

University of Windsor

Scholarship at UWindor

Electronic Theses and Dissertations

Theses, Dissertations, and Major Papers

10-20-2015

The Perceived Impact of the LEAD Program on the Efficacy of Teacher Candidates in Diverse Classrooms

Alyssa Nicole Palazzolo
University of Windsor

Follow this and additional works at: <https://scholar.uwindsor.ca/etd>

Recommended Citation

Palazzolo, Alyssa Nicole, "The Perceived Impact of the LEAD Program on the Efficacy of Teacher Candidates in Diverse Classrooms" (2015). *Electronic Theses and Dissertations*. 5657.
<https://scholar.uwindsor.ca/etd/5657>

This online database contains the full-text of PhD dissertations and Masters' theses of University of Windsor students from 1954 forward. These documents are made available for personal study and research purposes only, in accordance with the Canadian Copyright Act and the Creative Commons license—CC BY-NC-ND (Attribution, Non-Commercial, No Derivative Works). Under this license, works must always be attributed to the copyright holder (original author), cannot be used for any commercial purposes, and may not be altered. Any other use would require the permission of the copyright holder. Students may inquire about withdrawing their dissertation and/or thesis from this database. For additional inquiries, please contact the repository administrator via email (scholarship@uwindsor.ca) or by telephone at 519-253-3000ext. 3208.

**The Perceived Impact of the LEAD Program on the Efficacy of Teacher Candidates
in Diverse Classrooms**

By

Alyssa N. Palazzolo

A Thesis
Submitted to the Faculty of Graduate Studies
through the **Faculty of Education**
in Partial Fulfillment of the Requirements for
the Degree of **Master of Education**
at the University of Windsor

Windsor, Ontario, Canada

2015

© 2015 Alyssa Palazzolo

**The Perceived Impact of the LEAD Program on the Efficacy of Teacher Candidates
in Diverse Classrooms**

by

Alyssa N. Palazzolo

APPROVED BY:

P. Boulos, External Reader
Philosophy Department, Faculty of Arts and Social Sciences

F. Cherian, Internal Reader
Faculty of Education

G. Salinitri, Advisor
Faculty of Education

October 13, 2015

DECLARATION OF ORIGINALITY

I hereby certify that I am the sole author of this thesis and that no part of this thesis has been published or submitted for publication.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices. Furthermore, to the extent that I have included copyrighted material that surpasses the bounds of fair dealing within the meaning of the Canada Copyright Act, I certify that I have obtained a written permission from the copyright owners(s) to include such material(s) in my thesis and have included copies of such copyright clearances to my appendix.

I declare that this is a true copy of my thesis, including any final revisions, as approved by my thesis committee and the Graduate Studies office, and that this thesis has not been submitted for a higher degree to any other University or Institution.

ABSTRACT

This study focuses on pre-service teacher candidate's confidence in their ability to integrate diversity into their classrooms. Teacher candidates were given the Multicultural Efficacy Scale (*MES*), where their efficacy scores were compared based on their enrollment in the enrichment program *Leadership Experience for Academic Direction (LEAD)*. *LEAD* candidates are provided with teaching strategies, meta-cognitive and leadership/mentoring skills, resources, professional development opportunities, and are placed with Student Success Teachers during practicum to learn from students deemed "in risk". The results found that *LEAD* candidates scored higher on efficacy than *NONLEAD* candidates. *LEAD* candidates were also given open-ended questions to explore the perceived impact of their experience in the *LEAD* program and its potential relationship with efficacy in diverse classrooms. The responses revealed themes of practical experience, empathy and understanding, social learning and lifelong learning and assisted in providing deeper insight into the quantitative results.

Keywords: pre-service teacher education; efficacy; teacher candidates; LEAD; diversity; multicultural efficacy scale; empathy; practical experience; social learning; life-long learning

DEDICATION

I dedicate this thesis to teachers. May your passion continue to inspire, challenge, and motivate your desire to improve, both personally and professionally. May you enter the classroom everyday with patience, awareness, empathy, and understanding. May you create a community that welcomes, accepts, and encourages everyone who enters. And most importantly, may your greatest motivator always be your students.

Yesterday's solution does not necessarily work for tomorrow's problem, and failure to solve problems does not perpetuate society. (Craft, 1984)

ACKNOWLEDGEMENTS

To all the people who have made my life a little richer:

First and foremost, thank-you to my family for your constant love, support, and encouragement. To my parents, thank-you for all you have sacrificed to provide me with opportunities and resources to succeed and continue my education. To my siblings, Christie, Eric, and Ryan, thank-you for always being there. You are my greatest blessing, and for that, I am forever grateful.

Thank-you to my supervisor, mentor, and friend, Dr. Geri Salinitri. Your encouragement, guidance, support, expertise and enthusiasm strengthened my skills as a writer, an academic, and a critical thinker. You have inspired me and facilitated such growth, both personally and professionally. Thank-you for believing in me.

Thank-you to my committee, Dr. Pierre Boulos and Dr. Finney Cherian, for bringing fresh eyes, new perspectives and constructive ideas. Your insight and questions challenged my thinking and improved the quality of my writing. Thank-you for encouraging me to bring more of myself into this thesis.

Thank-you to all of the pre-service teacher candidates who took the time to participate fully in this research. Your responses increased the depth and quality of my research and also provided me with an opportunity to critically analyze and reflect on my own experiences as an educator.

Thank-you to my friend Dana. Going through this degree together has been a wonderful experience. I cannot wait to see what the future holds for us as we begin our careers as educators. Thank-you for your support, positivity, and being so motivating over the past two years.

Meg, Brittany, Josh, Mya, and Jason, Thank-you for your friendship, support, kindness, and being positive people in my life. I am so fortunate to have met you all.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY.....	iii
ABSTRACT.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENTS.....	vi
LIST OF TABLES.....	x
LIST OF APPENDICES.....	xi
LIST OF ABBREVIATED SYMBOLS.....	xii
CHAPTER 1: INTRODUCTION.....	1
<i>Statement of Purpose</i>	2
<i>Research Questions</i>	4
CHAPTER 2: REVIEW OF THE LITERATURE.....	5
<i>What is Education?: Its Purpose and Function in Society</i>	5
<i>Diversity and Multicultural Education</i>	6
<i>Responsibilities and Roles of Teachers</i>	8
<i>Evaluating Pre-Service Education Programs</i>	11
<i>Pre-Service Teacher Education</i>	15
<i>Leadership Experience for Academic Direction (LEAD) Program</i>	15
<i>The Theoretical Component of LEAD</i>	15
<i>The Practical Component of LEAD (Field Experience)</i>	18
<i>Theoretical Framework</i>	25
<i>Relational-Cultural Theory</i>	25
<i>Empathy</i>	26
<i>Connections and Disconnections</i>	27
<i>Dimensions of Multicultural Education</i>	28
<i>Content Integration</i>	29
<i>The Knowledge Construction Process</i>	29
<i>An Equity Pedagogy</i>	31
<i>Prejudice Reduction</i>	31
<i>An Empowering School Culture and Social Structure</i>	31
<i>Critical Literacy and Pedagogy</i>	32
<i>Social Learning Theory</i>	34
<i>Informative and Motivational Function of Reinforcement</i>	34
<i>Observational Learning</i>	35
<i>Self-Efficacy Theory</i>	36
<i>Performance Accomplishments</i>	37
<i>Vicarious Experience</i>	38
<i>Verbal Persuasion</i>	38
<i>Emotional Arousal</i>	38
<i>Summary</i>	39
CHAPTER 3: METHODOLOGY.....	42
<i>Research Purpose and Question</i>	42
<i>Research Procedure</i>	43
<i>Participant Selection</i>	43
<i>Part 1: Quantitative Data Participants</i>	43

Part 2: <i>Quantitative Data Participants</i>	44
<i>Design</i>	45
Part 1: <i>Quantitative Data</i>	45
Part 2: <i>Qualitative Data</i>	45
<i>Instrumentation</i>	46
Part 1: <i>Multicultural Efficacy Scale</i>	46
Part 2: <i>Open-ended Questionnaire</i>	47
<i>Data Collection</i>	47
<i>Quantitative Data Collection</i>	47
<i>Qualitative Data Collection</i>	48
<i>Data Analysis</i>	48
Quantitative Data Analysis Description.....	48
Qualitative Data Analysis Description.....	49
<i>Ethical Considerations</i>	51
<i>Informed Consent</i>	51
<i>Freedom From Harm</i>	51
<i>Confidentiality</i>	52
CHAPTER 4: PART 1: QUANTITATIVE DATA ANALYSIS.....	53
Part 1: <i>Multicultural Efficacy Scale</i>	53
<i>Experience</i>	53
<i>Attitude</i>	54
<i>Efficacy</i>	54
<i>The Last Item</i>	55
<i>Skewness, Kurtosis and Test of Normality</i>	55
<i>Mann-Whitney Test</i>	57
CHAPTER 5: PART 2: QUALITATIVE DATA ANALYSIS.....	59
Part 2: <i>Open-ended Questionnaires</i>	59
<i>The Value of Practical Experience</i>	59
<i>Empathy and Understanding</i>	63
<i>The Importance of Social Learning</i>	67
<i>Life-long Learning</i>	69
CHAPTER 6: DISCUSSION, LIMITATIONS, AND RECOMMENDATIONS.....	71
<i>Introduction</i>	72
<i>Null Hypothesis</i>	72
<i>First Research Question</i>	72
<i>Second Research Questions</i>	72
<i>The Value of Practical Experience</i>	73
<i>Empathy and Understanding</i>	74
<i>The Importance of Social Learning</i>	75
<i>Life Long Learning</i>	76
<i>Multicultural Efficacy Scale: The Final Item</i>	76
<i>Multicultural Efficacy Scale: Experience and Attitude Subscale</i>	77
<i>Recommendations for the LEAD Program</i>	79
<i>Limitations</i>	80
<i>Recommendations for Future Research</i>	83
<i>Conclusion</i>	83

