for 3 years. Table 5 contains the numbers and percentages of respondents by years teaching. When asked about the type of educational training they had received, 114 (76.5%) indicated traditional training and 23 (15.4%) indicated nontraditional training. Twelve respondents (8.1%) did not answer this question.

Table 5

Numbers and Percentages of Survey Participants by Years Teaching

Years Teaching	*n*	Percent
One Year	31	20.8
Two Years	25	16.8
Three Years	79	53.0
Missing Responses	14	9.4

Survey Responses

Participants' responses to the individual survey items will now be described, with each individual item and participant responses constituting a separate table. In Table 6, readers can see that 43.0% of respondents indicated Agree to this survey item. Adding the strongly agree and agree categories together resulted in 77.9% agreement that teaching methods need to be adapted to meet the needs of a culturally diverse student group.

Table 6

Participants' Responses to "Teaching methods need to be adapted to meet the needs of a culturally diverse student group"

Response	*n*	Percent
Strongly Disagree	5	3.4
Disagree	2	1.3
Uncertain	6	4.0
Agree	64	43.0
Strongly Agree	52	34.9
Missing Responses	20	13.4

With respect to the amount of emphasis placed on multicultural awareness and training for teachers, 24.8% of respondents indicated that they agreed and strongly agreed to this statement. Readers are directed to Table 7.

Table 7

Participants' Responses to "Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers"

Response	*n*	Percent
Strongly Disagree	26	17.4
Disagree	52	34.9
Uncertain	34	22.8
Agree	17	11.4
Strongly Agree	20	13.4
Missing Responses	26	17.4

Regarding the extent to which teachers have the responsibility to be aware of their students' cultural backgrounds, 77.2% of participants indicated that they agreed and strongly agreed with this statement. A very small percentage, 3.3%, of participants indicated that they disagreed and strongly disagreed with this statement. Table 8 contains the descriptive information for this survey question.

Table 8

Participants' Responses to "Teachers have the responsibility to be aware of their students' cultural backgrounds"

Response	n	Percent
Strongly Disagree	3	2.0
Disagree	2	1.3
Uncertain	8	5.4
Agree	70	47.0
Strongly Agree	45	30.2
Missing Responses	21	14.1

With respect to whether it is the teacher's responsibility to encourage pride in one's culture, 12.7% of teachers agreed and strongly agreed with this statement. Nearly half, 43.6%, of participants indicated that they disagreed and strongly disagreed with this statement. Depicted in Table 9 are the numbers and percentages of teacher responses to this survey item.

Table 9

Participants' Responses to "It is not the teacher's responsibility to encourage pride in one's culture"

Response	*n*	Percent
Strongly Disagree	24	16.1
Disagree	41	27.5
Uncertain	42	28.2
Agree	17	11.4
Strongly Agree	2	1.3
Missing Responses	23	15.4

The majority of participants, 59.1%, indicated that they agreed and strongly agreed that the classroom teacher's job becomes increasingly challenging as classrooms become more culturally diverse. Table 10 contains the numbers and percentages of participant responses to this survey item.

Table 10

Participants' Responses to "As classrooms become more culturally diverse, I believe the teacher's job becomes increasingly challenging"

Response	*n*	Percent
Strongly Disagree	4	2.7
Disagree	11	7.4
Uncertain	25	16.8
Agree	49	32.9
Strongly Agree	39	26.2
Missing Responses	21	14.1

Almost a third of participants, 30.2%, indicated that they were not certain the classroom teacher's role needed to be re-defined to address the needs of students from culturally different backgrounds. Only slightly more than a third, 38.2%, responded that they agreed and strongly agreed with this statement. Presented in Table 11 are the numbers and percentages of participant responses to this survey item.

Table 11

Participants' Responses to "I believe the teacher's role needs to be redefined to address the needs of students from culturally different backgrounds"

Response	*n*	Percent
Strongly Disagree	3	2.0
Disagree	23	15.4
Uncertain	45	30.2
Agree	41	27.5
Strongly Agree	16	10.7
Missing Responses	21	14.1

Concerning the survey question of some teachers misinterpreting different communication styles of bilingual students as behavior problems, 70.5% of participants agreed and strongly agreed with this statement. Only 6.1% of participants disagreed and strongly disagreed with this statement. Depicted in Table 12 are the numbers and percentages of participant responses to this survey item.

Table 12

Participants' Responses to "When dealing with bilingual students, some teachers may misinterpret different communication styles as behavior problems"

Response	*n*	Percent
Strongly Disagree	1	0.7
Disagree	8	5.4
Uncertain	14	9.4
Agree	81	54.4
Strongly Agree	24	16.1
Missing Responses	21	14.1

Regarding participants responses to the teacher's job becoming increasingly rewarding, as classrooms become more culturally diverse, 46.3% indicated that they agreed and strongly agreed with this statement. Slightly more than a third, 34.9%, indicated that they were uncertain about this statement. Delineated in Table 13 are the numbers and percentages of participant responses to this survey item.

Table 13

Participants' Responses to "As classrooms become more culturally diverse, I feel the teacher's job becomes increasingly rewarding"

Response	*n*	Percent
Strongly Disagree	2	1.3
Disagree	4	2.7
Uncertain	52	34.9
Agree	54	36.2
Strongly Agree	15	10.1
Missing Responses	22	14.8

Slightly over three-fourths of participants, 76.5%, indicated that they agreed and strongly agreed that they could learn a great deal from students from culturally different backgrounds. Only a very small percentage, 1.4%, of participants disagreed and strongly disagreed with this statement. Presented in Table 14 are the numbers and percentages of participant responses to this survey item.

Table 14

Participants' Responses to "As a new teacher, I feel I can learn a great deal from students from culturally different backgrounds"

Response	n	Percent
Strongly Disagree	1	0.7
Disagree	1	0.7
Uncertain	12	8.1
Agree	77	51.7
Strongly Agree	37	24.8
Missing Responses	21	14.1

With respect to the necessity of having multicultural training for teachers, only 2.7% of participants indicated that they believed that it was not necessary. Slightly over three-fourths of teachers, 76.5%, disagreed and strongly disagreed with this survey question. Table 15 contains the numbers and percentages of participant responses to this survey item.

Table 15

Participants' Responses to "Multicultural training for teachers is not necessary"

Response	*n*	Percent
Strongly Disagree	34	22.8
Disagree	80	53.7
Uncertain	10	6.7
Agree	3	2.0
Strongly Agree	1	0.7
Missing Responses	21	14.1

Concerning the need to be aware of cultural differences in the classroom for a teacher to be effective, 79.8% of teachers agreed and strongly agreed with this statement. Only a very small percentage, 2.7%, of teachers disagreed and strongly disagreed with this survey item. Contained in Table 16 are the numbers and percentages of participant responses to this survey item.

Table 16

Participants' Responses to "In order to be an effective teacher, one needs to be aware of cultural differences present in the classroom"

Response	*n*	Percent
Strongly Disagree	3	2.0
Disagree	1	0.7
Uncertain	5	3.4
Agree	75	50.3
Strongly Agree	44	29.5
Missing Responses	21	14.1

In response to whether multicultural awareness training could help teachers work more effectively with a diverse student population, 73.1% of teachers agreed and strongly agreed with this item. Again, only a very small percentage, 2.0%, disagreed and strongly disagreed with this statement. Delineated in Table 17 are the numbers and percentages of participant responses to this survey item.

Table 17

Participants' Responses to "Multicultural awareness training can help me work more effectively with a diverse student population"

Response	*n*	Percent
Strongly Disagree	0	0.0
Disagree	3	2.0
Uncertain	16	10.7
Agree	82	55.0
Strongly Agree	27	18.1
Missing Responses	21	14.1

With respect to students learning to communicate in English only, 10.0% of teachers agreed and strongly agreed with this statement. Another 20.8% of participants expressed uncertainty with this statement. Only slightly more than half, 55.7%, of teachers, disagreed and strongly disagreed that students should learn to communicate in English only. Delineated in Table 18 are the numbers and percentages of participant responses to this survey item.

Table 18

Participants' Responses to "Students should learn to communicate in English only"

Response	*n*	Percent
Strongly Disagree	25	16.8
Disagree	58	38.9
Uncertain	31	20.8
Agree	9	6.0
Strongly Agree	6	4.0
Missing Responses	20	13.4

Concerning whether today's curriculum gives undue importance to multiculturalism and diversity, 39.0% of participants indicated that they disagreed and strongly disagreed with this statement. Almost one-fifth, 18.1%, of teachers responded that they agreed and strongly agreed with this statement, whereas 28.2% of teachers were uncertain. Revealed in Table 19 are the numbers and percentages of participant responses to this survey item.

Table 19

Participants' Responses to "Today's curriculum gives undue importance to multiculturalism and diversity"

Response	*n*	Percent
Strongly Disagree	12	8.1
Disagree	46	30.9
Uncertain	42	28.2
Agree	25	16.8
Strongly Agree	2	1.3
Missing Responses	22	14.8

Concerning the importance for all students to be aware of multicultural diversity, 82.6% of participants indicated that they agreed and strongly agreed that students should be aware of multicultural diversity. Only a very small percentage, 0.7%, of teachers disagreed and strongly disagreed with this statement. Table 20 contains the numbers and percentages of participant responses to this survey item.

Table 20

Participants' Responses to "Regardless of the racial and ethnic make-up of my class, it is important for all students to be aware of multicultural diversity"

Response	n	Percent
Strongly Disagree	1	0.7
Disagree	0	0.0
Uncertain	2	1.3
Agree	80	53.7
Strongly Agree	43	28.9
Missing Responses	23	15.4

Regarding the relevance of being multiculturally aware for students taught by these participants, only 0.7% of teachers indicated that being multiculturally aware was not relevant. Over three-fourths, 77.2%, of participants disagreed and strongly disagreed with this statement. Revealed in Table 21 are the numbers and percentages of participant responses to this survey item.

Table 21

Participants' Responses to "Being multiculturally aware is not relevant for the students I teach"

Response	n	Percent
Strongly Disagree	46	30.9
Disagree	69	46.3
Uncertain	12	8.1
Agree	1	0.7
Strongly Agree	0	0.0
Missing Responses	21	14.1

With respect to the survey item that teaching students about cultural diversity will only create conflict in the classroom, only a small percentage, 2.7%, of teachers agreed and strongly agreed with this statement. Over three-fourths, 78.5%, of participants responded that they disagreed and strongly disagreed with this survey item. Table 22 contains the numbers and percentages of participant responses to this survey item.

Table 22

Participants' Responses to "Teaching students about cultural diversity will only create conflict in the classroom"

Response	n	Percent
Strongly Disagree	47	31.5
Disagree	70	47.0
Uncertain	7	4.7
Agree	3	2.0
Strongly Agree	1	0.7
Missing Responses	21	14.1

For the survey item of "My professional education courses have presented me with techniques for effectively teaching children whose national and/or ethnic backgrounds differs from my own", less than half, 41.6%, of participants agreed and strongly agreed with this statement. Almost one-fourth, 24.2%, of teachers disagreed and strongly disagreed with this statement. Delineated in Table 23 are the numbers and percentages of participant responses to this survey item.

Table 23

Participants' Responses to "My professional education courses have presented me with techniques for effectively teaching children whose national and/or ethnic backgrounds differs from my own"

Response	*n*	Percent
Strongly Disagree	7	4.7
Disagree	29	19.5
Uncertain	29	19.5
Agree	45	30.2
Strongly Agree	17	11.4
Missing Responses	22	14.8

Concerning the extent to which participants' professional education courses had made them more aware of the need for cultural diversity in education, less than half, 47.0%, agreed and strongly agreed with this statement. Over a fifth, 20.8%, of teachers indicated that they were uncertain about this and 16.8% of teachers disagreed and strongly disagreed that their professional education courses had made them more aware of the need for cultural diversity in education. Revealed in Table 24 are the numbers and percentages of participant responses to this survey item.

Table 24

Participants' Responses to "My professional education courses have made me more aware of the need for cultural diversity in education."

Response	*n*	Percent
Strongly Disagree	4	2.7
Disagree	21	14.1
Uncertain	31	20.8
Agree	57	38.3
Strongly Agree	13	8.7
Missing Responses	23	15.4

With respect to being able to locate and evaluate culturally diverse materials, 30.9% of participants agreed and strongly agreed that their professional education courses had provided them with that knowledge. A higher percentage, 31.6%, disagreed and strongly disagreed with this statement and 23.5% of participants indicated that they were uncertain whether their professional education courses had provided them with the necessary knowledge to locate and evaluate culturally diverse materials. Delineated in Table 25 are the numbers and percentages of participant responses to this survey item.

Table 25

Participants' Responses to "My professional education courses have given me the knowledge to be able to locate and evaluate culturally diverse materials"

Response	*n*	Percent
Strongly Disagree	8	5.4
Disagree	39	26.2
Uncertain	35	23.5
Agree	42	28.2
Strongly Agree	4	2.7
Missing Responses	21	14.1

In Table 26, readers can see that 6.5% of respondents at the elementary school level disagreed and strongly disagreed to this survey item.