REFERENCES.....	86
APPENDICES.....	97
VITA AUCTORIS.....	107

LIST OF TABLES

Table 1: Experience Subscale: Frequency of Response.....	53
Table 2: Attitude and Efficacy Descriptive Statistics.....	54
Table 3: Strongest Beliefs About Teaching.....	55
Table 4: Tests of Normality.....	56
Table 5: Average Scores for Attitude and Efficacy by Group.....	57
Table 6: Comparison of the Means of LEAD and NON-LEAD Teacher Candidates.....	57

LIST OF APPENDICES

Appendix A: Multicultural Efficacy Scale (MES) Questionnaire.....	97
Appendix B: Open-Ended Questions for LEAD Candidates.....	101
Appendix C: Phases of Thematic Analysis.....	104
Appendix D: Criteria for Good Thematic Analysis.....	105
Appendix E: Advantages of Thematic Analysis.....	106

LIST OF ABBREVIATIONS/SYMBOLS

B.Ed- Bachelor of Education

J/I- Junior/Intermediate

I/S- Intermediate/Senior

LEAD- Leadership Experience for Academic Direction

MES- Multicultural Efficacy Scale

RCT- Relational-Cultural Theory

CHAPTER 1: INTRODUCTION

An expectation of teachers is to care for the whole child; to care for them academically, personally, socially, and emotionally. (Çakmak, 2011; Darling-Hammond, 1997; Kosnik & Beck, 2000; Noddings, 1992). Due to increasingly diverse populations, this expectation has created another layer of complexity. Diversity includes people of different races, ethnic groups, cultures, religions, socio-economic statuses, sexual orientation, and physical abilities (Guyton & Wesche, 2005; Silverman, 2010). There is now a need for educators to be aware and sensitive to the issues of diversity, which surround the students they are teaching and interacting with (Mills, 2013; Silverman, 2010). In order for teachers to create a safe and inclusive classroom that cares for the whole child, teachers must consciously and consistently consider diversity as a central component of their pedagogy to ensure all students have equal learning opportunities and feel safe and accepted in their classroom (Mills, 2013).

A diverse and multicultural education is an approach to teaching and learning that is inclusive by taking into account personal, cultural, and academic influences that affect the classroom culture and students, how they learn, and how they interact with others (Guyton & Wesche, 2005; Nadelson et. al., 2012). Its primary intention is empowering all students to become knowledgeable, caring, and active citizens, as well as to value differences rather than viewing them as a problem or something to be “dealt” with (Banks, 1993; Banks, 2009; Woolfolk, Winnie, Perry, & Shapka, 2010).

Overall, pre-service teachers are entering the classroom with very little experience with diversity, leaving them with little confidence in welcoming and integrating diversity

into the classroom. The majority of pre-service teachers are white, middle-class, Christian women. All of these demographics do not align with the majority of the students they will encounter, as white middle-class students no longer make up the majority of K-12 learners (Mills, 2013; Nadelson, et. al., 2012; Reiter & Davis, 2011; Silverman, 2010). These differences between the students and teachers lead to a concern that new teachers lack the skills necessary to acknowledge, and deal effectively with culturally, racially, ethnically, socio-economically, and individually diverse students. Many people are unaware of the way their own experiences bring bias to their beliefs, perspectives, and the way they relate to others. This can lead to miscommunication, and false or unreasonable expectations that may unintentionally encourage discrimination and inequity in the classroom (Reiter & Davis, 2011; Seidl & Conley, 2009).

In teacher education, a gap between theory and practice is created when theories remain disconnected from practice and do not become useable resources and tools for pre-service teachers. This strengthens the initial beliefs about teaching that learning problems, social problems, and communicative problems are limitations brought into schools by the students themselves (Çakmak, 2011; Von Wright, 1997).

Statement of Purpose

The LEAD Program is a field experience/service learning enrichment course offered in the B.Ed Consecutive Program in the Faculty of Education at a southwestern Ontario University. The LEAD Program provides the pre-service teacher candidates with both a theoretical (course-based) and a practical (field experience) component. The practical and theoretical components are linked through guided reflection with the course instructors and other teacher candidates in the program establishing a relationship

between the pre-service teacher candidates, the Faculty of Education, and the community (Faculty of Education, 2014-2015).

By the end of the program, teacher candidates are expected to: (1) possess the knowledge necessary to assist in the implementation of Ministry of Education curriculum expectations and Ministry of Education and district school board policies and guidelines related to Student Success; (2) create learning environments conducive to the three domains of learning: students, interpersonal and career development; (3) develop, use, accommodate and modify expectations, instructional strategies and assessment practices based on the developmental or special needs of all students; recognize and be sensitive to the diverse experiences and backgrounds of students in-risk; (4) work collaboratively with in-school personnel, parents, and the community; (5) access resources and build networks for on-going learning; and (6) demonstrate an openness to innovation and change; inquire into practices through reflection, active engagement, and collaboration (Pfaff & Sirianni, 2014-2015).

The purpose of this research study was to compare the multicultural efficacy scores, the confidence one can teach effectively in diverse classrooms, of pre-service teacher candidates in the B.Ed Program based on their enrollment in the LEAD Program (Guyton & Wesche, 2005). Self-efficacy is an individual's belief about his/her capabilities to achieve a desired outcome (Bandura, 1977; 1994). Multicultural Efficacy is the degree to which an individual believes they can be successful in teaching in diverse classrooms (Guyton and Wesche, 2005).

The perceived efficacy of teachers influences the kind of environment that they create for their students as well as their behaviour, actions, and judgments about teaching

and student learning (Bandura, 1977; Sharma, Loreman, & Forlin, 2011). Teachers with high efficacy are more persistent with lower achieving students, use better teaching strategies (e.g. less criticism for wrong answers, better questioning), have more effective strategies in working with students with difficult behaviour problems, and have an overall better attitude toward inclusion (Almog & Shechtman, 2007; Bandura, 1977; Sharma, Loreman, & Forlin, 2011; Soodak, Podell, & Lehman, 1998; Weisel & Dror, 2006).

The experiences of the LEAD teacher candidates were analyzed through open-ended questions to reveal the relationship between the LEAD program and efficacy, preparation, and understanding of diversity in the classroom.

Research Questions

1. Is there a difference between the efficacy scores of pre-service teacher candidates enrolled in the LEAD Program compared to those who are not?
2. What are the perceptions and experiences of teacher candidates who are enrolled in the LEAD program in relation to their efficacy, awareness, and understanding of diversity in the classroom?

CHAPTER 2:

REVIEW OF THE LITERATURE

What is Education: Its Purpose and Function in Society

There are many definitions of education. In order to gain a comprehensive understanding of education, multiple definitions should be considered. Education is the sum total of everything that an individual has learned. It begins at birth and continues until death; it is constant (Dhaliwal, 2015). Schooling, which is education that takes place in elementary, secondary, and post-secondary establishments, is a subset of the greater institution of education (Bass, 1997). When children begin their schooling, educators serve as a partial substitute for the family. Schools exist to meet the needs of their students (Sharma, Loreman, & Forlin, 2011). They are responsible for formally teaching specialized skills and knowledge; transmitting and refining cultural values, norms, and beliefs; encouraging cooperation and teamwork. Educators also strive to develop the abilities, curiosity and creativity of each individual with the end goal of leading those students to become functional members of society (Bass, 1997; Macionis & Gerber, 2011).

Education is the social institution with the goal of socialization and transmission of culture (knowledge, rules, traditions, attitudes, and values) from one generation to the next. It serves the purpose of guiding the behaviour of a group of people to allow them to functionally live in their environment (Bass, 1997; Macionis & Gerber, 2011; Woolfolk, Winnie, Perry, & Shapka, 2010).

Educators take on an important role in the perpetuation of society through finding a balance between two goals: preservation and change (Bass 1997; Campano, Ghiso,

Yee, & Pantoja, 2013; Giroux, 1983). Educators must find a way to preserve knowledge, beliefs, and core values (e.g. respect for authority, repression of aggression, patriotism, loyalty, honesty, punctuality, etc.), while also providing opportunities for change and improvement through creating a pathway for new values and experiences to be welcomed and incorporated into existing culture (Bass 1997; Campano, Ghiso, Yee, & Pantoja, 2013; Giroux, 1983).

Diversity and Multicultural Education

Students are diverse in a number of ways (Kinsella & Senior, 2008; Sharma, Loreman, & Forlin, 2011). When it comes to diversity, there are many definitions that educators turn to in order to develop an understanding of what it means to provide their students with a diverse and multicultural education. For the purposes of this research, I will be using the multicultural efficacy scale definition where “diversity” includes people of different races, ethnic groups, cultures, religions, socio-economic statuses, sexual orientations and physical abilities (Guyton & Wesche 2005; Silverman, 2010).

Multicultural education is an approach to teaching and learning that incorporates an inclusive, multidisciplinary approach that takes into account personal, cultural, and academic influences that affect the way students live, how they interact with the world around them, and the view they have of themselves (Guyton & Wesche, 2005; Nadelson, et al., 2012). It seeks to develop cultural pluralism as well as to produce teachers who are committed to and competent in their practice of it. It has the overall intention of empowering all students to become knowledgeable, caring, and active citizens. Multicultural education is designed to increase educational equity for all students by responding to the increasing diversity of the population and rejecting the idea of the

melting pot; a metaphor for the absorption and assimilation of diversity into society so that differences are no longer viewed as a disadvantage or “problem”, but as something to be welcomed, celebrated, and integrated. It supports a society that values diversity and all of the many contributions that are made from a diverse population (Banks, 1993; Banks, 2009; Woolfolk, Winnie, Perry, & Shapka, 2010).

There has been a large global shift due to international travel, increasingly diverse populations, growth in technology, and the development of multiple perspectives, that have changed the way that world is constructed. This move towards greater cultural diversity, multiple gender identities, different types of families, subcultures, styles, and fads requires that a pedagogy is created that gives voice to the diverse backgrounds of the students that teachers will teach, learn with, and interact with (Cope and Kalantzis, 1993; Creighton, 1997; Myers, 1996; Reiter & Davis, 2011).

Multicultural education is beginning to be implemented widely in schools, colleges, and universities. There are many national conferences, school district workshops, and teacher education courses in diverse and multicultural education, which are evidence of the increasing levels of attention and importance that have been given to it. It has been a slow process but diverse content and perspectives are becoming a part of core courses taught in schools (all levels). Despite its success it faces challenges moving forward. Many traditionalists fear that the movement towards multicultural education will result in disempowerment and an identity crisis, rather than viewing it as an opportunity for identities to be reshaped to become more inclusive (Banks, 1993; Banks, 2009).

Responsibilities and Roles of Teachers

An important discussion in pre-service teacher education surrounds the changing roles of teachers. Traditionally, teachers have taken on an additive role, where the task of the teacher is to be a “transmitter of knowledge”. Teachers are now moving into a role that is communicative, where they act as a facilitator and a mentor for their students. This new role focuses on the importance of the relationship between curricula, teaching methods, and the educational setting (Çakmak, 2011; Von Wright, 1997).

The change in teaching roles is accompanied by a change in the role of students who are becoming increasingly active in the learning process. Students are not only receiving information from their teachers, but they are participating in classroom instruction as well (Çakmak, 2011). Lamm (1972, 2000; cited in Arnon & Reichel, 2007; cited in Çakmak, 2011), has outlined four important tasks for teachers: (1) acculturation: transmitting cultural values, beliefs, practices, etc.; (2) socialization: transmitting social norms and maintaining existing social order; (3) individualization: the teacher is a developer, a shaper, and a tutor for each of their students; and (4) disciplinary expertise: transmitting knowledge of their subject.

Teachers are expected to care for the whole child; foster effective academic learning; make curriculum relevant and integrated; teach heterogenous, inclusive classes; facilitate group work; build a classroom community; assess and report on student progress in detail; engage in research; explain their teaching practices to parents and the public; and continually develop professionally (Çakmak, 2011; Darling-Hammond, 1997; Noddings, 1992; Kosnik & Beck, 2000).

Due to increasingly diverse populations, all of the expectations for teachers now have an added layer of complexity. Teachers are experiencing challenges in finding curricula and pedagogical strategies that are inclusive (Morrell, 2002). There is now a need for educators to be aware and sensitive to the issues of diversity, which surround the students they teach and encounter in the greater school community (Mills, 2013; Silverman, 2010). In order for teachers to create a safe and inclusive classroom, the culture or atmosphere must contain social justice and diversity as central components to ensure all students have equal learning opportunities, and feel safe and accepted in their classroom (Mills, 2013).

A classroom's culture is composed of the beliefs and expectations that are apparent every day. They are socially shared and transmitted, and include how members of the classroom and school community interact and relate to each other. It significantly affects and influences student's behaviour, learning, and all social interactions in the classroom. It has the ability to foster resilience or become a risk factor for all students (Dupper & Meyer-Adams, 2002). A positive school culture allows all students to feel valued, supported, and safe by clearly outlining and enforcing the expectations of everyone. They must learn about multiculturalism and diversity so that an atmosphere of acceptance and understanding flourishes (Dupper & Meyer-Adam, 2002).

Educating students on multiculturalism is important in promoting values, respect, acceptance, and cohesion (Gorton & Alston, 2012). The goal is to construct reflexive and mindful interpretations about differences to help both educators and students to value their own and one another's lived experiences, with the goal of guiding criticism away from the individual differences in the classroom (Dutro, 2009; Jones, & Vagle, 2013).

Taking on the role that promotes and teaches differences requires teachers to advocate for their students and to provide resources that are outside of the curriculum that they teach, as the curriculum does not support all of the differences that teachers need to consider in the classroom. Teachers must encourage students to explore their individual identities and experiences in order to facilitate the construction of connections between the lives of students, their peers, and the learning that is taking place in the classroom (Dutro, 2009). Social Justice teaching provides students with the opportunities to learn how to respect, appreciate people, and value diversity that they find in themselves and others (Egbo, 2009). This type of teaching crosses boundaries and creates opportunities for students to learn from each other, be reflective, foster empathy, cultivate affective bonds, and promote inclusion in the service of progressive change (Campano, Ghiso, Yee, & Pantoja, 2013).

Students spend a great deal of time within the schools and as a result they develop a huge part of their identity. However, identities are never finished products. Much like education, identity is always evolving and developing based on the world that experiences are drawn from, through interactions with the social world around, and through relationships with others (Seidl & Conley, 2009). The experiences and interactions that students have also shape and determine the way that they will relate to others. It is important for teachers to provide a solid foundation for student identity to be built. Some of the most significant relationships in which children begin to experience their power and possibility are those with their teachers (Seidl & Conley, 2009). There are three elements of identity that teachers must consider. The first is the educator's own identity. The second is the identity options that are highlighted for students. The third is

the identity of the society that students will help form (Cummins, Chow, & Schecter, 2006). In order to facilitate the development of these identities, teachers need to create a context within their classrooms where students have opportunities to demonstrate their skills and to share with their peers and teachers aspects of their culture, countries of origin, and personal experiences. When this is done, the classroom culture develops its own identity as students begin to experience feelings of belonging and connection (Cummins, Chow, & Schecter, 2006). This type of classroom context not only acknowledges diversity, but also celebrates it as each student is made to feel comfortable discussing who they are, where they come from, and what makes them unique.

The complexity of working with diverse student populations makes effective teacher preparation crucial in that the ability and confidence to create a classroom culture that welcomes, accepts, and incorporates diversity is something that all teachers must learn how to do, both in theory and in practice (Nadelson, et. al., 2012).

Evaluating Pre-Service Education Programs

In teacher education, a gap between theory and practice is created when theories remain distant from practice and do not become useable resources and tools for pre-service teachers. This strengthens the negative attitudes and initial beliefs about teaching that learning problems, social problems, and communicative problems are limitations brought into schools by the students themselves. However, schools exist to meet the needs of their students; therefore, when students experience difficulties in the classroom, the problem is with the schooling practices, not with the student. In order to meet student needs, schools need to adapt and change their practice (Çakmak, 2011; Kinsella & Senior, 2008; Sharma, Loreman, & Forlin, 2011; Von Wright, 1997). Teacher education

programs now have the responsibility of ensuring that new graduates are well prepared to include all students into their classrooms regardless of individual differences (Sharma, Loreman, & Forlin, 2011; Winter, 2006).

Overall, pre-service teachers are entering the classroom with very little experience with diversity, leaving them ill equipped to teach effectively in a diverse classroom. There are complaints from pre-service teachers, school administrators, parents and politicians regarding the irrelevance of teacher education programs to prepare for the realities of the classroom (Korthagen, Loughran, & Russell, 2006). The majority of pre-service teachers are white, middle-class, Christian women. All of these demographics do not align with the majority of the students they will encounter, as white middle-class students no longer make up the majority of K-12 learners (Mills, 2013; Nadelson, et. al., 2012; Silverman, 2010; Reiter & Davis, 2011). This combined with little to no experience in diverse settings limits the ability of pre-service and new teachers to enter into unfamiliar contexts and welcome diversity and social issues into their classrooms effectively. The expanding differences between the students and teachers creates a major concern in increasingly diverse classrooms that pre-service and new teachers are ignorant of and lack the skills necessary to acknowledge, and deal effectively with culturally, racially, ethnically, and socio-economically diverse students. Many people are unaware of the way their own experience has brought a bias to their beliefs, perspectives, and the way they relate to others. This can lead to miscommunication and false or unreasonable expectations that may unintentionally encourage discrimination and inequity in the classroom community (Reiter & Davis, 2011; Seidl & Conley, 2009).