Table 26

Participants' Responses to "Teaching methods need to be adapted to meet the needs of a culturally diverse student group" Separated by School Level

School Level	Response	*n*	Percent
Elementary School			
	Strongly Disagree	4	5.2
	Disagree	1	1.3
	Uncertain	2	2.6
	Agree	35	45.5
	Strongly Agree	28	36.4
	Missing Responses	7	9.1
Middle School			
	Strongly Disagree	0	0.0
	Disagree	1	3.8
	Uncertain	2	7.7
	Agree	11	42.3
	Strongly Agree	11	42.3
	Missing Responses	1	3.8
High School			
	Strongly Disagree	0	0.0
	Disagree	0	0.0
	Uncertain	2	5.7
	Agree	18	51.4
	Strongly Agree	13	37.1
	Missing Responses	2	5.7

With respect to the amount of emphasis placed on multicultural awareness and training for teachers, almost twice as many middle school and high school teachers agreed that too much emphasis was placed on multicultural awareness, 15.4% and 17.1%, respectively, as compared to elementary school teachers, 9.1%. Readers are directed to Table 27 for the numbers and percentages of participant responses to this survey item.

Table 27

Participants' Responses to "Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers" Separated by School Level

School Level	Response	*n*	Percent
Elementary School			
	Strongly Disagree	19	24.7
	Disagree	26	33.8
	Uncertain	18	23.4
	Agree	7	9.1
	Strongly Agree	0	0.0
	Missing	7	9.1
Middle School			
	Strongly Disagree	2	7.7
	Disagree	11	42.3
	Uncertain	8	30.8
	Agree	4	15.4
	Strongly Agree	0	0.0
	Missing	1	3.8
High School			
	Strongly Disagree	5	14.3
	Disagree	14	40.0
	Uncertain	8	22.9
	Agree	6	17.1
	Strongly Agree	0	0.0
	Missing	2	5.7

Regarding the extent to which teachers have the responsibility to be aware of their students' cultural backgrounds, 7.6% of middle school teachers disagreed and strongly disagreed with this statement, compared to 3.9% of elementary school teachers and no high school teachers. High school teachers expressed the most agreement, 88.5%, with this survey item. Table 28 contains the descriptive information for this survey question.

Table 28

Participants' Responses to "Teachers have the responsibility to be aware of their students' cultural backgrounds" Separated by School Level

School Level	Response	*n*	Percent
Elementary School			
	Strongly Disagree	2	2.6
	Disagree	1	1.3
	Uncertain	5	6.5
	Agree	35	45.5
	Strongly Agree	27	35.1
	Missing Responses	7	9.1
Middle School			
	Strongly Disagree	1	3.8
	Disagree	1	3.8
	Uncertain	1	3.8
	Agree	17	65.4
	Strongly Agree	5	19.2
	Missing Responses	1	3.8
High School			
	Strongly Disagree	0	0.0
	Disagree	0	0.0
	Uncertain	2	5.7
	Agree	18	51.4
	Strongly Agree	13	37.1
	Missing Responses	2	5.7

With respect to it not being the teacher's responsibility to encourage pride in one's culture, 19.2% of middle school teachers agreed and strongly agreed with this statement. The lowest level of agreement was expressed by elementary school teachers, 11.7%. Depicted in Table 29 are the numbers and percentages of teacher responses to this survey item.

Table 29

Participants' Responses to "It is not the teacher's responsibility to encourage pride in one's culture" Separated by School Level

School Level	Response	*n*	Percent
Elementary School			
	Strongly Disagree	15	19.5
	Disagree	23	29.9
	Uncertain	22	28.6
	Agree	9	11.7
	Strongly Agree	0	0.0
	Missing Responses	8	10.4
Middle School			
	Strongly Disagree	2	7.7
	Disagree	8	30.8
	Uncertain	10	38.5
	Agree	4	15.4
	Strongly Agree	1	3.8
	Missing Responses	1	3.8
High School			
	Strongly Disagree	7	20.0
	Disagree	10	28.6
	Uncertain	10	28.6
	Agree	4	11.4
	Strongly Agree	1	2.9
	Missing Responses	3	8.6

The highest degree of agreement that the classroom teacher's job becomes increasingly challenging as classrooms become more culturally diverse was expressed by middle school teachers, 73.1%, and the lowest degree of agreement was present for elementary school teachers, 59.8%. Table 30 contains the numbers and percentages of participant responses to this survey item.

Table 30

Participants' Responses to "As classrooms become more culturally diverse, I believe the teacher's job becomes increasingly challenging" Separated by School Level

School Level	Response	*n*	Percent
Elementary School			
	Strongly Disagree	3	3.9
	Disagree	6	7.8
	Uncertain	15	19.5
	Agree	26	33.8
	Strongly Agree	20	26.0
	Missing Responses	7	9.1
Middle School			
	Strongly Disagree	0	0.0
	Disagree	1	3.8
	Uncertain	5	19.2
	Agree	12	46.2
	Strongly Agree	7	26.9
	Missing Responses	1	3.8
High School			
	Strongly Disagree	1	2.9
	Disagree	3	8.6
	Uncertain	5	14.3
	Agree	11	31.4
	Strongly Agree	12	34.3
	Missing Responses	3	8.6

Over half of the high school teachers, 54.3%, indicated that they agreed and strongly agreed that the classroom teacher's role needs to be redefined to address the needs of students from culturally different backgrounds. Similar percentages of elementary school teachers, 37.7%, and middle school teachers, 34.6%, indicated agreement to this survey item. Presented in Table 31 are the numbers and percentages of participant responses to this survey item.

Table 31

Participants' Responses to "I believe the teacher's role needs to be redefined to address the needs of students from culturally different backgrounds" Separated by School Level

School Level	Response	*n*	Percent
Elementary School			
	Strongly Disagree	3	3.9
	Disagree	13	16.9
	Uncertain	25	32.5
	Agree	22	28.6
	Strongly Agree	7	9.1
	Missing Responses	7	9.1
Middle School			
	Strongly Disagree	0	0.0
	Disagree	4	15.4
	Uncertain	12	46.2
	Agree	5	19.2
	Strongly Agree	4	15.4
	Missing Responses	1	3.8
High School			
	Strongly Disagree	0	0.0
	Disagree	6	17.1
	Uncertain	8	22.9
	Agree	14	40.0
	Strongly Agree	5	14.3
	Missing Responses	2	5.7

Concerning the survey question of some teachers misinterpreting different communication styles of bilingual students as behavior problems, 85.7% of high school teachers agreed and strongly agreed with this statement. The lowest degree of agreement was expressed by middle school teachers, 69.2%. Depicted in Table 32 are the numbers and percentages of participant responses to this survey item.

Table 32

Participants' Responses to "When dealing with bilingual students, some teachers may misinterpret different communication styles as behavior problems" Separated by School Level

School Level	Response	*n*	Percent
Elementary School			
	Strongly Disagree	1	1.3
	Disagree	3	3.9
	Uncertain	9	11.7
	Agree	42	54.5
	Strongly Agree	15	19.5
	Missing Responses	7	9.1
Middle School			
	Strongly Disagree	0	0.0
	Disagree	4	15.4
	Uncertain	3	11.5
	Agree	14	53.8
	Strongly Agree	4	15.4
	Missing Responses	1	3.8
High School			
	Strongly Disagree	0	0.0
	Disagree	1	2.9
	Uncertain	2	5.7
	Agree	25	71.4
	Strongly Agree	5	14.3
	Missing Responses	2	5.7

Regarding participants responses to the teacher's job becoming increasingly rewarding as classrooms become more culturally diverse, 6.5% of elementary school teachers indicated that they disagreed and strongly disagreed with this statement. The highest degree of agreement to this survey item was expressed by middle school teachers, 57.7%. Delineated in Table 33 are the numbers and percentages of participant responses to this survey item.

Table 33

Participants' Responses to "As classrooms become more culturally diverse, I feel the teacher's job becomes increasingly rewarding" Separated by School Level

School Level	Response	*n*	Percent
Elementary School			
	Strongly Disagree	2	2.6
	Disagree	3	3.9
	Uncertain	27	35.1
	Agree	29	37.7
	Strongly Agree	9	11.7
	Missing Responses	7	9.1
Middle School			
	Strongly Disagree	0	0.0
	Disagree	0	0.0
	Uncertain	10	38.5
	Agree	13	50.0
	Strongly Agree	2	7.7
	Missing Responses	1	3.8
High School			
	Strongly Disagree	0	0.0
	Disagree	1	2.9
	Uncertain	15	42.9
	Agree	12	34.3
	Strongly Agree	4	11.4
	Missing Responses	3	8.6

Presented in Table 34 are the numbers and percentages of participant responses to this survey item.

Table 34

Participants' Responses to "As a new teacher, I feel I can learn a great deal from students from culturally different backgrounds" Separated by School Level

School Level	Response	*n*	Percent
Elementary School			
	Strongly Disagree	1	1.3
	Disagree	1	1.3
	Uncertain	6	7.8
	Agree	43	55.8
	Strongly Agree	19	24.7
	Missing Responses	7	9.1
Middle School			
	Strongly Disagree	0	0.0
	Disagree	0	0.0
	Uncertain	2	7.7
	Agree	16	61.5
	Strongly Agree	7	26.9
	Missing Responses	1	3.8
High School			
	Strongly Disagree	0	0.0
	Disagree	0	0.0
	Uncertain	4	11.4
	Agree	18	51.4
	Strongly Agree	11	31.4
	Missing Responses	2	5.7

With respect to the necessity of having multicultural training for teachers, 8.6% of high school teachers agreed and strongly agreed that it was not necessary. No middle school teachers agreed that multicultural training for teachers was not necessary. Table 35 contains the numbers and percentages of participant responses to this survey item.

Table 35

Participants' Responses to "Multicultural training for teachers is not necessary"
Separated by School Level

School Level	Response	*n*	Percent
Elementary School			
	Strongly Disagree	19	24.7
	Disagree	44	57.1
	Uncertain	6	7.8
	Agree	1	1.3
	Strongly Agree	0	0.0
	Missing Responses	7	9.1
Middle School			
	Strongly Disagree	5	19.2
	Disagree	19	73.1
	Uncertain	1	3.8
	Agree	0	0.0
	Strongly Agree	0	0.0
	Missing Responses	1	3.8
High School			
	Strongly Disagree	10	28.6
	Disagree	17	48.6
	Uncertain	3	8.6
	Agree	2	5.7
	Strongly Agree	1	2.9
	Missing Responses	2	5.7

Concerning the need to be aware of cultural differences in the classroom for a teacher to be effective, 7.6% of middle school teachers disagreed and strongly disagreed with this statement. No high school teachers disagreed with this survey item. Contained in Table 36 are the numbers and percentages of participant responses to this survey item.

Table 36

Participants' Responses to "In order to be an effective teacher, one needs to be aware of cultural differences present in the classroom" Separated by School Level

School Level	Response	*n*	Percent
Elementary School			
	Strongly Disagree	2	2.6
	Disagree	0	0.0
	Uncertain	3	3.9
	Agree	42	54.5
	Strongly Agree	23	29.9
	Missing Responses	7	9.1
Middle School			
	Strongly Disagree	1	3.8
	Disagree	1	3.8
	Uncertain	1	3.8
	Agree	15	57.7
	Strongly Agree	7	26.9
	Missing Responses	1	3.8
High School			
	Strongly Disagree	0	0.0
	Disagree	0	0.0
	Uncertain	1	2.9
	Agree	18	51.4
	Strongly Agree	13	37.1
	Missing Responses	3	8.6

In response to whether multicultural awareness training could help teachers work more effectively with a diverse student population, 92.3% of middle school teachers agreed and strongly agreed with this item. The lowest degree of agreement was expressed by high school teachers, 65.7%. Delineated in Table 37 are the numbers and percentages of participant responses to this survey item.

Table 37

Participants' Responses to "Multicultural awareness training can help me work more effectively with a diverse student population" Separated by School Level

School Level	Response	*n*	Percent
Elementary School			
	Strongly Disagree	0	0.0
	Disagree	1	1.3
	Uncertain	8	10.4
	Agree	43	55.8
	Strongly Agree	18	23.4
	Missing Responses	7	9.1
Middle School			
	Strongly Disagree	0	0.0
	Disagree	0	0.0
	Uncertain	1	3.8
	Agree	20	76.9
	Strongly Agree	4	15.4
	Missing Responses	1	3.8
High School			
	Strongly Disagree	0	0.0
	Disagree	2	5.7
	Uncertain	7	20.0
	Agree	19	54.3
	Strongly Agree	4	11.4
	Missing Responses	3	8.6

With respect to students learning to communicate in English only, 11.7% of

elementary school teachers, 11.5% of middle school teachers, and 9.6% of high school

teachers agreed and strongly agreed with this statement. Delineated in Table 38 are the

numbers and percentages of participant responses to this survey item.

Table 38

Participants' Responses to "Students should learn to communicate in English only"
Separated by School Level

School Level	Response	*n*	Percent
Elementary School			
	Strongly Disagree	14	18.2
	Disagree	29	37.7
	Uncertain	18	23.4
	Agree	5	6.5
	Strongly Agree	4	5.2
	Missing Responses	7	9.1
Middle School			
	Strongly Disagree	7	26.9
	Disagree	10	38.5
	Uncertain	5	19.2
	Agree	2	7.7
	Strongly Agree	1	3.8
	Missing Responses	1	3.8
High School			
	Strongly Disagree	4	11.4
	Disagree	19	54.3
	Uncertain	7	20.0
	Agree	2	5.7
	Strongly Agree	1	2.9
	Missing Responses	2	5.7

Concerning whether today's curriculum gives undue importance to multiculturalism and diversity, only 8.6% of high school teachers indicated that they agreed and strongly agreed with this statement. Almost a fourth, 23.4% of elementary school teachers and 23.0% of middle school teachers, agreed and strongly agreed with this survey item. Revealed in Table 39 are the numbers and percentages of participant responses to this survey item.

Table 39

Participants' Responses to "Today's curriculum gives undue importance to multiculturalism and diversity" Separated by School Level

School Level	Response	*n*	Percent
Elementary School			
	Strongly Disagree	9	11.7
	Disagree	24	31.2
	Uncertain	19	24.7
	Agree	17	22.1
	Strongly Agree	1	1.3
	Missing Responses	7	9.1
Middle School			
	Strongly Disagree	1	3.8
	Disagree	10	38.5
	Uncertain	8	30.8
	Agree	5	19.2
	Strongly Agree	1	3.8
	Missing Responses	1	3.8
High School			
	Strongly Disagree	2	5.7
	Disagree	12	34.3
	Uncertain	15	42.9
	Agree	3	8.6
	Strongly Agree	0	0.0
	Missing Responses	3	8.6

Concerning the importance for all students to be aware of multicultural diversity, similar percentages of elementary, middle, and high school teachers indicated agreement to this survey item, 87.0%, 92.3%, and 91.5%, respectively. Only one high school teacher strongly disagreed with this statement. Table 40 contains the numbers and percentages of participant responses to this survey item.

Table 40

Participants' Responses to "Regardless of the racial and ethnic make-up of my class, it is important for all students to be aware of multicultural diversity" Separated by School Level

School Level	Response	*n*	Percent
Elementary School			
	Strongly Disagree	0	0.0
	Disagree	0	0.0
	Uncertain	1	1.3
	Agree	40	51.9
	Strongly Agree	27	35.1
	Missing Responses	9	11.7
Middle School			
	Strongly Disagree	0	0.0
	Disagree	0	0.0
	Uncertain	1	3.8
	Agree	18	69.2
	Strongly Agree	6	23.1
	Missing Responses	1	3.8
High School			
	Strongly Disagree	1	2.9
	Disagree	0	0.0
	Uncertain	0	0.0
	Agree	22	62.9
	Strongly Agree	10	28.6
	Missing Responses	2	5.7

Regarding the relevance of being multiculturally aware for students taught by these participants, only one middle school teacher indicated that being multiculturally aware was not relevant. Revealed in Table 41 are the numbers and percentages of participant responses to this survey item.

Table 41

Participants' Responses to "Being multiculturally aware is not relevant for the students I teach" Separated by School Level

School Level	Response	*n*	Percent
Elementary School			
	Strongly Disagree	26	33.8
	Disagree	37	48.1
	Uncertain	7	9.1
	Agree	0	0.0
	Strongly Agree	0	0.0
	Missing Responses	7	9.1
Middle School			
	Strongly Disagree	7	26.9
	Disagree	14	53.8
	Uncertain	3	11.5
	Agree	1	3.8
	Strongly Agree	0	0.0
	Missing Responses	1	3.8
High School			
	Strongly Disagree	13	37.1
	Disagree	18	51.4
	Uncertain	2	5.7
	Agree	0	0.0
	Strongly Agree	0	0.0
	Missing Responses	2	5.7

With respect to the survey item that teaching students about cultural diversity will only create conflict in the classroom, 7.7% of middle school teachers and 5.8% of high school teachers agreed and strongly agreed with this statement. Table 42 contains the numbers and percentages of participant responses to this survey item.

Table 42

Participants' Responses to "Teaching students about cultural diversity will only create conflict in the classroom" Separated by School Level

School Level	Response	*n*	Percent
Elementary School			
	Strongly Disagree	29	37.7
	Disagree	35	45.5
	Uncertain	6	7.8
	Agree	0	0.0
	Strongly Agree	0	0.0
	Missing Responses	7	9.1
Middle School			
	Strongly Disagree	9	34.6
	Disagree	14	53.8
	Uncertain	0	0.0
	Agree	2	7.7
	Strongly Agree	0	0.0
	Missing Responses	1	3.8
High School			
	Strongly Disagree	9	25.7
	Disagree	20	57.1
	Uncertain	1	2.9
	Agree	1	2.9
	Strongly Agree	1	2.9
	Missing Responses	3	8.6

For the survey item of "My professional education courses have presented me with techniques for effectively teaching children whose national and/or ethnic backgrounds differs from my own", only slightly more than a third, 34.6%, of middle school teachers agreed and strongly agreed with this statement. Almost half, 48.1%, of elementary school teachers indicated agreement with this survey item. Delineated in Table 43 are the numbers and percentages of participant responses to this survey item.

Table 43

Participants' Responses to "My professional education courses have presented me with techniques for effectively teaching children whose national and/or ethnic backgrounds differs from my own" Separated by School Level

School Level	Response	n	Percent
Elementary School			
	Strongly Disagree	5	6.5
	Disagree	15	19.5
	Uncertain	12	15.6
	Agree	24	31.2
	Strongly Agree	13	16.9
	Missing Responses	8	10.4
Middle School			
	Strongly Disagree	1	3.8
	Disagree	5	19.2
	Uncertain	9	34.6
	Agree	8	30.8
	Strongly Agree	1	3.8
	Missing Responses	2	7.7
High School			
	Strongly Disagree	1	2.9
	Disagree	8	22.9
	Uncertain	8	22.9
	Agree	13	37.1
	Strongly Agree	3	8.6
	Missing Responses	2	5.7

Concerning the extent to which participants' professional education courses had made them more aware of the need for cultural diversity in education, slightly more than half, 53.3%, of elementary school teachers agreed and strongly agreed with this statement. Less than half, 46.1% of middle school teachers and 45.7% of high school teachers indicated agreement with this survey item. Revealed in Table 44 are the numbers and percentages of participant responses to this survey item.

Table 44

Participants' Responses to "My professional education courses have made me more aware of the need for cultural diversity in education" Separated by School Level

School Level	Response	n	Percent
Elementary School			
	Strongly Disagree	1	1.3
	Disagree	11	14.3
	Uncertain	14	18.2
	Agree	31	40.3
	Strongly Agree	10	13.0
	Missing Responses	10	13.0
Middle School			
	Strongly Disagree	1	3.8
	Disagree	3	11.5
	Uncertain	9	34.6
	Agree	11	42.3
	Strongly Agree	1	3.8
	Missing Responses	1	3.8
High School			
	Strongly Disagree	2	5.7
	Disagree	7	20.0
	Uncertain	8	22.9
	Agree	14	40.0
	Strongly Agree	2	5.7
	Missing Responses	2	5.7

With respect to being able to locate and evaluate culturally diverse materials, the highest percentage of agreement was expressed by elementary school teachers, 36.4%. Middle school teachers, 26.9%, and high school teachers, 28.6%, indicated less agreement that their professional education courses had provided them with that knowledge. Delineated in Table 45 are the numbers and percentages of participant responses to this survey item.

Table 45

Participants' Responses to "My professional education courses have given me the knowledge to be able to locate and evaluate culturally diverse materials" Separated by School Level

School Level	Response	*n*	Percent
Elementary School			
	Strongly Disagree	3	3.9
	Disagree	23	29.9
	Uncertain	15	19.5
	Agree	24	31.2
	Strongly Agree	4	5.2
	Missing Responses	8	10.4
Middle School			
	Strongly Disagree	1	3.8
	Disagree	6	23.1
	Uncertain	11	42.3
	Agree	7	26.9
	Strongly Agree	0	0.0
	Missing Responses	1	3.8
High School			
	Strongly Disagree	4	11.4
	Disagree	10	28.6
	Uncertain	9	25.7
	Agree	10	28.6
	Strongly Agree	0	0.0
	Missing Responses	2	5.7

The TMAS survey was used to explore how college and university teacher preparation programs equip novice teachers to address diversity in the classroom. Based on the results obtained from the survey, a need appears to be present for these teachers to be provided with techniques and strategies for effectively teaching children whose national and/or ethnic backgrounds are different from their own background. The analysis of university preparation will be continued with qualitative data to identify pre-service teachers thoughts and beliefs concerning their university teacher education programs.

Qualitative Interview Results

Description of Participants

Nine novice teacher interviews were needed in order to provide additional insight into university preparation of teachers for diversity in the classroom. A preliminary question to the online survey asked participants to provide their emails if they were interested in taking part in a follow-up interview. Thirty-two novice teachers checked they were interested in being interviewed, but when they were contacted by email, only four high school teachers, three middle school teachers, and two elementary school teachers agreed to share if they thought they were prepared to address student diversity in the classroom. The interviews were conducted between January 3, 2014 and January 31, 2014 and lasted approximately 60 to 90 minutes.

The novice teachers encompassed all three levels of the school system: elementary, middle, and high school. Two teachers had one year experience, 5 teachers had two years experience, and two teachers had three years experience. Five teachers received traditional university teacher preparation courses, while 4 teachers received non-

traditional coursework. For five teachers, this is their first career while for four teachers this is their second career. Characteristics of participants are provided in Table 46.

Table 46

Characteristics of Interviewees

Teacher Number	Type of School	Years of Experience	Educational Training	1st or 2nd Career
Teacher 1	Elementary	Two	Traditional	1st
Teacher 2	Elementary	Two	Traditional	1st
Teacher 3	Middle	One	Traditional	1st
Teacher 4	High	Two	Non-traditional	2nd
Teacher 5	Middle	Two	Traditional	1st
Teacher 6	High	Three	Non-traditional	2nd
Teacher 7	Middle	One	Traditional	1st
Teacher 8	High	Three	Non-traditional	2nd
Teacher 9	High	Two	Non-traditional	2nd

This section of the chapter includes a discussion of those interview findings. The researcher sought to listen to the voices of the respondents to ascertain a sense of their range of experience as a pre-service teacher in a university classroom and as a novice teacher in a diverse classroom. Quotations from the participants are used to explicate the themes, as well as allow the participants a space to voice their values, beliefs, and attitudes. Being able to hear and feel the interviews is important, because it allows the reader to garner an understanding of how these new teachers view teaching students that may be totally different from them.

Data Analysis

  The first level of data analysis involved thoroughly reading each transcript and making notes of pertinent details in the margin. Analysis of the data from the nine novice teachers produced patterns, categories, and themes that emerged from open coding. During the second level of data analysis, data were reviewed several times and three major themes were found and recorded. The three major themes that surfaced mirror the overarching research question (ORQ) and the two research sub-questions (RQ) and are listed in Table 46 as ORQ, RQ1, and RQ2. Upon further examination of the data, the themes were broken down into categories and sub-categories also listed in Table 47. The three themes and the corresponding categories and sub-categories will be discussed in the following sections.

Table 47

Three Levels of Data Analysis

Three Levels of Qualitative Data Analysis		
Cultural Diversity (ORQ)	University Preparation for Novice Teachers (RQ1)	Culturally Responsive Classroom (RQ2)
Categories from Data Analysis		
Teacher Definition of Cultural Diversity (CD1)	University Pedagogy (UP1)	Teacher Descriptions of Culturally Responsive Classroom (CRC1)
School Diversity and Culture (CD2)	Field Experiences (UP2)	Challenging factors in a diverse classroom (CRC2)
	Embedded Internship (UP3)	Rewarding factors in a diverse classroom (CRC3)
Sub-Categories from Data Analysis		
Teacher Demographics and Backgrounds (CD1A)		
Reflections of Teachers as Immigrant Students(CD1B)		

Cultural Diversity: Theme 1

Today's classrooms require teachers to educate students with different cultures,

languages, and abilities (Richards, Brown, & Forde, 2007). Keengwe (2010) recognized

the point that diversity is increasing in today's classrooms, which creates the need for

teachers to be prepared to work effectively with students from different cultural,

linguistic, and ability backgrounds. All nine participants explained how they would

define cultural diversity. Each explanation provided insight into the mind of a novice

teacher in a diverse classroom. Their definitions were different but they all had the same

pattern; cultural diversity should be considered as a positive asset.

Teacher Definitions of Cultural Diversity: Category 1

Novice teachers form their beliefs about teaching long before entering the teacher

education program and public school classrooms (Calderhead & Roberson, 1991; Rust,

1994). Many novice teachers lack experience with culturally and linguistically diverse

groups of people (Irvine & Armento, 2001). Many times their first exposure to people of

different ethnic backgrounds occurs in college. Unfortunately, their early beliefs are

based on stereotypical images they have seen in the media. Novice teacher beliefs are

important factors. They impact the extent to which they are willing to learn and

internalize the content presented to them in the teacher education programs (Bodur,

2012).