As society becomes more culturally and socially diverse, schools begin to reflect the shift in these demographics. This further supports the need for the effective exposure to diversity, in the form of workshops, professional development sessions, practical experience and reflection opportunities, in order to sensitize pre-service teachers to the expected diversity and potential challenges that could be encountered with future students (Guyton & Wesche, 2005; Nougaret, Scruggs & Mastropieri, 2005; Reiter & Davis, 2011; Sharm, Loreman & Forlin, 2011). Without in-depth learning opportunities in diversity, teachers will not be able to meet the needs of diverse student populations in their classrooms (Kuyini & Desai, 2007; Sharma, Forlin, & Loreman, 2008; Sharma, Loreman & Forlin, 2011; Winter, 2006).

Pre-service teachers come into their teacher education programs with their own expectations and beliefs about their coming role as a teacher. Each pre-service teacher's set of beliefs is impacted by their own worldview; their internal representation of the world based on their experiences, impressions, feelings, affinities, and knowledge. An individual's worldview is something that is always evolving through constant interaction with the environment (Çakmak, 2011; Von Wright, 1997). This provides pre-service programs with an opportunity to impact the worldview and beliefs of pre-service teachers by providing them with both theoretical background and practical experiences that provide them with the tools, resources, and strategies to comprehensively fulfill their roles as teachers (Seidl & Conley, 2009). Teachers must be able to critically analyze and reflect on their perceptions and practices of teaching through a diverse lens (Nadelson, et. al., 2012). If pre-service teachers are not given resources, tools, and practical experience to do this, then their ability to critically analyze and reflect becomes hindered by the

biases they have acquired through their own lived experiences (Çakmak, 2011; Von Wright, 1997).

There are many criticisms to current teacher education programs. The first is that many programs incorporate diversity and multicultural education by adding a course or two, but they do not alter the rest of the curriculum and program to reflect the diversity that will be encountered in the classroom (Mills & Ballantyne, 2010; Mills, 2013). Pre-service teachers are being told of the increasing diversity in schools, types of diversity, prevalence, the importance of differentiating instruction, incorporating a variety of resources to reflect this diversity, and the need to create a classroom community that reflects the ideals of multicultural education, but they are not given the resources, tools, strategies, or concrete opportunities to put theory into practice.

Programs also fail to offset prior socialization and experiences of pre-service teachers. Pre-service teachers spend limited time in placements, there is a limited scope of tasks under-taken (teaching expectations), and the placements in schools are often organized in a haphazard manner (Mills, 2013; Sinclair, Munns, & Woodward, 2005). In order to more effectively prepare pre-service teachers for the many roles they are responsible for, they must be provided with experiences that are different from their own and with experiences that are more representative of the classrooms they will one day be leading (Mills, 2013). Exposure is key.

There is a lot of pressure to move towards more school-based programs as there are increasing levels of dissatisfaction with traditional approaches to teacher education. Many areas are placing more responsibility on schools, where teacher education takes the form of “training on the job”. Traditional teacher education programs are said to fail in

preparing teacher candidates for the realities they will encounter in the classroom (Korthagen, Kessels, Koster, Lagerwerf, & Wubbels, 2001).

Pre-Service Teacher Education

The Faculty of Education at a Southern Ontario University, where this study was conducted, offers “Enrichment Courses” to all students in the Bachelor of Education (B.Ed) Consecutive Program. These courses are optional.

Leadership Experience for Academic Direction (LEAD) Program. The LEAD Program is a field experience/service learning enrichment course offered in the B.Ed Consecutive Program in the Junior/Intermediate (J/I) division, candidates who will be qualified to teach grades 4 to 10, and Intermediate/Senior (I/S) division, candidates who will be qualified to teach grades 7 to 12. The sections are set to a limit of 40 students and all students must fill out a profile before being accepted into the course.

The LEAD Program began in September 2008 and was initially open to I/S students only. The J/I division had access to enrolling in the I/S section of the LEAD Program in September 2012, which brought LEAD to the elementary level. In September 2013, both J/I and I/S divisions had their own separate sections. The LEAD Program differs from other courses and enrichment programs offered in the Faculty of Education because it provides the pre-service teacher candidates with both a theoretical (course-based) and a practical (field experience) component; it links together the practical and theoretical components through guided reflection with the course instructors and other teacher candidates in the program; there is an established relationship between the pre-service teacher candidates, the Faculty of Education, and the community (Faculty of Education, 2014-2015).

The theoretical component of LEAD. The course is based on the theoretical framework of critical literacy, social learning theory and self-efficacy, positive psychology, theory of resilience, communities of practice, and teaching personal and social responsibility (Holloway & Salinitri, 2010; Salinitri & Essery, 2014). All of the previously named theories are linked to practice in the schools and community.

During the course, teacher candidates will acquire an understanding of the theoretical constructs of the mentoring process related to both research and practice; learn how to write a critical reflection; facilitate positive experiences in the outdoors for participants and leaders/mentors; engage in the mentoring relationship; facilitate the development of positive risk in collaboration and cooperation among students in-risk; taking skills for students; facilitate the development of a positive attitude toward nature and the environment; develop methods for using community volunteer hours while contributing to the environment and community; facilitate school activities that demonstrate leadership (Pfaff & Sirianni, 2014-2015).

Teacher candidates are graded on their participation in weekly online discussions, participation in the course and LEAD practicum reflections, and completing a Service-Learning Project, which is a follow-up leadership activity and school initiative that promotes positive thinking and service to the community among the youth in-risk (Pfaff & Sirianni, 2014-2015).

Each in-class week has a special topic. These topics included: Course Introduction; Student Success; Project B.L.A.S.T.; Building Relationships with In-Risk/At-Risk Youth and Practicum Preparation; Teaching Personal and Social Responsibility Workshop; Accepting Schools Act, Gay-Straight Alliances, and Bullying

Prevention; Pathway to Potential Poverty Workshop; Career Education/Perimeter Resources; Mental Health; Restorative Justice; Suicide Awareness Workshop; Student Success Initiatives; Service-Learning Project Presentations (Pfaff & Sirianni, 2014-2015).

Service learning has become a popular component of pre-service education. It is perceived as a means of energizing classroom curricula, re-engaging students in their own learning, and prompting forms of social and civic development, or establishing linkages among universities and schools with their local communities and community agencies (Vickers, Harris, & McCarthy, 2004). Service learning links academic instruction with community service guided by reflection. According to Vickers, Harris and McCarthy (2004), reflection is a critical piece in service learning because without it, pre-service teacher community involvement would remain volunteering without linking the experiences with what is being learned or analyzing the social conditions that are creating the service needs. Pre-service teachers are encouraged to be aware and understand the social factors influencing the students they will interact with.

The three components to service learning are: experience, knowledge, and reflection. Experience is linked to the action of participating in activities or doing things that can lead to knowledge. However, for learning to occur, the experience must be actively considered and analyzed. Reflecting is beneficial to both the pre-service teachers and the broader educational community because the information acquired from awareness and understanding of the social factors that influence learning contribute to the formation of pedagogical practices for pre-service teachers as they enter the classroom (Vickers, Harris, & McCarthy, 2004).

Service learning has been shown to enhance pre-service teachers' behaviour, socialization, citizenship, self-esteem, leadership, mentoring ability, attitudes toward diverse communities, professional renewal and job placement. A strong service-learning experience recognizes and includes the strengths of each participant and requires consciously working towards "authentic help". Authentic help does not assume that those providing help are superior to those being helped and learning occurs for all whom are involved (Vickers, Harris, & McCarthy, 2004).

The LEAD Program expects, as a portion of the final course grade, students to complete a service-learning project that promotes citizenship and helps to resolve societal problems by connecting community service to the curriculum, meeting a community needs, collaborating in design and including the four elements of: planning, service implementation, structured reflection, and recognition of accomplishments. They were to develop their service-learning project with the goals of promoting positive thinking and service to the community among in-risk youth. Within their final project, they needed to develop a name, a target audience, a rationale for their projects, detailed instructions on how to properly organize and run the project, an informational handout, a promotional poster, and a self and peer assessment (Pfaff & Sirianni, 2014-2015).

The practical component of LEAD (field experience). The LEAD Program was founded on the principles of the Ontario Ministry of Education Student Success Strategy. This is aimed at helping students in grades 7 to 12 tailor their education to their individual strengths, goals, and interests. In the 2003, nearly one third of students were not completing their high school education, in Ontario (MOE, 2003). This presented the following problems: students who drop out can expect an income loss of more than

\$100,000 over their lifetime, compared to individuals with a high school diploma and no post-secondary education; the average public cost of providing social assistance is estimated at over \$4,000 per student who drops out; students who drop out are overly represented in the prison population; a student who drops out enjoys fewer years at a reasonable quality of life because there is a strong association between education and health across a range of illnesses (MOE, 2003).