All nine teachers, regardless of their age, ethnicity, educational background, or

school level believe that cultural diversity is important even though they all had different

definitions. Teacher 1, an elementary teacher, defined it as "a classroom that has

different cultures in it. The students come from all different ethnicities and different

cultures." Teacher 8, a high school teacher, provided a little more insight when he

explained what the term meant to him, "Culturally diverse is primarily accepting others -

allowing others to express themselves within their culture. We all have cultural

fingerprints. Allowing them to express that without having any judgment." Teacher 3, a

middle school teacher, candidly divulged her views and feelings on the importance of

understanding a child's culture and building a rapport with him or her.

> I can't stress the importance of it. It is so hard to get your students to see to reach
> your students if you do not know where they are coming from. They are coming
> from different backgrounds. They are coming from different situations and
> circumstances and very diverse cultures and if you don't have the slightest idea
> where they are coming from, how can you expect to meet them and give them
> what they need to be successful—not just academically but socially in life which

is what you are ultimately preparing them for. If you don't know where they start, how can you give them a map to success? It's impossible.

Teacher Demographics and Background. There is strong agreement among teacher educators that the purpose of a diverse teacher education is to develop pre-service teachers' diversity competencies for teaching and learning. Teacher candidates (TC's) must be taught to develop the ability to question their own beliefs and perceptions that may have been biased (Sharma, Phillion, & Malewski, 2011). Pre-service teachers form their beliefs about teaching long before entering the teacher education program and public school classrooms (Calderhead & Roberson, 1991; Rust, 1994). Many pre-service teachers lack experience with culturally and linguistically diverse groups of people (Irvine & Armento, 2001). Many times their first exposure to people of different ethnic backgrounds occurs in college. Unfortunately, their early beliefs are based on stereotypical images they have seen in the media. TC's beliefs are important factors. They impact the extent to which they are willing to learn and internalize the content presented to them in the teacher education programs (Bodur, 2012).

Collectively, the nine interviewees come from varied backgrounds with different levels of exposure and appreciation of diverse cultures. Teacher 1, a White female, grew up poor in a rural Ohio county that was 99% Caucasian. Teacher 2 was reared in a military family with bi-racial parents and had the opportunity to travel abroad and to different states. Teacher 3, a young, female African-American teacher from an upper middle class family in Atlanta at first found it difficult to relate to her inner-city middle school students even though she was African American and most of her students were African- American. Teacher 4, a middle aged African-American male, decided to teach

after retiring from the military. Teacher 5, a young, affluent, White teacher teaches in an

upper middle class school in the district.   She is the only one of the interviewees that had

a secluded school life.

> I went to a small, private school. I started at age 2 and I went to 12th grade. There
> was no diversity or low socio- economic problems either because we were so
> small. I think we are the second highest and most expensive private school in
> Savannah. I graduated with 30 students.

Teacher 6, a middle-aged, White male who grew up Atlanta in the 60's and 70's, chose

teaching as a second profession after being a lawyer. Teacher 7, a Mexican immigrant

who teaches Spanish at an inner-city middle school described her experience as a migrant

student.

> It was really drastic for me because I had to come here. But once I was here, my
> mom had told me that they were going to have bilingual schools here. That was
> not the case. I didn't speak English when I came here so I had to adapt. I was an A
> student in my class in Mexico. When I came here I was a C student, an f student,
> for the first couple of months because I didn't understand the language and that
> frustrated me.

> Teacher 8, an immigrant from the Middle East, also chose teaching as a second

career. He provided more insight into background and the difficulties he faced when he

had to assimilate into the mainstream culture.

> I had my own difficulties--being isolated- just feeling that the rest of the
> population does not accept you because you don't speak like them. You don't act
> the same way like them. They will take advantage or make fun of you that you
> have an accent when you speak.

> Teacher 9 is the fourth interviewee that has chosen teaching as a second

profession. She is a special education teacher at the local high school and she is

originally from New York.

Reflections of Teachers as Immigrant Students. Two of the teachers that were interviewed, teacher 7 and teacher 8, are immigrants to North America. Teacher 7 moved to America from Mexico when she was eleven. Teacher 8 moved to Canada from the Middle East when he was twelve and he later moved to America. Neither teacher had any say in the decision to migrate to another country. As children, they were in a situation where they had to quickly learn to conform to a new culture. Their struggles and obstacles provide awareness into what universities can do to help prepare pre-service teachers for a diverse classroom.

Teacher 7:

> I remember I had to adapt to the language. The main thing was the language and I remember the first time taking notes in class. I mean I just could not take notes because it was so hard. I know it seems like a simple something, it should be so easy but you know copying on a paper when it is a different language it wasn't easy and it was the first time. I just kind of broke down and cried. But, adaptation was first to the language and then to the culture. In my home country, we had uniforms and we had to be clean and we had to have our hair back and we could have nothing on our nails and much less makeup. So that was another cultural shock for me that I had to adopt. I had to make new friends.

Teacher 8:

> I felt that the teachers were so…they did not want to get involved with it. They were like, this is not our problem. It is the kids' problem. We are above that. I wouldn't even say they were neutral. Because somebody who was neutral would see there was unfairness. They would say stop. But I would say that they were detached from what was going on.

School Diversity and Culture: Category 2

According to the Southern Education Foundation (2010), students of color in the southern part of the United States are the majority, with percentages ranging from 51.2 in Louisiana to 66 in Texas. In Georgia, students of color comprise about 55.9 % of K-12 students (Georgia Department of Education, 2013). Enrollment trends show a steady

increase in the number of ethnically diverse students, especially Hispanic students.
Current and projected demographical changes show that cultural and linguistic diversity
in public school classrooms are on the rise (Southern Education Foundation, 2010).

Teachers 1 and 2 represent elementary schools that are economically
disadvantaged with 80% free and reduced lunch. School 1 has a large Hispanic
population because the English language learner program is housed there. School 2 has a
large African-American population along with many students from military families.
Teacher 2 describes the culture and diversity of her school: "I have a lot of military
students there. Um, many students are multiracial - a very diverse group within the
school. Um, many students are multiracial - a very diverse group within the school. The
majority are African American students. I had one White student last year in entire my
class." Teachers 3, 4, 7, and 8 work in inner-city schools that are highly economically
disadvantaged and have a large concentration of African American students. Teacher 7, a
middle school teacher, was open and honest about the environment of the school where
she is employed:

> Most of the students are on free lunch and some students live below the poverty
> level. They come to the school with other issues the teachers may not be aware of.
> They just go through a lot before they come to us and maybe because of what they
> go through at home, they don't know how to act properly in a classroom setting.
> And we go through a lot of challenges with that especially trying to make
> something interesting for them because sometimes I feel like no matter how hard I
> try specifically with the 6th grade. And sometimes it can be difficult to maintain
> my own motivation to keep trying to instill something. But then again with that
> same group you have those children who will probably go through the same thing
> but maybe they are little bit stronger internally and they want to get that
> education. And those children are the ones to keep me motivated when I'm
> emotionally exhausted.

Teachers 6 and 9 work at schools that are less impoverished. Teacher 5 is employed at the district middle school that is the least impoverished and decidedly upper middle class. Teacher 5 addressed the diversity of her school:

> You know, we have a good mix like African American but to me the kids kind of created their own universal culture. Like standing up for one another. But I wouldn't necessarily call it that diverse. There doesn't seem to be any different habits definitely not a lot of different languages. We don't really have a lot of fights or disagreements among the students. All of our kids come from the island elementary feeder schools.

University Preparation: Theme 2

University Pedagogy: Category 1

Today's classrooms require teachers to educate students with different cultures, languages, and abilities. Because of these increasing numbers, all teachers must be culturally responsive to be considered competent teachers. Teacher educators must take responsibility for preparing teacher candidates to work in a diverse classroom. Successful teacher education programs should prepare future teachers with specific knowledge, skills, and dispositions. They should integrate cultural and linguistic diversity into all courses, course work, and practicums (Prater & Devereaux, 2009). Transformation in college curriculum for teacher education begins with one course and then a focus on the entire curriculum should follow. Learning and teaching effective cultural pedagogy should not be just a course or curriculum change but a change in faculty and student thinking, behavior, and ultimately teaching (Kea, Campbell, Whatley, & Richards, 2006).

Teachers one, three, five, and seven openly discussed their university preparation to be a teacher in a diverse classroom. All four agreed they were not prepared by their university to teach in a diverse classroom. Teacher 3 frankly related her college

preparation when she said, "You don't realize that you were wonderfully unprepared."

Teacher 5 commented, "I probably would not recommend that education program to

other people." Teacher 7 described her university preparation when she stated,

"University classes prepared me in theory, but I think my own experiences are the ones

that prepared me to teach." Finally, in the excerpt below, Teacher 1 emphatically

expresses her thoughts about her university preparation for diversity in the classroom.

> You spend all this time on lesson plans. When I think of my college experience, I just think of writing lesson plans and that's it. We had to write different papers about our philosophy on this or that or come up with some behavioral management stuff. We'd have to come up with behavior management with the cute little things. I mean truly you'd only think about teaching about this content and being familiar with the standards and different hands on strategies and that's fine, but it's not even like a fraction of it, really it's not. They teach you to be understanding of your students and develop a good relationship, but they don't really teach you how.

Field Experiences: Category 2

McClanahan and Buly (2009) feel that one of the greatest challenges of any K-12

teacher education program is providing pre-service teachers the opportunities to work

with students who are culturally and linguistically different from them. New teachers

report that coursework did not help them prepare for the challenge of a diverse

classroom. Asaf, Garza, and Battle (2010) agree that authentic field experiences and

service-learning can give teacher candidates the opportunity to experience the uncertain,

dynamic, complex, and multifaceted nature of diversity in today's schools and influence

what teacher candidates believe and come to know about their students' experiences and

abilities.

Teachers two, five, six, and nine discussed their field experiences as part of the

teacher education program and gave recommendations as to how the program can

improve. Teacher 5 saw her experience as ideal, "For my field experiences, I would say that all the schools looked to be upper middle class. We would go into classrooms that had no major discipline problems. The kids all looked to be on task. It was great." Teachers 6 and 9 disagreed with this version of a field experience because they defined a good field experience as being allowed to "go into different schools and see different programs" and "the university has to put students out more. They have to go to inner-city schools or whatever." Teacher 2 reiterates in detail the importance of a good field experience in the excerpt below.

> Definitely just get everything you can out of your field experience and by that I mean if you're given an option of where you would like to do your field experience don't pick places that you know don't have diversity. I feel like as a student you need to be mature enough to say that I don't know enough about this area of the city or I don't know about these types of students that go to the school. Definitely be mature enough to realize also that Title I schools are schools that have the positions open and that it is important to get into those schools because you never know, you might get hired as a teacher in a Title I school. If you did your field experience in a Title I school you will be that much more prepared to go and manage a classroom by yourself. I was personally never advised on which school to select or even about the cultures inside of the school… um…. they just kind of put you where there are spaces available with teachers willing to take you in.

Embedded Internship: Category 3

Many teacher education programs face the challenge to better prepare future teachers to respond appropriately to the diversity they are likely to encounter in the classroom. Consequently, there is growing pressure on teacher educators to provide diversity experiences for their students to help them develop cultural skills as well as cultural knowledge and understanding of similarities and differences between and among cultures (Keengwe, 2010). There is a definite need for future teachers to understand how to work with diverse groups of races, cultures, and languages that students represent in

the classroom. Establishing sound pedagogy rooted in cultural understanding of the

students is also critical given that racial, cultural, and linguistic integration has the

potential to increase academic success for all learners (Keengwe, 2010).

Teacher 4 responds to the notion of embedded internship for pre-service teachers

by asking, "Without it, how are they going to deal with the problems from the inner-city

perspective? They're coming in fresh and they have no idea. How are they going to deal

with a diverse classroom and not be surprised about what they're getting into?"   As an

immigrant, teacher 7 knows how it feels to be an outsider. She gives her thoughts on

embedded internship for pre-service teachers when she says, "Universities should require

that you have an experience what's going to help you see the way other people see things.

How the poor sees. How an undocumented person in the US has to live life. Find a

situation where you have to step out of your comfort zone and study it in-depth."

Teacher 8, another teacher who immigrated to the United States provides profound

insight into the importance of embedded internship for pre-service teachers.

> I don't know if I really give any thought to this. I can just bring in my own
> experience. You would need to immerse yourself in a different culture. I don't
> know if that can be part of the curriculum, but you have to send these teachers to
> places where they might be a minority. Does that make sense? You're the one that
> has to look at what's going on around you. You are the minority. What would you
> do? They'll be surprised.

Culturally Responsive Classroom: Theme 3

Asaf et al (2010) makes it clear that colleges and universities of education play an

important role in shaping the belief and attitudes of future teachers. Culturally relevant

pedagogy (CRP) and culturally relevant teachers believe in teaching the whole child,

equity and excellence, identity and achievement, developmental appropriateness, and

student-teacher relationships. CRP also focuses on the fact that every child deserves to

learn and to have the teacher deliver instruction that is relevant to all of the children in the classroom. A teacher that practices culturally relevant pedagogy identifies and embraces various cultures. This is critical for creating an environment of equitable learning. The curriculum needs to include all cultures. By embracing diversity, it forces everyone to understand that non-White is as important as White; all races have value (Brown-Jeffy & Cooper, 2011). In the interview responses below each teacher provides his or her understanding as to what it means to be in a culturally responsive classroom.

Teacher Descriptions of Culturally Responsive Classroom: Category 1

Teachers 1 and 2, both elementary teachers, have a reasonable understanding of a cultural responsive classroom. Teacher 1 believes that "if you have a classroom with different cultures and different languages then you know what your decorations should be. If you have your labels in English, then you should also have labels in Spanish or French." Teacher 2 explains the concept more when she says, "I let all of my students know their backgrounds are important and that they're important. My Hispanic students tend not to want to talk in Spanish. We encourage them to teach us more. We appreciate each other."

Teachers 3, 5, and 7 represent the middle school perspective. The majority of teacher 3's students are economically disadvantaged African American students. She shares that oftentimes her students can say highly inappropriate things. She has to address the real meanings of racist words and how they can be offensive.

> If there is a racist remark, we talk about what it means. Case in point, the N word. If I hear it one more time, I'll go crazy. In your culture, it means one thing, but in print, in the real world it means another. I try to make them understand that when you call somebody a white cracker, you're being redundant. A lot of it is no exposure because they have not been exposed."

Teacher 5 teaches at a school on the island. Her perception of what it means to be

culturally responsive is a little different.   Culturally responsive attempts at her school are

made by having "different cultures on posters around the classroom to spike the student

interests" and by showing "a lot of videos that show both sides of the story." Teacher 7

tries to capture the idea of a culturally responsive classroom when she explains her

definition.

> I mean we have to have a classroom that welcomes all students. That is being
> culturally responsive in a way. We have been told that we need to have an inviting
> classroom; that's like a baby step to being culturally responsive because you have
> your own classroom culture. Actually, this is something I do in my classroom that
> I just thought about. I have all the Latin American flags up there because we study
> them. But I got bigger flags representing the countries that my students are from
> so I have the Mexican flag in there.

> High school teachers 4, 6, 8 and 9, seem to have the least understanding of

what a culturally responsive classroom should exemplify. Teacher 4 sees it as celebrating

different cultural holidays like Martin Luther King Holiday, Black History Month, and

Cinco de Mayo. Teacher 8 does not provide too much more insight when he describes

culturally responsive by saying "Sometimes we post accomplishments made by children

that are from different cultures or from a different background." Teacher 9 shows that

she doesn't understand the concept when she states, "I don't have such a diverse culture

in my classroom. It's just black and white kids." Of all the high school teachers, Teacher

6 seems to grasp a clearer understanding of the term. He explains,

> It could be using different names—not assuming everybody is WASP (White
> Anglo-Saxon Protestant). On a bulletin board, I had different snippets of people
> that were famous—different nationalities and races. One was a black man that
> was French and a fighter pilot. So that would be a way to have different things in
> there. In differentiation, I think if you know a child's true learning style then you
> won't do lectures all of the time. You are going to pull up some different stuff
> and give the kids an opportunity to choose how they want to do the assignment.

Challenging Factors in a Diverse Classroom: Category 2

When facing cultural conflicts in real-life classrooms, novice teachers who are inadequately prepared for diversity often feel a sense of helplessness and frustration. Teacher educators, therefore, have an obligation to broaden pre-service teachers' knowledge bases and experiences and to help them develop skills and attitudes that can support the creation of empowering classroom interactions with diverse students (Guyton & Wesche, 2005; Phillion & He, 2004). The following interview excerpts provide the viewpoints of elementary, middle, and high school teachers as they describe the challenges that novice teachers face when they are expected to teach in a diverse classroom.

Teacher 1, an elementary teacher, shares her frustrations and challenges when dealing with cultures that are different from hers.

> Well, the hardest part was that I totally didn't understand culture. I mean I never been around this culture. I had my own classroom and most of the students didn't share the same culture with me. So it was hard for me to relate to them. It really was. If you can't relate to your students, it's hard to build a relationship with them. And so we struggled with that really almost the entire year. It was just really challenging.

As a middle school, Teacher 3 was disillusioned and challenged by her lack of preparedness to have techniques and strategies to deal with a diverse classroom.

> Just being unprepared. You can learn from the best of the best, but when it's your name outside of the door it's different. Veteran teachers can make it sound so easy. It's not that easy to set up procedure and set up your classroom, fumbling through it. The children are like dogs; they can smell fear-they can smell unpreparedness. No amount of preparation can prepare you for that. It is hard to prepare for chaos. But I planned. I did all this, but then you realize that even though you pulled out every bell and whistle, you still have blank stares; nothing can prepare you for that.

Teacher 8, a high school teacher, explains that the challenges of a novice can be educational as well as cultural.

> I think there are lots of challenges because we want to try to improve the way we're teaching. We're always asked to do more to try to engage the kids. So there is an educational side that's challenging. The challenging is how do you reach out to those who don't speak the same language or don't have the same culture. That's the challenge.

Rewarding Factors in a Diverse Classroom: Category 3

When pre-service teachers are given quality courses and strategies on how to have a successful culturally responsive classroom there will be broad ranging positive effects. There will be fewer discipline referrals and special education referrals, increased student achievement, increased teacher retention, and an improved climate of respect in the school (Polirstok & Gotlieb, 2006). Below are novice teacher responses concerning how a diverse classroom can be rewarding.

Novice Teacher 2 exudes her satisfaction when she says, "As a teacher, I enjoy seeing just the children's interaction. I have kindergarten and, at that point, they don't see anything other than their friends. They don't care whether it is a boy or girl---it's just their friends. It's very rewarding at that point." Novice high school teachers find rewards in teaching too. Teacher 8, a high school teacher, shares his rewarding moments when he explains, "It's rewarding because when you can start seeing in their faces that they want to participate. They're not isolated. That's a big difference because you're engaging them. That's when you are rewarded--when you now see that the child's mentality has changed in front of you." There are also rewarding moments for middle school novice teachers. Teacher 3 describes her joy when one of her more challenging students showed that he understood the concept she had been trying to teach.

I said, You understood. If you don't understand anything else for the rest of the year that made everything I have been through worth it or even if you don't learn anything else you learned that. Okay, maybe there's hope. It made my heart feel so good. I can teach. I was like maybe I can do this. I can impact their lives and maybe they can learn something in the process. Okay, let's come back tomorrow and try this again.

The researcher has reported the three major themes as evidenced in the above documentation. The findings will be shared in regards to the research questions.

Overarching Research Question

The following overarching research question guided this study: How does the infusion of a diverse curriculum in university teacher preparation programs equip pre-service teachers in southeast Georgia to address diversity in the classroom? The overarching research question was answered by questions 1 and 18 of the Teacher Multicultural Attitude Survey and interview questions 7 and 8.

Results from the quantitative survey revealed that 77.9% of all surveyed teachers believe that teaching methods need to be adapted to meet the needs of a culturally diverse classroom. When sorted by school level, 81.9% of elementary teachers, 84.6% of middle school teachers, and 88.5% of high school teachers think that teaching methods needs to be adapted for a culturally diverse classroom.

According to survey results, 41.6% agree and strongly agree that their university provided them with the proper techniques and strategies to effectively teach in a diverse classroom.   On the other hand, 24.2% disagree and strongly disagree that they were not given proper techniques and strategies to teach in a culturally diverse classroom. Furthermore, 19.5% of those surveyed said they were uncertain if they received the proper training from their university. Consequently, the amount of students who believe they were improperly prepared by their university and the amount of students that were

uncertain if they were properly prepared (43.7%) exceeds the amount of students who

believe they were prepared.

When sorted by school level, 58.5% of elementary teachers, 34.6% of middle

school teachers, and 45.4% of high school teachers believe they have been effectively

prepared to teach in a diverse classroom. Only in the case of the surveyed elementary

teachers did more than half of the teachers feel they received the proper training to be in a

diverse classroom.

Results from the qualitative interviews revealed all of the participants felt they

were not adequately prepared to teach in a diverse classroom; furthermore, teachers 1, 3,

5, and 7 were quite clear they did not receive the proper training in techniques and

strategies to successfully enter a diverse classroom. An example of the lack of readiness

can be seen in teacher 1's response:

> You spend all this time on lesson plans. When I think of my college experience, I just think of writing lesson plans and that's it. We had to write different papers about our philosophy on this or that or come up with some behavioral management stuff. We'd have to come up with behavior management with the cute little things. I mean truly you'd only think about teaching about this content and being familiar with the standards and different hands on strategies and that's fine, but it's not even like a fraction of it, really it's not. They teach you to be understanding of your students and develop a good relationship, but they don't really teach you how.

Teacher 3 expresses her lack of preparation clearly when she adds, "But when you

are actually doing it for yourself and you are the one responsible, it is entirely different.

You don't realize that you were wonderfully unprepared." Teacher 5 and 7 explain it

even further when they add, "Looking back, yeah, I probably would not recommend that

education program to other people." and "The university classes prepared me in theory,

but I think my own experiences are the ones that prepared me to teach."

Research Sub-Question One

How can a culturally responsive pedagogy be enhanced in university teacher preparation programs to increase teacher awareness of cultural diversity? Sub-question one was answered by survey questions 6, 12, and 19. The interview portion was addressed by survey question 3.

Results from the quantitative portion reveal that 38.2% of responders believe that the teacher's role needs to be redefined to address the needs of the students from culturally different backgrounds while 47.6% disagreed, strongly disagreed, or were uncertain.   When asked if multicultural awareness training would help them be more effective with a diverse population of students, 73% agreed and strongly agreed that it would while 12.7% disagreed and were uncertain. In response to if their professional courses made them aware of the need for cultural diversity in education 47% agreed and strongly agreed while 37.6% disagreed, strongly disagreed, and were uncertain. These data indicate that the majority of teachers realize there is a need for diversity training in education; however, in contrast, almost 50% believe that the teacher's role does not need to be redefined to address culturally different backgrounds. This presents a definite contradiction.

When sub-question one is broken down by school levels, 37.7% of elementary teachers, 34.6% of middle school teachers, and 54.3% of high school teacher agree and strongly agree that the teacher's role needs to be redefined to address the needs of students from culturally different backgrounds. In regards to whether or not multicultural awareness training would be beneficial 79.2% of elementary teachers, 92.3% of middle school teachers, and 74.3% of high school teachers agree or strongly agree that

multicultural awareness training would help them be more effective teachers.   When it

comes to whether or not their educational courses made them aware of the need for

cultural diversity in education 53.3% of elementary teachers, 46.1% of middle school

teachers, and 45.7% of high school teachers agreed and strongly agreed.

Accordingly, all three levels strongly agree that multicultural training is necessary

with middle school leading the way with 92.3%; however, high school is the only level,

with 54.3%, that more than half of the teachers agree that the teacher's role should be

redefined to address the needs of students from different cultural backgrounds;

elementary is the only level that more than half of the responders, 53.3%, agreed that

educational courses made them aware of the need for cultural diversity training in

education.

Results from the qualitative interviews revealed all of the participants have his or

her idea of what culturally diverse means but they also believe that recognizing cultural

diversity is extremely important. Teacher 3 grasps the idea of cultural diversity when she

states:

> It's the shared experiences, practices, and understanding that your students or
> anybody brings to the table collectively. Not so much a race thing, but what you
> know to be true, what you know to be fundamentally sound. It is what happens in
> a widespread blanket of where you live or where you attend school or where you
> go to church or where you participate in community activities. The things that are
> common in multiple settings—the group of people that you spend the largest
> amount of time with defines your culture.

Teacher 7 makes the point that culturally diverse is a conglomeration of many entities.

She explains,

> Well, it encompasses a lot of things not just skin color. You have to be aware of
> it. Culture defines anything. You have a classroom culture. You have school
> culture. At home, we have a home culture. So, you have to be open minded and be

able to, I guess, adapt and understand and be willing to understand where people are coming from."

Research Sub-Question Two

What can university teacher preparation programs do to help pre-service teachers prepare for a culturally responsive classroom? Sub-question two was answered by survey questions 11 and 20 and interview question 6.

Results from the quantitative survey revealed that 79.8% of all respondents agree and strongly agree that to be an effective teacher, one needs to be aware of cultural differences present in the classroom. Furthermore, 55.1% disagree, strongly disagree, and are uncertain if their professional educational services prepared them to locate and evaluate culturally diverse materials. When survey questions 11 and 20 are separated by school levels, 84.4% of elementary teachers, 84.6% of middle school teachers, and 88.5% of high school teachers agree and strongly agree that an effective teacher needs to be aware of cultural differences in the classroom. Moreover, 33.8% of elementary teachers, 26.9% of middle school teachers, and 40% of high school teachers disagree or strongly disagree that their educational coursework provided them with the knowledge to locate and evaluate culturally diverse materials.

Another point of interest is that 19.5% of elementary teachers, 42.3% of middle school teachers, and 25.7% of high school teachers were uncertain if they received the knowledge to locate and evaluate culturally diverse materials. When the uncertain percentages are added to the disagree and strongly disagree percentages, a significantly higher number of teachers are not positive they have the knowledge to locate and evaluate culturally diverse materials: 53.3% elementary school, 69.2% middle school, and 65.7% high school.