The Ministry's goal was to reach a graduation rate of 85% by 2010, which means that when the target was reached in the 2003-04 academic year, 25,000 more students would graduate, per year (Holloway & Salinitri, 2010; MOE, 2003). Due to the progress with the Ministry's Student Success Program, the high school graduation rate has increased 68 to 82 percent and more Grade 9 and 10 students are completing all of their courses on time and are on track to graduate.

The program plays a central role in schools by preparing students for a complex and changing world. It addresses many of the important questions that students face: How can they better manage their time, resources, and dealings with other people to improve their chances for success in high school and the world beyond? What useful knowledge, skills, and habits do they already have, and which can they improve, to achieve success in school and at work? How can they best chart a course for postsecondary education and work? (Pfaff & Sirianni, 2014-2015).

LEAD also aligns with the Guidance and Career Education Curriculum, which builds on the work that begins in the elementary program in student development, interpersonal development, and career development, which is an ongoing process that continues from Kindergarten to Grade 12, and throughout life. Students acquire

knowledge and skills that help them become responsible and contributing members of families, peer groups, communities, and work places. These programs help students turn learning into a lifelong enterprise, and enable them to plan and prepare for futures that include meaningful, productive roles in work, personal life, and community (Pfaff & Sirianni, 2014-2015).

The program is implemented by the Student Success Team (principal, student success teacher, guidance counselor, special education teacher, and other educators). The program includes the following:

- 1) Special High Skills Majors allow students to focus on a future career through a bundle of classroom courses, workplace experiences and sector certifications.
- 2) Expansion of Cooperative Education allows students to count this hands-on learning towards two compulsory high school credits.
- 3) E-Learning provides students with online courses and allows teachers to share resources across the province.
- 4) Dual Credits count toward a student's high school diploma as well as a college certificate, diploma or apprenticeship certification.
- 5) Think Literacy and Leading Math Success ensure that teachers have resources they need to help students build a solid foundation in reading, writing and math.
- 6) Credit Rescue Programs intervene prior to a student experiencing failure in a course.

- 7) Credit Recovery Programs allow students who have failed a course to only repeat expectations where they have been unsuccessful rather than redoing the whole course.
- 8) New School Board Requirements provide more structure, clarity and consistency for excused pupils participating in the Supervised Alternative Learning programs throughout the province.
- 9) School Support Initiative focuses on building leadership capacity of the principals to help improve student achievement.
- 10) Elementary to Secondary School Transition Program helps students succeed in high school through individual profiles, customized timetables and other programs.
- 11) Re-engagement Initiative includes boards contacting students who have either not been attending to re-engage them in their studies to complete their OSSD (MOE, 2003).

The LEAD program provides a unique field experience where participating teacher candidates are mentored by both the Student Success Teacher and an Associate Teacher from their teachable areas with the purpose of examining alternate forms of education (Holloway & Salinitri, 2010). Teacher Candidates are given the opportunity to link with community agencies and experts to provide a student success model for learning communities as well as skills and resources to deal with current youth issues (Salinitri & Essery, 2014).

The LEAD Candidates are assigned to one school at the beginning of the year and complete all of their field placements within that school. LEAD Candidates spend

approximately 50% of their day with their Associate Teacher and 50% of the day with the Student Success Teacher participating in the student success initiatives within the individual school they have been placed in (ex: credit recovery, credit rescue, etc.). The practical foundation of the course provides teacher candidates with teaching strategies, meta-cognitive and mentoring skills, resources, professional development opportunities, and leadership skills to prepare them to learn with and from students deemed “at risk”, “in-risk”, or “high-risk” (Salinitri & Essery, 2014). The terms are used interchangeably. The program uses the following definition of high-risk youth: “one who is unlikely to graduate on schedule with the skills and self-confidence necessary to have meaningful options in the area of work, leisure, culture, civic affairs, and relationships” (Faculty of Education, 2014-2015; Ferguson, Tilleczek, Boydell & Rummen, 2005; Pfaff & Sirianni , 2014-2015; Salinitri & Essery, 2014; Vickers, Harris, & McCarthy, 2004).

There are many reasons why individuals are put at risk. There are three main types of factors: individual, family, and school related risk factors (Barclay & Doll, 2001; Kortering & Braziel, 1999; Murray & Naranjo, 2008; Natriello, McDill & Pallas, 1990). The first is individual factors such as gender, disability, socioeconomic status, racial minority status, poor academic skills, emotional and behavioural problems, poor social skills, peer relationships and influences, deviant behaviour, substance abuse, low self-esteem, and poor motivation (Barclay & Doll, 2001; Battin-Pearson et al. 2000; Benz, Lindstrom & Yovanoff, 2000; Dunn et al., 2004; Hess & Copeland, 2001; Murray & Naranjo, 2008; Scanlon & Mellard, 2002). Individual factors such as attitude, perception, and ability to cope with the environment (other risk factors) also have an impact on whether or not a student will graduate (Barclay & Doll, 2001; Hess & Copeland, 2001;

Kortering & Braziel, 1999; Murray & Naranjo, 2008; Natriello, McDill & Pallas, 1990). Adolescence is a developmental time where rapid cognitive, emotional, social, and physical changes occur. These constant changes combined with other risk factors can further challenge the coping resources and capacity of students (Hess & Copeland, 2001).

Secondly, are social factors such as single-parent households, low parent education levels, parental divorce, family stress, parental behavioural control, parental expectations and acceptance, poor health and undernourishment, and poor English speaking skills have the potential to put students at risk (Battin-Pearson et al., 2000; Catteral, 1998; Murray & Naranjo, 2008). Families are the earliest and most fundamental social institutions for a developing child. They provide many of the foundations and experiences for later life, including academic achievement and success in school (Battin-Pearson et al., 2000). There are many children who start school unprepared because of their home situations (Barclay & Doll, 2001; Catteral, 1998; Hess & Copeland, 2001; Kortering & Braziel, 1999; Murray & Naranjo, 2008; Natriello, McDill & Pallas, 1990).

The third are academic factors including grade retention, high rates of absenteeism, low levels of engagement in school, and perceived lack of academic and social support from teachers (Catterall, 1998; Jimerson, Anderson, & Whipples, 2002; Kortering & Braziel, 1999; Lee & Burkam, 1992; Murray & Naranjo, 2008).

When examining risk factors it is also important to take into consideration risk accumulation because exposure to a greater number of risk factors leads to an increased likelihood of experiencing a negative outcome. Dropping out is a process that occurs over time and results from a combination of individual, family, and school experiences

(Hess & Copeland, 2001; Murray & Naranjo, 2008; Sameroff, Gutman, & Peck, 2003; Sameroff, Seifer, & Bartko, 1997).

Not graduating high school is related to considerable education difficulties that will likely limit financial, social, and psychological well-being throughout their adult life. They are also more likely to have poor mental health outcomes as well as a decreased capacity to cope with stress in their lives (Hess & Copeland, 2001). It is also important to note that these factors not only put students at risk for not graduating, but they also put students at risk of graduating without adequate reading, problem-solving or learning skills (Catterall, 1998; Hess & Copeland, 2001; MOE, 2003). The previously listed risk factors also represent the many types of diversity that teachers can expect to encounter. Not all students who are exposed to these risk factors will be considered “at-risk” of not graduating, but exposure to these risk factors drastically impacts the experiences, perspectives, and attitudes that students bring with them into the classroom.

By the end of the program, teacher candidates are expected to: possess the knowledge necessary to assist in the implementation of Ministry of Education curriculum expectations and Ministry of Education and district school board policies and guidelines related to Student Success; create learning environments conducive to the three domains of learning: students, interpersonal and career development; develop, use, accommodate and modify expectations, instructional strategies and assessment practices based on the developmental or special needs of all students; recognize and be sensitive to the diverse experiences and backgrounds of students in-risk; work collaboratively with in-school personnel, parents, and the community; access resources and build networks for on-going

learning; demonstrate an openness to innovation and change; inquire into practices through reflection, active engagement, and collaboration (Pfaff & Sirianni, 2014-2015).

While the focus of the LEAD Program is “at-risk” youth, the teacher candidates are given learning and reflection opportunities and experience with poverty education, developing differentiated instructional strategies to work with the individual needs of students, as well as urban education (Salinitri, & Essery, 2014). All of these experiences closely align with the ideals of multicultural education in using an inclusive, multidisciplinary approach that takes into account personal, cultural, and academic influences that affects the academic achievement and overall development of students (Guyton & Wesche, 2005; Nadelson, et al., 2012).