Results from the qualitative interviews reveal that teachers view a culturally responsive classroom differently. For example, teacher 1 and teacher 2 believe that it is important to have room decorations that reflect the students' cultures. Teacher 1 takes it a step further by stating, "I think a culturally responsive teacher is someone who is mindful of the different cultures and respectful of the different cultures but still has all the same expectations for all of her students." Teachers 3 and 5 point out that it is important for a culturally responsive class to be aware of and appreciate one another's differences. Teacher 5 wants children to be able to see issues from different angles. She explained it more by saying, "A lot of videos can be shown to show both sides of the stories so that students can see and learn more and understand why the people acted that way." Teacher 6 was unique in his definition of a culturally responsive classroom. He saw it as pertaining to students' learning styles. "I think if you know a child's true learning style then you won't do lectures all of the time. You are going to pull up some different stuff and give the kids an opportunity to choose how they want to do the assignment." Teachers 8 and 9 provided the least in-depth descriptions of what it meant to have a culturally responsive classroom. Teacher 8 explained culturally responsive as, "Sometimes we post accomplishments made by children that are from different cultures or from a different background." Teacher 9 states, "We learn Spanish every morning, but I don't have a Hispanic child in my classroom. We have Civil War maps and recycling maps. They learn money. I don't have such a diverse culture in my classroom. It's just black and white kids.

Summary

The purpose of this study was to explore how well college and university teacher preparation programs equip novice teachers to address diversity in the classroom. Chapter four presented the introduction, participants, response rate, demographic data, survey response data, analysis of the data, overarching question, sub-questions, and summary. The data collected in the surveys and interview sessions was explained using descriptive statistics. The results suggested that the majority of novice teachers in southeast Georgia were not prepared by their university preparation program to teach in a culturally diverse classroom.

Tables were included to provide information surrounding responses elicited from the online survey. Results revealed demographic information, teaching experiences, and their perception of their college preparation to teach in a diverse classroom. A total of 149 (75%) out of 197 participated in taking the survey. Thirty-one (20.8%) of the teachers had been teaching for 1 year, twenty-five teachers (16.8%) had been teaching for 2 years, seventy-nine (53%) had been teaching for 3 years. Fourteen teachers (9.4%) chose not to select how many years they had been teaching. Seventy-seven (51.7%) of the participants were elementary teachers, twenty-six (17.4%) were middle school teachers, thirty-five (23.5%), with eleven (7.4%) not making a selection.

Three themes were developed from results obtained from the qualitative research. These themes were cultural diversity, university preparation for novice teachers, and culturally responsive classrooms. Underneath the cultural diversity theme in two separate categories, teachers shared their definition of cultural diversity and the diversity and culture of their respective schools. The sub-categories that formed under the categories

was teacher demographics and backgrounds and how that played a part in how teachers viewed cultural diversity and the reflections of two teachers that were immigrant students. University preparation for novice teachers was categorized into three parts: university pedagogy, field experiences, and embedded internships. The third theme, culturally responsive classrooms, was represented by three categories: teacher descriptions of a culturally responsive classroom, challenging factors in a diverse classroom, and rewarding factors in a diverse classroom.

According to the survey results 77.9% (n=116), all surveyed novice teachers believe that teaching methods need to be adapted to meet the needs of a culturally diverse classroom. Interview results revealed that all of the novice teachers believe they could have been better prepared by their teaching program to teach in diverse classroom. Consequently, the survey results and the interview results are in agreement.

CHAPTER FIVE

DISCUSSION OF FINDINGS

The majority of teacher education candidates in the United States come from White, female, middle class backgrounds. This information is at odds with the diverse students they will most likely have in their classrooms. The deep divide between the backgrounds of most pre-service teachers, and the realities of public schools creates challenges that must be faced by teacher education programs (Sleeter and Owuor, 2011). The purpose of this study was to explore how college and university teacher preparation programs equip novice teachers to address diversity in the classroom in one school district in southeast Georgia. The researcher conducted a sequential explanatory mixed-methods study in order to obtain information concerning this topic. The following overarching research question guided this study: How does the infusion of a diverse curriculum in university teacher preparation programs equip pre-service teachers in southeast Georgia to address diversity in the classroom? In addition, the following sub-research questions added clarity to the overarching research question: (1) How can a culturally responsive pedagogy be enhanced in university teacher preparation programs to increase teacher awareness of cultural diversity? (2) What can university teacher preparation programs do to help pre-service teachers prepare for a culturally responsive classroom?

The quantitative survey, Teachers Multicultural Attitude Survey (TMAS), was distributed via email to 197 participants in a southeast Georgia school district. There were 149 responses. Participants responded to two components of the email request. Part I consisted of six demographic questions, and Part II contained the actual TMAS

with twenty questions. Teachers were given the option to skip a question they preferred not to answer.

The qualitative portion consisted of nine individual interviews with novice teachers in the school district. The interviews were taped digitally and transcribed to develop themes. Excerpts of interview answers were used to depict the teachers' feelings and thoughts.

The purpose of this chapter is to present a summary of the findings. The researcher utilized findings related to the research questions to draw conclusions and consider implications of the study. The chapter consists of the following: discussion of the findings, recommendations for future research, implications for educational leaders, implications for leader preparation programs, limitations, and conclusions.

Research Sub-Question One

How can a culturally responsive pedagogy be enhanced in university teacher preparation programs to increase teacher awareness of cultural diversity?

The quantitative results revealed that a total of 65 (44%) of the 149 novice teachers surveyed said they had not received techniques or strategies to effectively teach children from diverse backgrounds or they were uncertain if they had been taught the techniques and strategies in their university classes. Twenty-two teachers (15%) chose not to answer the question. Qualitative results supported the findings in the quantitative research regarding novice teachers receiving instruction on proper techniques and strategies for teaching in a diverse classroom. All of the novice teachers that were interviewed agreed, in varying degrees, that universities could do much more to prepare pre-service teachers for a diverse classroom.

The face of the modern day classroom is changing and teachers must be prepared to understand and work with children from cultures different from theirs. Teachers must be prepared by university teacher preparation programs to be ready to address the needs of a culturally diverse population. Since most novice teachers have little intercultural experience, schools have a tremendous gap to fill (Cushner, McClelland, & Safford, 2000; Melnick &Zeichner, 1998). Scott (2014) explains that teacher preparation programs can fill the widening gap by making sure that culture is embedded in the curriculum and that opportunities to experience various cultures are given to students before they graduate.

Elementary teachers felt the most prepared with techniques and strategies to teach in a diverse classroom. High school teachers felt less prepared than elementary teachers. Middle school teachers felt the least prepared. The results in this study are similar to the findings from the Metlife Teacher Survey (2009) that discussed teacher responses concerning their preparation to teach students in a diverse classroom.

During a portion of the research study, two elementary teachers were interviewed about their preparation. A white teacher, originally from Ohio, felt that she had not been prepared. A biracial teacher, reared as a military child, stated her university incorporated only one multicultural class and culture was only touched on in her other coursework. This information is not congruent with survey results because neither of the interviewed elementary teachers felt as if they were properly prepared.

Three middle school teachers, one African American, one White, and one Hispanic, strongly felt they were inadequately prepared to enter a diverse classroom, which supports the quantitative results presented for middle school teachers. The

Hispanic teacher, an immigrant, came to the United States when she was seven. She stated that her experiences as a migrant child whose mother worked in the fields of Georgia to earn a living, gave her a deeper understanding of her inner-city students, especially Hispanic students that struggled with English.

Four high school teachers, one African American, two Whites, and one Arab immigrant, were interviewed for the qualitative portion of the study. All four high school teachers had chosen teaching as a second career. One teacher, a retired army soldier, was extremely familiar with multiculturalism in the army, but he felt his university training had left him unprepared to transfer that knowledge into a public school setting. Two teachers, a former lawyer and a former restaurant owner, believed their previous professions and life experiences gave them insight into how to handle a diverse classroom. In their former professions they had learned to work with and understand different people. On the other hand, neither one believed they had been prepared by their university courses. They stated they learned to teach as they taught. The last high school teacher, an Arab immigrant, as a child, found North American acculturation extremely difficult. He chose teaching as a second career after working as an engineer. Because of the difficulties he faced and his reliance on life experiences, he believed he was able to form connections with his students faster. The qualitative data supports the quantitative data because these four teachers did not credit their university preparation with knowing how to deal with children from different backgrounds. They credited the life experiences they brought to the job with helping them become better teachers.

The second career teachers' responses in this study support research that was conducted by the Peter D. Hart Associates (2008) on behalf of the Woodrow Wilson

National Fellowship Foundation. They found there has been an expanded call for the recruitment of mid and second career teachers from jobs, like engineering, computing, health sciences, accounting, and computing because of their content knowledge and expertise in these fields. Mid-career individuals who choose to enter teaching as a second profession can bring maturity, experience, and a strong work ethic into the realms of teaching. Their prior professional knowledge can help connect teaching and learning to expanded real world applications in the world of education. Talented, well- prepared, mature second career teachers can be the key to improved educational outcomes. Professionals that choose teaching as a second career offer a prospective talent pool for the nation's schools.

With the final analysis, it became apparent that teacher preparation programs, traditional and non-traditional, have not appropriately prepared pre-service teachers. Similar to this study, research done by Desimone, Bartlett, Gitomer, Mohsin, Pottinger, and Wallace (2013), agree that most university teacher preparation programs are still employing the one-size-fits all approach to cultural pedagogy in theories, strategies, and techniques. Such programs have failed to give pre-service teachers the tools they need to work with diverse students.

Within the last few decades, some university teacher education programs have attempted to respond to the call to redesign their multicultural programs to make them more effective and useful so that pre-service teachers would be adequately prepared. Ball (1996) states that in today's schools, teachers need both subject matter and pedagogical knowledge of how to teach students. Unfortunately, evidence shows that many novice teachers still lack understanding of cultural pedagogy (Banks, 2010). Desimone, et al.

takes it a step further by saying that typical teacher education programs do not prepare teachers to work effectively in diverse classrooms, in terms of pedagogy, theoretical knowledge, classroom management, or how to cope with a student's social or emotional well-being. When pre-service teachers become more knowledgeable about students' cultures and how to incorporate that knowledge into the classroom, they will become more efficient with using that knowledge to make effective communication, curricular, and instructional decisions (Gonzalez, 1995; Banks, 2010). As Gay (1999) warned, "no one should be allowed to graduate from a teacher certification program or be licensed to teach without being well-grounded in how the dynamics of cultural conditioning operate in teaching and learning" (p. 34).

Research Sub-Question Two

What can university teacher preparation programs do to help pre-service teachers prepare for a culturally responsive classroom?

Teachers disagree or are uncertain if their professional education courses prepared them for cultural responsiveness in the classroom. However, other teachers agreed they had been prepared for a culturally responsive classroom. Teachers disagree or are uncertain if their professional education courses provided them with the knowledge to locate and evaluate culturally diverse material while others agreed that their courses taught them how to find diverse materials. There was basically an even split of the teachers that agreed, disagreed, or were uncertain. All pre-service and novice teachers need to know about cultural diversity and be able to locate and evaluate culturally diverse materials in order to set up a culturally responsive classroom.

Elementary teachers had the highest percentage of teachers to agree that their professional education coursework made them aware of cultural diversity in education. Middle school teachers and high school teachers felt less sure about being made aware that cultural diversity should be a part of the classroom. Additionally, more than half of all three levels of teachers, elementary, middle, and high, agreed or were uncertain if their professional education coursework gave them the knowledge to locate and evaluate culturally diverse materials. Without this knowledge, setting up and maintaining a culturally responsive classroom would be difficult.

Culturally responsive teaching is based on teacher-student relationships. Gay (2010) defined culturally responsive teaching "as using the cultural knowledge, prior experience, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students" (p. 31). When cultures meet in a classroom there can oftentimes be a clash between the cultures of the students and the culture of the teacher. The way a teacher addresses cultural differences influences student learning, which makes it absolutely essential for teachers to learn to become culturally responsive to students from diverse backgrounds (Garcia and Willis, 2001). A teacher's ability to establish a caring relationship with students from historically marginalized backgrounds and display to the students a genuine belief that he or she can succeed academically is crucial (Sleeter and Owuor, 2011). Gay (2000) rationalizes that teachers need to become culturally responsive no matter what cultural background they represent. Survey results show that many novice teachers have not received training about cultural diverse material or elements of a culturally responsive classroom.

The researcher asked each interviewee his or her definition of a culturally responsive classroom. Some of the teachers were able to reasonably explain what a culturally responsive classroom should exemplify. Other teachers could not clearly articulate an answer and said such things as "I don't know if I can or not," and "I don't have a diverse culture in my classroom. It's just black and white kids."

On the other hand, when interviewees were asked what universities could do to teach them to have a culturally responsive class, they all stated that universities needed to provide pre-service teachers with more time in the field with different types of students. Even though a particular teacher could not explain what a culturally responsive classroom should be like, she knew that the only way for pre-service teachers to be truly prepared for a diverse classroom was by experiencing it. She clearly stated, "The university has to put the students out more. They have to go to inner-city schools or whatever. I've had a lot of experience in there trying to work, but they (pre-service teachers) have to have more exposure so they will not walk in the classroom and be shocked."