Theoretical Framework

Relational-Cultural Theory. Relational-Cultural Theory (RCT) is a multicultural and feminist theory conceived by Jean Baker Miller (1976), stating that all individuals have an innate yearning for connection, belonging and social inclusion. Despite these yearnings, people commonly apply strategies that result in disconnection and isolation in order to avoid the real risks of hurt, rejection, and other forms of relational disconnection, social exclusion and marginalization (Comstock, Hammer, Strentzsch, et. al., 2008; Miller & Stiver, 1997). This theory developed from a notion that traditional models of human development and psychotherapy do not accurately address the relational experiences of diverse groups (women, persons in devalued cultural groups, etc.), issues of sex role socialization, power, dominance, marginalization, and subordination, as well as the function of the multiple social identities that each individual possesses (Comstock et. al., 2008; Walker, 2002). It is grounded in awareness of social

injustices and how they lead to feelings of shame, isolation, oppression, and humiliation. RCT is based on the assumption that these feelings and experiences are relational violations and traumas that are at the core of human suffering and threaten the survival of humankind. (Comstock et. al., 2008; Walker 2002).

RCT provides an alternative and inclusive approach to relational development by identifying how contextual and sociocultural challenges impede an individual's ability to create, sustain, and participate in growth fostering relationships while bringing to light the complexities of human development by examining relational competencies. Some of the sociocultural challenges are race, gender, religion, sexual orientation, social class, physical ability, or whatever social constructions carry significance in the majority culture (Comstock et. al., 2008; Walker, 2002). The RCT approach creates the conditions for healing to occur in the context of mutually empathetic, growth-fostering relationships by identifying and deconstructing obstacles that individuals encounter in diverse relational contexts and networks (Comstock et. al., 2008). When an individual feels that the relationships and connections they have made with others are broken or weak, they can only be mended by creating new and healing human bonds (Comstock et. al., 2008; Birrell & Freyd, 2006). RCT focuses on more than symptom reduction and remedial helping interventions. It seeks to restore the adverse impact of social injustices for individuals and for the wider context of the community and social world (Comstock et. al., 2008; Birrell & Freyd, 2006).

Empathy. RCT is also connected to Carl Rogers (1979), as he placed emphasis on a counselor's ability to communicate a genuine sense of empathy with their clients in order to promote positive outcomes. RCT expands on this notion through extending

Roger's counseling theory from a one-way concept of empathy to a two-way process referred to as *mutual empathy*. This occurs when the counselor effectively expresses his or her connection with clients' expressed thoughts and feelings, but also when clients acknowledge being affected by the impact they have had on generating an empathetic response from the counselor. Mutual empathy provides counselors with the opportunity to become more culturally competent through learning about different world views and beliefs by exploring similarities and differences between their clients life experiences and their own. This learning allows counselors and clients to come to a mutual agreement regarding intervention strategies (Comstock et. al., 2008; Day-Vines et. al., 2007; Ivey et. al, 2007). Developing this mutual empathy also leads to a deeper understanding of and compassion for all people (Comstock et. al. 2008).

Connections and Disconnections. RCT places importance on connectedness in fostering psychological development and emotional well-being. It is a concept that is reflected in the writings of Alfred Adler describing the need for mental health professionals to foster a sense of community and belonging to social groups (Comstock et. al., 2008; Ivey et. al., 2007). It is best understood through relational movement, which is the process of moving through connections; through disconnections; and back into new, transformative, and enhanced connections with others. It is important for professionals to have *relational awareness*, which is knowledge and understanding of how all relationships move through the connection and disconnection phases. Developing this awareness is the first step in developing the capacity to identify, deconstruct, and resist disconnections and obstacles to mutual empathy in counseling

relationships and in the broader culture (Comstock et. al., 2008). Miller (1986) identifies specific experiential outcomes of connectedness, which are:

1. Each person feels a greater sense of zest (vitality, energy);
2. Each person feels more able to act and does act in the world;
3. Each person has a more accurate picture of her/himself and the other person(s);
4. Each person feels a greater sense of worth;
5. Each person feels more connected to other persons and exhibits a greater motivation to connect with other people beyond those in one's primary relationships (p. 2)

The above qualities and characteristics make up mutually empathetic and growth-fostering relationships. The experience of disconnection is the opposite of the characteristics that make up connectedness. People experience a decrease in energy, an inability to act constructively in their own life, confusion regarding one's self and others, and a decrease in sense of worth. All of which lead to turning away from relationships in general. As a result of disconnectedness, a person begins to experience feelings of shame, fear, frustration, humiliation, and self-blame (Comstock et. al., 2008; Jordan & Dooley, 2000).

Dimensions of Multicultural Education. James Banks (1993) suggested that multicultural education has five dimensions based on the assumption that the major goal of multicultural education is to restructure schools so that all students will acquire knowledge, attitudes and skills needed to function in a diverse society, nation, and world.

Content integration. Teachers should be using examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in a subject area. In many education systems, multicultural education is viewed solely as content integration, which is a major reason that teachers in sciences and mathematics, for example, reject multicultural education and label it as “irrelevant” to them and their students (Banks, 1993; Howard, 2006; Woolfolk, Winnie, Perry, & Shapka, 2010).

The knowledge construction process. Discussions of the ways in which implicit cultural assumptions, frames of reference, perspectives, and biases within disciplines influence the construction of knowledge. Proponents of multicultural education claim that individual interests and value assumptions of those who create knowledge should be identified, discussed, and examined (Banks, 1993; Howard, 2006; Woolfolk, Winnie, Perry, & Shapka, 2010). Teachers help students understand how knowledge is created and how it is influenced. There are five types of knowledge that have implications for multicultural teaching. They are: 1) personal/cultural, 2) popular, 3) mainstream academic, 4) transformative academic, and 5) school (Banks, 1993).

Personal/cultural knowledge includes concepts, explanations, and interpretations that are derived from personal experiences in homes, families, and community cultures. Cultural conflict and disconnections exists in the classroom because of the experiences that both teachers and students bring into the classroom which are inconsistent with each others (Banks, 1993; Mills, 2013; Nadelson, et. al., 2012; Silverman, 2010).

Popular knowledge, or “societal curriculum”, is knowledge that is institutionalized by the mass media and other forces that shape popular culture. This has

strong influence on values, perceptions, and behaviour of children and young people. Messages and images carried by the media often reinforce stereotypes and misconceptions about racial and ethnic groups that are then institutionalized in the larger society as well as in classroom contexts (Banks, 1993; Howard, 2006). Society is bombarded with mass media from so many different sources (news, radio, television programs, movies, music, social media outlets, etc.) that it has become part of our knowledge base and cannot help but be brought into the classroom by students. It is a main responsibility of the teacher to teach their students how to look at these sources of media from diverse cultural, ethnic, and gender perspectives (Banks, 1993; Howard, 2006).

Concepts, theories, and explanations that constitute traditional Western-centric knowledge in history, and social and behavioural science make up mainstream academic knowledge. This knowledge is established within professional associations and provides the interpretations of knowledge that are taught in schools. With the movement towards multicultural and inclusive education, many of the professional associations responsible for establishing mainstream academic knowledge are beginning to widen their own perspectives and challenge the dominant interpretations and paradigms within their disciplines and search for alternative explanations and perspectives which creates transformative academic knowledge (Banks, 1993; Howard, 2006). Those who are in pursuit of transformative academic knowledge have the common goal of expanding and revising established canons, theories, explanations and research methods through challenging facts, concepts, paradigms, themes, and explanations that have been

traditionally and routinely accepted in (white) mainstream academic knowledge (Banks, 1993; Howard, 2006).

An equity pedagogy. Matching teaching styles to students' learning styles in order to facilitate the academic achievement of students from diverse racial, cultural, and social-class groups (Banks, 1993; Howard, 2006; Woolfolk, Winnie, Perry, & Shapka, 2010).

Prejudice reduction. Identifying the characteristics of students' racial attitudes should determine how these attitudes can be modified so that students can develop attitudes that reflect acceptance and understanding of differences (Banks, 1993; Woolfolk, Winnie, Perry, & Shapka, 2010). It has been confirmed through research that by age four children are aware of differences and recognize that there are preferences that favour white, mainstream culture. In order to counteract this phenomenon, teachers can present more realistic images of diverse groups in their teaching materials. It is also beneficial to have students working and engaging in cooperative learning activities in diverse group situations to promote inclusivity and more positive attitudes toward diversity (Banks, 1993; Howard, 2006).

An empowering school culture and social structure. Examining group and labeling practices, sports participation, and the interaction of the staff across ethnic and racial lines to create a school culture that empowers students from all groups (Banks, 1993; Howard, 2006; Woolfolk, Winnie, Perry, & Shapka, 2010). This knowledge involves transforming the school community/environment as an entire unit of change. This change needs to come from administration and diffuse into the rest of the staff and

student body. A belief must be created among all staff members that all students can learn (Banks, 1993).