Evidence from Feiman-Nemser and Buchmann (1987) research supports that student teaching and extensive fieldwork experience can be crucial to a new teacher's success. Furthermore, a more recent study by Desimone et al (2013) of novice teachers who found jobs in inner-city, poor schools, characterizes the importance of student teaching in multiple settings. When questioned, new teachers said they wished that their student teaching experience had been more closely aligned to the type of schools where they might be hired. They viewed student teaching as an extremely valuable part of their training; however, when they found themselves struggling to meet the needs of students that were culturally different from them, they often pointed to student teaching as part of

the reason. Their student teaching assignments in predominantly white, suburban schools in middle and upper middle class neighborhoods left them unprepared for the diverse classrooms they faced in their jobs. These teachers wished their student teaching had exposed them more to cultural diversity.

Recommendations for Future Research

As a former principal of an inner-city school with a high poverty rate and mostly students of color in southeast Georgia, I had first hand experience in hiring and working with novice teachers that did their student teaching in schools that were totally different from the school in which they were hired. The university teacher education preparation programs of the surrounding universities where many of the teachers had attended, assigned these future teachers to schools on the outskirts of the city. These schools have a higher socio-economic level, more White students, and far less discipline issues. I was also a principal of a suburban school in the same school system. The surrounding universities constantly asked to have their students come and observe, do practicums, and student teach. However, when I became the principal of an inner-city school, the calls and emails were few and far apart. Once, three White pre-service teachers visited the school and the looks on their faces displayed how uncomfortable they were. They did not return after the first visit.

Within this school district, there are a considerable number of inner-city schools, and the likelihood of pre-service teachers getting a job in an inner-city school is much greater than them getting a job in a suburban school. Without cultural diversity knowledge, these teachers are being set up for failure. I have seen new, bright, and eager

teachers become totally disillusioned because they were not prepared by their universities to enter a classroom with a culture that was different from their own.

This research has provided valuable insight into how well college and university teacher preparation programs equip novice teachers to address diversity in the classroom in southeast Georgia; however, additional recommendations are suggested to enrich the topic of novice teacher preparation for a diverse classroom.

To further confirm or refute results from this study, future mixed-method studies with a larger participant pool could be replicated on how well college and university teacher preparation programs equipped novice teachers to address diversity in the classroom. Even though southeast Georgia was used for this study, to broaden the research, this study could be replicated to encompass the entire state of Georgia, southern states that surround Georgia, or the entire southern portion of the United States. In doing so, there would be comprehensive data that could be compared and contrasted to this study to provide a well-defined picture of how well southern universities, in particular, present diversity education in their teacher preparation coursework.

Furthermore, this study could be expanded by considering novice teachers by gender, by race, by traditional or non-traditional certification, by school level, or by novice teachers that chose teaching as a second career. Conducting a survey by race would be very timely since, according to research, a greater influx of children of color are expected to enter the school system. Each of these studies could provide more information regarding university teacher preparation. Moreover, each one of these topics could form the basis for separate dissertations.

Participants were given the option to skip any question on the survey that they did not feel comfortable with answering. This was done in order to garner as many survey participants as possible. However, if a study is done based on one or more of the questions in the demographics section of the survey, participants need to be directed to answer all demographic questions.

The researcher should take care to define any words or phrases within the survey that may have an ambiguous meaning for the participants. For example, question 6 asked, *I believe the teacher's role needs to be redefined to address the needs of students from culturally different backgrounds.* The word redefined can have multiple interpretations. Consequently, participants chose "uncertain" more than any other answer.

Finally, due to the openness and extensive information gained during novice teacher interviews, a singular qualitative study could be developed with more than nine novice teachers in order to obtain a more expansive view of how they feel about their university preparation to enter a diverse classroom. Additionally, in order to have congruent interview data, the interviewer should ensure that all school levels are represented equally. The interviewer should make certain that interview questions are pointed and directed towards the sub-questions. The interviewer should take care to keep the conversation focused on the question when the interviewee starts to veer away from the topic. Also, the interviewer needs to be quiet and listen and not unconsciously lead the interviewee to the answers the interviewer wants to hear.

Implications

Implications for Educational Leaders

This research contributed to the knowledge base of educational administration by documenting novice teacher preparation for teaching in a diverse classroom in a southeast Georgia school district. One hundred and forty-nine novice teachers took the survey and 9 novice teachers were interviewed. The study explored their exposure to university preparation coursework for teaching in a diverse classroom by considering culturally responsive pedagogy and culturally responsive classrooms. An important finding was that novice teachers did not feel they were prepared with cultural responsive pedagogy or with knowledge of how to prepare a culturally responsive classroom. Findings also showed that novice teachers did not feel their student teaching experience provided them with the opportunity to participate in varied school settings, especially within inner-city schools.

Comprehensive university response to these areas of concern could provide much needed knowledge and support for new teachers in a diverse classroom, and in turn, lead to an appreciation of different student backgrounds and cultures, stronger relationships with students, decreased classroom management issues, and increased academic achievement.

Implications for Professional Associations

Based on the findings and dissemination of this study, this researcher suggests the University Systems of Georgia use the results from this study to assist them with determining multicultural curriculums and requirements for field experiences in the university teacher preparation programs in Georgia. Modifications could possibly

include a requirement for universities to incorporate multicultural and diversity training embedded throughout the entire educational curriculum and, also, longer practicums and field experiences could be required in diverse schools, especially inner-city schools. This Georgia model could potentially then be reviewed nationally to increase awareness of the need for universities to educate novice teachers about cultural pedagogy and cultural responsiveness.

After dissemination, The Professional Standards Commission (PSC), the state governing body that provides guidelines for teacher certification in Georgia, could contemplate the results of this research and consider adding comprehensive diversity training as a prerequisite requirement to receive teacher certification in Georgia. The results of this study could also be offered to organizations of educational support in Georgia such as RESA (Regional Educational Service Agency), GAEL (Georgia Association of Educational Leaders), GSBA (Georgia School Board Association), GLISI (Georgia Leadership Institute for School Improvement), GAE (Georgia Association of Educators), and PAGE (Professional Association of Georgia Educators) to add information and depth to their programs for novice teachers.

Elements mentioned in this study as effective for novice teachers included knowledge based and social emotional based. Knowledge based included additional pedagogy that could be added to the existing university preparation coursework. Examples of emotional based were improved teacher support, improved student support, improved teacher/student relationships, and improved teacher/parent relationships. Consideration of these effective elements could be used for training to all stakeholders involved with educating children.

Implications for Current District/School Administrators

Current school administrators including principals, assistant principals, Title I Directors, Special Education Directors, Human Resource Directors, Executive Directors of Schools, Chief Academic Officers, and Superintendents, after research dissemination, could review this research to enlighten themselves on the benefits of hiring novice teachers that have received extensive training in cultural pedagogy and cultural responsiveness. Based on this study, possible hiring procedures/policy could be established to include a review of a prospective teacher's diversity training. First consideration for interviewing and/or hiring could be given to new teachers that have received widespread training in cultural pedagogy and cultural responsiveness.

As a former principal of an inner-city school in a large school district in southeast Georgia and as a researcher, I would feel more inclined to interview and/or hire a novice teacher that has received cultural training. New teachers with cultural training entering an at-risk school will definitely help to eliminate many potential teaching issues, teacher/student relationship problems, and teacher/parent relationship problems.

Summary

In conclusion, this study provided information concerning the university coursework and student teaching preparation that pre-service teachers received with regards to culturally responsive pedagogy and culturally responsive classrooms. According to the U. S Department of Education (2010), the faces in American public schools are more diverse with the enrollment of White students only slightly more than half. The U. S. Department of Education (2009) further reveals that about 84% of America's teaching force is White and come from a middle class background

(Parameswaran, 2007). The concern is that the teacher candidates who are graduating from universities are not prepared to effectively and efficiently teach children that are culturally different from them. Teacher candidates need to be taught the skills needed to successfully teach varied student populations (Robinson & Clardy, 2011).

This study was successful in examining novice teacher interpretations of their university preparation for a diverse classroom and the data obtained substantiated former research which stated that even though some universities are attempting to incorporate multicultural and diverse information into their curriculum, new teachers still do not feel they are adequately prepared to enter a classroom where there is a cultural divide between them and the students.

The researcher's purpose for conducting this study is as a former principal who had hired many teachers and had seen first hand how new teachers, especially white teachers, struggled in a classroom of mixed cultures, desired to find out how new teachers felt about their university preparation. Employing a descriptive mixed methods study approach that yielded quantitative and qualitative results fulfilled this purpose. The quantitative portion entailed surveying 149 novice teachers in a school district in southeast Georgia to seek input on their demographic and university preparation. The qualitative portion involved interviewing nine novice teachers: two elementary school, three middle school, and four high school. Results were presented in chart and narrative forms. Overall findings, quantitative and qualitative, validated the researcher's concerns by conclusively revealing that novice teachers did not feel they were adequately prepared to enter a diverse classroom.

Finally, the perceptions of novice teachers in a southeast Georgia school district have been beneficial and revealing. Most novice teachers did remember diversity being discussed in class or even being required to take a multicultural class; however, they still did not feel prepared to face a diverse class with cultures that were different from their own. This information could be utilized by universities to: (1) increase cultural responsive pedagogy within the educational curriculum and (2) to require pre-service teacher candidates to have varied field work experiences in schools that are culturally different from them, especially in inner-city and/or at-risk schools. The hope of this researcher is that universities, professional organizations, and school districts will utilize this study to appropriately prepare teachers for tomorrow's classrooms.

Prepared teachers make better teachers. Better teachers build relationships with students that can lead to increased social develop and higher academic achievement. At the end of it all, "The greatest contribution that we can make is to ensure there is a teacher in every classroom who cares that every student, every day, learns and grows and feels like a valued, important human being" (Peters, 2006, p. 7).

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APPENDIX A

TEACHER MULTICULTURAL ATTITUDE SURVEY

Teacher Multicultural Attitude Survey (TMAS)

The purpose of this research study is to examine how novice teachers perceive their university's multicultural education program and their preparation to teach in a culturally responsive classroom within the K-12 setting in a school district in southeast Georgia.

Directions: Please answer the demographic questions and then respond to the following items by using the Likert scale to reflect your opinion on whether pre-service teachers are prepared to teach culturally diverse student populations.

Sex: _____M _____F

Age: _____(20-30) _____ (31-40) _____ (41-50) _____ (51-60)

Ethnicity: _____(African-American) _____ (White) _____ (Hispanic)

_____(Multi-Racial) _____(Other)

Type of K-12 school you teach in: _____(Elementary) _____ (Middle) _____ (High)

Number of years teaching: _____(0) _____(1) _____(2)

Type of Educational Training: _____ Traditional 4 Year College _____Untraditional (GTAPP, Troops to Teachers, etc)

Interested in Interview: _____Yes _____No

If yes, please provide a contact email address: _____

Teacher Multicultural Attitude Survey

1 = Strongly Disagree; 2 = Disagree; 3 = Uncertain; 4 = Agree; 5 = Strongly Agree

1. Teaching methods need to be adapted to meet the needs of a culturally diverse student group. 1 2 3 4 5

2. Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers. 1 2 3 4 5

3. Teachers have the responsibility to be aware of their students' cultural backgrounds. 1 2 3 4 5

4. It is not the teacher's responsibility to encourage pride in one's culture. 1 2 3 4 5

5. As classrooms become more culturally diverse, I believe the teacher's job becomes increasingly challenging. 1 2 3 4 5

6. I believe the teacher's role needs to be redefined to address the needs of students from culturally different backgrounds. 1 2 3 4 5

7. When dealing with bilingual students, some teachers may misinterpret different communication styles as behavior problems. 1 2 3 4 5

8. As classrooms become more culturally diverse, I feel the teacher's job becomes increasingly rewarding. 1 2 3 4 5

9. As a new teacher, I feel I can learn a great deal from students from culturally different backgrounds. 1 2 3 4 5

10. Multicultural training for teachers is not necessary. 1 2 3 4 5

11. In order to be an effective teacher, one needs to be aware of cultural differences present in the classroom. 1 2 3 4 5

12. Multicultural awareness training can help me work more   1 2 3 4 5

effectively with a diverse student population.

13. Students should learn to communicate in English only.   1 2 3 4 5

14. Today's curriculum gives undue importance to multiculturalism   1 2 3 4 5

and diversity.

15. Regardless of the racial and ethnic make-up of my class, it is   1 2 3 4 5

important for all students to be aware of multicultural diversity.

16. Being multiculturally aware is not relevant for the students I   1 2 3 4 5

 teach.

17. Teaching students about cultural diversity will only create conflict   1 2 3 4 5

in the classroom.

18. My professional education courses have presented me with techniques   1 2 3 4 5

for effectively teaching children whose national and/or ethnic backgrounds

differs from my own.

19. My professional education courses have made me more aware of the   1 2 3 4 5

need for cultural diversity in education.

20. My professional education courses have given me the knowledge to be   1 2 3 4 5

able to locate and evaluate culturally diverse materials.