Critical Literacy and Pedagogy. Critical Literacy is an approach to teaching that applies a set of skills, dispositions, and strategies that enable us to challenge text and the world around us (MOE, 2009). The Ontario Ministry of Education has given the following tips for creating a classroom culture, which are conducive to a critical literacy approach:

- 1) Acquire an understanding of students' interests, backgrounds and values
- 2) Begin with and build on the unique identities and diverse community perspectives represented within the classroom and school
- 3) Consider student's ideas, questions, interests and experiences in shaping learning opportunities
- 4) Ensure entry points for all students when designing tasks and learning experiences that provide opportunities to think critically
- 5) Model and explicitly teach norms for respectful classroom interactions
- 6) Use learning strategies that encourage active, meaningful participation of all students
- 7) Provide time and opportunity for students to refine and clarify their thinking about critical issues by encouraging accountable talk through the use of graphic organizers, jot notes, illustrations and dramatizations
- 8) Acknowledge that some issues can be sensitive for some students
- 9) Engage students in considering alternative and diverse perspectives— perspectives they may be unaware of, those they might not agree with, those

that differ between texts, or points of view that vary from the one presented by a particular author

10) Serve as a springboard for students to reflect on those texts that support and/or challenge their own opinions and solutions and address real-world current issues

11) Connect with topics and issues that may stem from other areas of the curriculum (MOE, 2009).

Critical Literacy encourages teachers to develop their own understanding of language in order to implement critical literacy strategies effectively in the classroom (MOE, 2009). Adopting a teaching philosophy that surrounds critical literacy and pedagogy brings to the classroom awareness of cultural systems and powers, and the ways, positive or negative, that they affect individuals. Critical literacy helps both students and teachers to critically analyze point of view, intended audiences, and elements of inclusion or bias. The starting goal is the ability to apply these skills to texts, and then eventually learn to apply them to “read the world”, the power and domination that underlie, inform, and create them to ultimately change them (Creighton, 1997; Morrell, 2002).

Critical teaching encourages educators to find resources and teaching strategies that are more inclusive while facilitating academic growth. It offers educators with the opportunity to make connections and create learning communities in diverse classrooms. Often, academic failures of students are not due to lack of intelligence, but from an inaccessibility to resources and curriculum that are not the dominant or mainstream culture (Morrell, 2002). They are unable to form connections to the material, which

ultimately makes them unable to form connections and feel part of the greater classroom community.

Social Learning Theory. In the social learning view, psychological functioning is understood through reciprocal interaction between behaviour and its controlling conditions. All learning phenomena occur through observation of the behaviour of others and its consequences for them. Emotional responses can be developed observationally by witnessing affective reactions of others undergoing a favourable or unfavourable experiences. For example, fearful and defensive behaviour can be extinguished by observing others engage in the “feared” activities without any undesirable consequences; behavioural inhibitions can be induced by seeing others punished for their actions (Bandura, 1977).

Within the social learning theory, new patterns of behaviour can be learnt through direct experience or by observing the behaviour of others. An individual’s behaviour is best understood through reciprocal interactions. An individual’s capacity to learn by observation enables them to acquire large, integrated units of the patterns of trial and error (Bandura, 1977).

Informative and motivational function of reinforcement. Learning, that is rooted in direct experience, is largely influenced by the rewarding and punishing consequences that follow action. Responses are automatically and unconsciously strengthened by their immediate consequences. Informative feedback is the process of individuals developing thoughts and hypotheses regarding the types of behaviours that are most likely to succeed, which serve as guidelines for future actions. An individual’s patterns of behaviour are then strengthened or disconfirmed by the differential consequences that

accompany them (Bandura, 1977). The majority of human behaviour is not controlled by immediate external reinforcement. People come to expect that certain actions will gain them outcomes they value; this is the motivational function of reinforcement. Actions are, therefore, regulated by anticipated consequences. Through the ability to represent actual outcomes symbolically, future potential consequences can also service as motivators that influence behaviour similarly to actual consequences (Bandura, 1977).

Observational learning. Social Learning assumes that modeling produces learning through informative functions and that observers acquire mainly symbolic representations of modeled activities (Bandura, 1977). This modeling phenomena is composed of four interrelated subprocesses. The first process is attentional. An individual cannot learn much by observation if they do not recognize the essential features of the models behaviour. The second process is retention. An individual cannot be influenced by an observation if they have no memory of it. If one is to reproduce an action or behaviour, they must have a guide or set of response patterns in their memory to guide their behaviour. There are two retention systems that are used in observational learning: imaginal and verbal. For the imaginal system, during exposure, modeling occurs through a process of the sensory conditioning of retrievable images of the modeled sequences of behaviour. The second representational system, involves the verbal coding of observed events. Modeled behaviour can be acquired, retained, and later reproduced more accurately by verbal coding. After the modeled activities have been transformed into images and verbal symbols, these memory codes serve as guides for the reproduction of the modeled behaviour (Bandura, 1977).

It has been supported through research that symbolic coding can enhance observational learning. Observers who code modeled activities into either words, concise labels, or vivid imagery learn and retain the behaviour better than those who simply observe or are mentally preoccupied while watching the performance of modeled behaviour (Bandura, 1977). In addition to symbolic coding, rehearsal serves as an important retention aid. People who mentally rehearse or actually perform the modeled behaviour are less likely to forget them than those who neither thought nor practiced what they have seen (Bandura, 1977).

The third process is motoric reproduction. This process is concerned with processes where symbolic representations guide overt actions. A learner must put together a set of responses according to the modeled patterns. The amount of observational learning that can take place, depends on the physical skills of the individual who is learning (Bandura, 1977).

The fourth process is reinforcement and motivational. Learning may rarely be activated into overt performance if it is negatively received. When positive incentives are provided, observational learning is translated into action. Reinforcement can affect what people attend to and how actively they code and rehearse what they have seen (Bandura, 1977).

Self-Efficacy Theory. Self-efficacy is an individual's belief about his/her capabilities to produce designated levels of performance the influence events and affects his/her life. It determines how people feel, think, motivate, and behave. A strong sense of efficacy enhances accomplishment and personal well-being. They view difficult tasks as challenges to be mastered rather than threats to be avoided. They set challenging goals

and maintain strong commitment to them. Comparably, individuals who have a low self-efficacy fear and avoid threatening situations they believe exceed their abilities (Bandura, 1977; 1994).

Self-efficacy theory is based on the assumption that all psychological procedures serve as a means of creating and strengthening expectations of personal efficacy. An outcome expectancy is an individual's estimate that a given behaviour will lead to a certain outcome. An efficacy expectation is the belief that one has the ability to successfully execute the behaviour required to produce an outcome. Outcome and efficacy expectations are differentiated, because individuals can believe that an action will produce an outcome, but that does not necessarily mean that they feel they are capable of the action required or that the desired outcome will be achieved (Bandura, 1977).

Self-efficacy theory is also tied to Social Learning theory in that expectations of personal efficacy are based on four sources of information: performance accomplishment, vicarious experience, verbal persuasion, and emotional arousal (Bandura, 1977; 1994).

Performance accomplishments. Performance accomplishments consist of participant modeling, performance desensitization, performance exposure, and self-instructed performance. It is based on personal mastery experiences. Perceived successes raise feelings of personal mastery while repeated failures lower them, especially if the failures occur early on. After strong efficacy expectations develop through repeated success, the negative impact of perceived failures is likely to be reduced. Once efficacy is established it tends to generalize to other situations, which improve behavioural functioning. When individuals experience only easy successes they

begin to expect immediate results and are easily discouraged by failure. A resilient sense of efficacy requires experience in overcoming obstacles through perseverance, determination, and effort. Once a strong sense of efficacy is developed, they are able to persevere in the face of adversity and quickly rebound from setbacks. They emerge stronger from adversity (Bandura, 1977; 1994).

Vicarious experience. Vicarious experience consists of live and symbolic modeling. When individuals see people similar to themselves succeed by sustained effort it raises beliefs that they also have the ability to master comparable actions and behaviour that are required for success. The greater the assumed similarity, the more persuasive the model's successes and failures will be (Bandura, 1977; 1994).

Verbal persuasion. Verbal persuasion consists of suggestion, exhortation, self-instruction, and interpretive treatments. People who are told verbally that they possess the capabilities of mastery are more likely to put forth a greater effort to sustain it than if they were to let self-doubt and perceived personal deficiencies consume their thoughts. It is more difficult to instill high beliefs through verbal persuasion than to undermine it. Unrealistic or false boosts in efficacy are disconfirmed immediately by undesired outcomes. However, when people are lead to believe that they lack capabilities they tend to avoid challenging activities and give up quickly. 'Efficacy builders' also structure situations that bring success and avoid placing people in situations too soon where they are likely to fail. They measure success in terms of self-improvement rather than by triumphs over others (Bandura, 1977; 1994).

Emotional arousal. Emotional arousal consists of attribution, relaxation, biofeedback, symbolic desensitization, symbolic exposure. Individuals rely on their

physical and emotional states when they make a judgment on their capabilities. Stress, tension, and fatigue can be viewed as signs of vulnerability and weakness. Moods also affect an individual's judgment. The more positive a mood, the greater the perceived self-efficacy. The goal for self-efficacy is to alter the interpretations of emotional and physical reactions. Individuals who possess a high self-efficacy, are more likely to view their affective arousal as energizing rather than as a debilitator (Bandura, 1977; 1994).

Summary

When selecting these theories to comprise my theoretical framework, my intent was to incorporate theories that would help to explain the different ways that pre-service teachers acquire knowledge, skills and experiences. However, I wanted to select theories that could also be applied to the way pre-service teachers can facilitate the way their own students will one day learn.