APPPENDIX B

PERMISSION GRANTED TO USE SURVEY

G🅼ail
by Google

Re: Permission to use TMAS

1 message

Joseph Ponterotto <ponterotto@fordham.edu>   Thu, Jun 13, 2013 at 10:58 AM
To: Stascia Hardy <drstas47@gmail.com>

Hi stascia,
Yes you may use the TMAS in your important research. I am travelling at present but can mail you the
information you need next week on tues or wed. Please email me a reminder.
Dr ponterotto

Sent from my iPad

On Jun 12, 2013, at 10:37 PM, Stascia Hardy <drstas47@gmail.com> wrote:

> Hello Dr. Ponterotto,
> My name is Stascia Hardy and I am a doctoral student at Georgia Southern University in Statesboro, GA. My
committee chair is Dr. Brenda Marina. The topic of my dissertation is The Infusion of a Diverse Curriculum into
University Teacher Preparation Programs. I am researching to see if novice teachers feel they were prepared by
traditional university teacher programs to teach in a diverse classroom. I am humbly requesting permission to
use the Teacher Multicultural Attitude Survey (TMAS) to administer to them. I want to ascertain their perception
of cultural diversity and if they feel they were adequately prepared to effectively teach in a multicultural
classroom. Thank you for your consideration and I look forward to hearing from you.
>
> Stascia Hardy

APPENDIX C

LETTER OF INFORMED CONSENT

GEORGIA
SOUTHERN
U N I V E R S I T Y

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATION LEADERSHIP

Greetings Fellow Educator,

As part of the research requirement for my doctoral dissertation at Georgia Southern University under the direction of Dr. Brenda Marina, I invite you to take a brief online survey. Currently, as principal of a middle school in your school district, I would like to obtain valuable insight from each of you about your experiences as a new teacher in a diverse classroom.

The purpose of this survey is to determine if novice teachers were properly prepared through university education classes to teach in a classroom with a diverse population of students. There is no wrong answer, only what you perceive as a correct answer. If you are interested in being interviewed, please mark "yes" on the survey and provide an email address.

The voluntary survey can be completed in approximately 10 minutes. All data are anonymous and cannot be linked to the school district, the school, or the teacher. You may exit the survey at any time. If you have any questions, please contact me, shardy13@georgiasouthern.edu or my committee chairperson, Dr. Brenda Marina, at bmarina@georgiasouthern.edu

This project has been reviewed and approved by the GSU Institutional Review Board under tracking number <u>H14191</u>.

The survey is available through the following link:

https://georgiasouthern.co1.qualtrics.com/SE/?SID=SV_51G75MOsPImqMeN

By completing this survey, you, the participant, agree to the informed consent.

Thank you for your assistance.

Title of Project: Embracing a Diverse Curriculum In University Teacher Preparation Programs

Principal Investigator: Stascia Hardy, 98 J. Hendley Court, Richmond Hill, GA, 912-312-2017, shardy13@georgiasouthern.edu

Faculty Advisor: Dr. Brenda Marina, 3105 College of Education Building, Georgia Southern University, Statesboro, GA, 30458, 912-478-5600

bmarina@georgiasouthern.edu

I, the undersigned, verify that the above informed consent procedure has been followed.

<u>Stascia Hardy</u>   <u>Oct. 20, 2013</u>

Investigator Signature   Date

APPENDIX D

TMAS EMAIL REMINDER

From: Stascia Hardy [mailto:noreply@qemailserver.com]

Sent: Saturday, March 01, 2014 6:23 PM

To: Stascia Hardy

Subject: Teacher Multicultural Attitude Survey

Hello Fellow Educators,
This is a gentle reminder to please take the Teacher Multicultural Attitude Survey
(TMAS) that was emailed to you Feb. 27. It will only take a few minutes to complete.
 The completion of this survey will greatly assist me in finishing my doctoral dissertation.
 The survey has been approved by Georgia Southern University and the Savannah-
Chatham Board of Education. Thank you so much for your help.

If you have taken this survey, and you are receiving this reminder in error, I sincerely
apologize. There is a glitch in the reminder system. Please ignore any future reminders.

Stascia Hardy

Follow this link to the Survey:
Take the Survey

Or copy and paste the URL below into your internet browser:
https://georgiasouthern.co1.qualtrics.com/WRQualtricsSurveyEngine/?Q_SS=cMTiWQo
4XOMhFQ1_51G75MOsPImqMeN&_=1

Follow the link to opt out of future emails:
Click here to unsubscribe

APPENDIX E

LETTER OF INTERVIEW CONSENT

GEORGIA SOUTHERN UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATION LEADERSHIP

Greetings Fellow Educator,

My name is Stascia Hardy and I am a principal of a middle school in your school district. I am currently a doctoral student at Georgia Southern University under the direction of Dr. Brenda Marina. I am writing a dissertation concerning novice teacher university preparation for a diverse classroom. The purpose of this research is to determine if novice teachers were properly prepared through university education classes to teach in a classroom with a diverse population of students.

Data for this research will be collected through interviews and your participation is voluntary. As the researcher of this study, I will be responsible for contacting you about the study, conducting the interviews for the study, and recording the findings for the study. As a participant, you will be asked a series of questions relating to your experiences as a new teacher in a diverse classroom. Face to face interviews will be conducted at a place and time of your convenience and will last about sixty minutes. The entire interview will be recorded to maintain accuracy of the information.

The names of teachers, schools, or the school district will not be mentioned in the research. Quotes from the interviews may be used to support themes, but these quotes will not be associated with a specific person. Interview materials and tape recordings will be stored in a secure area. Upon successful defense of the dissertation, all audiotapes will be destroyed.

This project has been reviewed and approved by the GSU Institutional Review Board under tracking number H14191.

By completing this survey, you, the participant, agree to the informed consent.

Thank you for your assistance.

Title of Project: Embracing a Diverse Curriculum In University Teacher Preparation Programs

Principal Investigator: Stascia Hardy, 98 J. Hendley Court, Richmond Hill, GA, 912-312-2017, shardy13@georgiasouthern.edu

Faculty Advisor: Dr. Brenda Marina, 3105 College of Education Building, Georgia Southern University, Statesboro, GA, 30458, 912-478-5600

bmarina@georgiasouthern.edu

_____   _____

Participant Signature   Date

I, the undersigned, verify that the above informed consent procedure has been followed.

Stascia Hardy   Oct. 20, 2013

Investigator Signature   Date

APPENDIX F

LITERATURE MATRIX FOR SURVEY QUESTIONS

Multicultural Attitude Survey Questions

LITERATURE MATRIX

Survey Questions	Literature	Research Questions
1, 3, 7, 9, 11, 13, 15, 16, 17	Warren, et al (2011); Brown-Jeffy & Cooper (2011); Morgan (2010); Ford & Quinn (2010); Sheets (2009); Powell & Lines (2010); Morgan (2010); Kohli (2009); Richardson & Arker (2010); Hefferman et al (2010); Morgan (2009); Sze (2009); Lauria (2010); Milnore & Lenore (2010)	1. Diversity in Classrooms
14, 18, 19, 20	Powell & Lines (2010); McClanahan & Buly (2009); Liggett & Finley (2009); Holloway & Gouthro (2011); Coffey (2009); Borrero (2011); Waddell (2011); Ullucci (2010); Kang & Hyatt (2010); Katsarou (2009); Bodur (2012); Assaf et al (2010); Lee & Stratham (2010); Sharma et al (2011); Higgins & Moule (2009); Hughes (2010)	2. Culturally Responsive Curriculum
2, 4, 5, 6, 8, 10, 12,	Allcock & Hulme, (2010); Bowgren & Sever (2010); Morgan (2009); Richardson & Arker (2010); Powell & Lines (2010); Picower (2009); Armstrong (2010); Haberman (1991); Haycock & Crawford (2008); Kopp (2010); Sato & Lensmire (2009); Powell & Lines (2010); Morgan (2010); Kohli (2009); Richardson & Arker (2010); Hefferman et al (2010); Morgan (2009); Sze (2009); Lauria (2010); Milnore & Lenore (2010)	3. Culturally Responsive Classroom

APPENDIX G

LITERATURE MATRIX FOR INTERVIEW QUESTIONS

Multicultural Attitude Interview Questions

LITERATURE MATRIX

Interview Questions	Literature	Research Questions
What is your definition of culturally diverse.	Warren, et al (2011); Brown-Jeffy & Cooper (2011) Morgan (2010) Ford & Quinn (2010); Sheets (2009); Powell & Lines (2010); Morgan (2010); Kohli (2009); Richardson & Arker (2010); Hefferman et al (2010); Morgan (2009); Sze (2009); Lauria (2010); Milnore & Lenore (2010)	1 – Diversity in Classrooms
Would your school be considered as culturally diverse?	Powell & Lines (2010); Morgan (2010); Kohli (2009); Richardson & Arker (2010); Hefferman et al (2010); Sze (2009); Lauria (2010); Milnore & Lenore (2010); Warren, et al (2011); Brown-Jeffy & Cooper (2011); Morgan (2010); Ford & Quinn (2010); Sheet (2009);	1 – Diversity in Classrooms 3 – Culturally Responsive Classrooms
Is a teacher's job increasingly challenging or rewarding in a diverse classroom?	Allcock & Hulme, (2010); Bowgren & Sever (2010); Morgan (2009); Richardson & Arker (2010); Powell & Lines (2010); Picower (2009); Armstrong (2010); Haberman (1991); Haycock & Crawford (2008); Kopp (2010) Sato & Lensmire (2009)	1 – Diversity in Classrooms 3 – Culturally Responsive Classrooms
Define what a culturally responsive classroom should look like.	Powell & Lines (2010); Morgan (2010); Kohli (2009); Richardson & Arker (2010); Hefferman et al (2010); Morgan (2009); Sze (2009); Lauria (2010); Milnore & Lenore (2010)	1 – Diversity in Classrooms 3 – Culturally Responsive Classrooms
Discuss the techniques and strategies you were taught by you teacher preparation program to use in a diverse classroom and if you think they are effective.	Powell & Lines (2010); McClanahan & Buly (2009); Liggett & Finley (2009); Holloway & Gouthro (2011); Coffey (2009); Borrero (2011); Waddell (2011); Ullucci (2010); Kang & Hyatt (2010); Katsarou (2009); Bodur (2012) Assaf et al (2010); Lee & Stratham (2010); Sharma et al (2011); Higgins & Moule (2009); Hughes (2010)	2 – Culturally Responsive Curriculum 3 – Culturally Responsive Classrooms

APPENDIX H

INTERVIEW QUESTIONS

Interview Questions

1. Do you work in an elementary, middle, or high school?

2. What would you describe as your ethnicity?

3. What is your definition of culturally diverse?

4. Would your school be considered as culturally diverse? Please explain your answer.

5. As classrooms become more culturally diverse, please discuss if you believe a teacher's job becomes increasingly challenging or rewarding.

6. Please define what a culturally responsive classroom should look like.

7. Please discuss the techniques and strategies your college or university education courses presented about diversity.

8. Do you consider the techniques and strategies to be effective for teaching students whose national and/or ethnic backgrounds differ from your own? If you were not effectively prepared, please explain.

APPENDIX I

IRB APPROVAL

| Georga Southern University |
| Office of Research Services & Sponsored Programs |

Institutional Review Board (IRB)

Phone: 912-478-0843

Fax: 912-478-0719   IRB@GeorgiaSouthern.edu

Veazey Hall 2021
P.O. Box 8005
Statesboro, GA 30460

To: Stasia Hardy
Dr. Brenda Marina

CC: Charles E. Patterson
Vice President for Research and Dean of the Graduate College

From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees
(IACUC/IBC/IRB)

Initial Approval Date: 12/2/13

Expiration Date: 5/31/14

Subject: Status of Application for Approval to Utilize Human Subjects in Research –
Expedited Process

After a review of your proposed research project numbered **H14191** and titled **"Embracing a Diverse Curriculum in University Teacher Preparation Programs"** it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable. You are authorized to enroll up to a maximum of __197__ subjects.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research. – This study will explore how well college and university teacher programs address diversity in the K-12 classroom.

If at the end of this approval period there have been no changes to the research protocol, you may request an extension of the approval period. Total project approval on this application may not exceed 36 months. If additional time is required, a new application may be submitted for continuing work. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study**, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator prior to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,
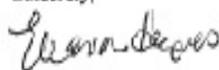
Eleanor Haynes
Compliance Officer

APPENDIX J

DISTRICT APPROVAL

November 26, 2013

To Whom It May Concern:

Ms. Stascia Hardy has requested and been granted permission to conduct research within the Savannah-Chatham County Public School System on the following topic:
Embracing a Diverse Curriculum in University Teacher Preparation Programs.

This permission has been granted by the office appointed by the Superintendent of schools to review all requests for research to be conducted within the Savannah-Chatham County Public School System. Ms. Hardy has fulfilled the application requirements and provided the documentation necessary to ensure that we understand the scope of research and the methods used to collect and present findings.

All prospective researchers must note that when research activity is designed to take place in a school setting, district approval does not guarantee school participation. The school principal will make the final determination on whether research activity may proceed at the school.

Should you have any questions regarding Ms. Hardy's research approval status, please feel free to contact me at (912) 395-5735.

Thank you,

Kristy Collins Rylander
Savannah-Chatham County Public School System
Office of Accountability, Assessment, & Reporting
(912) 395-5735   kristy.collins-rylander@sccpss.com

Office of Accountability, Assessment, & Reporting