Jean Baker Miller's (1976) Relational-Cultural Theory emphasizes the importance of the counselor-client relationship in therapy to satisfy the human yearning for connection, belonging, and inclusion. Counselors and clients work together trying to address relational experiences and social identities that may have lead to social injustices and how they lead to feelings of shame, isolation, and humiliation (Comstock et. al., 2008; Miller & Stiver, 1997; Walker, 2002). It could be suggested that this counselor client relationship resembles the teacher-student relationships that are formed in the classroom. Teachers effectively express connections with their students creating a community that is grounded in social justice and multicultural education; a community where identities are accepted, welcomed, and integrated into the classroom in the attempt

to eliminate any feelings of shame, exclusion, or lack of belonging due to the many differences that exist in the classroom and risk factors that students could be exposed to.

James Banks' (1993) Dimensions of Multicultural Education theory centres around restructuring schools so that individuals function in a diverse world. An important aspect of this theory is the notion of the knowledge construction process. It brings to light the way assumptions, frames of reference, perspectives, and biases influence knowledge (Banks, 1993; Howard, 2006; Woolfolk, Winnie, Perry, & Shapka, 2010). This reflects the responsibility of new teachers to involve themselves in reflective thought and discussions regarding how they have constructed their own knowledge throughout their lives and how their experiences have contributed to their beliefs, perspective and the way they relate to others (Reiter & Davis, 2011; Seidl & Conley, 2009). This further coincides with the Critical Literacy approach to teaching where individuals apply their skills and strategies to challenge the world around them (MOE, 2009). These support the need for teachers to make multicultural education and social justice a fundamental and underlying part of their pedagogy. However, in order to feel confident in doing this, teachers must first gain practical experience, tools, and resources in doing so during their pre-service year (Sharma, Loreman, & Forelin, 2011; Winter, 2006).

According to Bandura's (1977) Social Learning Theory, individuals acquire skills and pedagogical strategies through observing the behaviour of others and its consequences. It can be suggested that teachers should seek out learning opportunities where they will be exposed to their peers and seasoned professionals in their field in order to from their knowledge, skills, and experiences.

Bandura's Self-efficacy theory (1977) states that all individuals have beliefs about his/her capabilities to achieve a certain outcome. Psychological procedures serve to create or strengthen the expectations of personal efficacy (Bandura, 1977, 1994). It can be suggested that the practical experiences that teachers have, combined with engaging in reflection afterward, could comparably create and strengthen efficacy leading to setting more challenging goals, professionally, and maintaining a stronger commitment to their students (Bandura, 1977; 1994).

CHAPTER 3: METHODOLOGY

The research was conducted using an explanatory mixed-methods research design, which is a procedure for collecting, analyzing, and “mixing” of quantitative and qualitative research methods in a single study. Using both quantitative and qualitative methods provided a deeper understanding of the research problem and questions than either method would have alone (Creswell, 2008; Gay, Mills, & Airasian, 2011).

First, quantitative data was collected through the Multicultural Efficacy Scale Questionnaire (MES) (Guyton & Wesche, 2005). It provided useful information to quantify the multicultural efficacy trends of the pre-service teacher candidates that were enrolled in the LEAD course/program compared to those who were not (Creswell, 2008). A quantitative hypothesis was developed and the null hypothesis was used in order to remain impartial throughout the research process.

Qualitative data was collected through questionnaires with participating LEAD teacher candidates to provide a deeper understanding of the quantitative results and the efficacy trends displayed. The questionnaires also provided qualitative data that reflected the perspectives and experiences of the pre-service teacher candidates enrolled in the LEAD program (Creswell, 2008; Gay, Mills, & Airasian, 2011).

Research Purpose and Question

The purpose of this study was to explore the relationship between the LEAD program and multicultural efficacy, preparation, and understanding of diversity in the classroom of pre-service teacher candidates enrolled in the B.Ed Program during the 2014-2015 academic year. The following are the research questions:

- 1) Is there a significant difference between the efficacy scores of pre-service candidates enrolled in the LEAD program compared to those who are not?
- 2) What are the perceptions and experiences of teacher candidates who are enrolled in the LEAD program in relation to their efficacy, awareness, and understanding of diversity in the classroom?

The quantitative null hypothesis is that there is not a significant difference between LEAD and NONLEAD pre-service teacher candidates when it comes to their scores on the efficacy scales.

Research Procedure

Participant selection. The participants were chosen through convenience and purposeful sampling. This is the process of including participants who are available and easily accessible for the study (Gay, Mills, & Airasian, 2011). The participants for the quantitative portion of the study were pre-service teacher candidates in the Faculty of Education completing their B.Ed in Consecutive Program. The participants were from all three teaching divisions (Primary/Junior; Junior/Intermediate; Intermediate/Senior) to maximize sample size.

Part 1: Quantitative data participants. Participants, from all three divisions, were recruited through email. An online survey was sent out through email to all B.Ed students in April 2015. All potential participants were given three weeks to complete and submit the online survey. The survey was sent out to all 395 B.Ed teacher candidates. There were 66 participants who initially submitted the survey resulting in a participation rate of 16.7%. However, 12 were eliminated because they did not complete the survey in its entirety.

There were 54 participants who fully completed the quantitative portion of this study; 12 males, 41 females, 1 chose not to respond; 38 were between the ages of 21-25, eight were between the ages of 26-30, four were between the ages of 31-35, four were 41 or older; 22 were enrolled in the Primary/Junior division, 13 were enrolled in the Junior/Intermediate Division, 19 were enrolled in the Intermediate/Senior Division; 19 were enrolled in the LEAD program, eight were enrolled in enrichment courses in the Primary/Junior Division (four in each of the following courses: Beginning Times Teaching and Urban Education), 28 were not enrolled in any enrichment courses; 44 participants identified themselves as White/Caucasian or of European decent; 46 participants identified themselves as Christians (Catholic, Anglican, Protestant, etc.); 51 participants identified themselves as Heterosexual; 45 participants identified themselves as single, never married; 49 participants declared that they had no physical/intellectual disabilities; 35 participants identified themselves as coming from lower-middle class to upper-middle class (\$20,000/year to \$80,000+/year) as a child, and 29 participants identified themselves currently in the lower-middle class to upper-middle class (\$20,000/year to \$80,000+/year).

The sample for this study supports the literature review in that the majority of pre-service teachers were white, middle-class, Christian women, which does not align with the students they will be teaching, as the majority of K-12 learners are far more diverse (Mills, 2013; Nadelson, et. al., 2012; Silverman, 2010; Reiter & Davis, 2011).

Part 2: Qualitative data participants. The participants in this portion of the study were Intermediate/Senior pre-service teacher candidates who were enrolled in the LEAD program and/or graduates from the LEAD program from previous academic years. All

potential participants were recruited through email at the end of April 2015. The recruitment email was sent to 40 potential participants. They were given the option to participate in a semi-structured one-on-one interview or to submit their answers to the open-ended questions in writing. Five participants volunteered for this portion of the study. All five were female and between the ages of 22-32. Four of the participants were current students in the LEAD Program and one was a graduate from the 2011-2012 academic year.

Design

Part 1: Quantitative data. This portion of the study used a cross-sectional survey design collecting data from the population of pre-service teacher candidates in the B.Ed Consecutive Program in the Faculty of Education, at a single point in time to provide a snapshot of the current attitudes and beliefs of their own multicultural efficacy (Gay, Mills, & Airasian, 2011). It was used to determine if there was a significant difference between the multicultural efficacy of pre-service teacher candidates in the LEAD program compared to those who were not enrolled in the LEAD program.

Part 2: Qualitative data. This portion of the study consisted of a questionnaire to obtain information that could not be obtained from the surveys. The participants included pre-service teacher candidates and graduates from the B.Ed Program from previous years who were enrolled in the LEAD program. They contributed to a shared understanding of the statistics obtained from the MES (Gay, Mills, & Airasian, 2011). The interviews were open to all LEAD pre-service teacher candidates on a volunteer basis, and past graduates who were still involved with the Faculty of Education were asked as well. Participants had two options. The first was to answer the questionnaire in writing. The

second was to take part in a one-on-one, semi-structured interview, containing a set of specific questions posed by the researcher giving the participants an opportunity to answer the questions and allowing the researcher to elaborate further in order to get as much valuable information out of each questions as possible (Gay, Mills, & Airasian, 2011). All five participants elected to submit their answers in writing.

Instrumentation

Part 1: Multicultural Efficacy Scale. The study used a survey design focusing on quantitative data, mainly descriptive statistics. The survey used was the Multicultural Efficacy Scale (MES) developed by Guyton and Wesche of Georgia State University (2005) (Appendix A). The survey is in the form of a questionnaire, a written collection of survey questions to be answered by the pre-service teacher candidates. The items were structured, as they require the participant to choose among the provided responses (Gay, Mills, & Airasian, 2011; Guyton & Wesche, 2005).

The MES was developed as a tool to measure the concept of multicultural efficacy; the confidence that one can teach in multicultural settings, dimensions of cultural experiences, minority group knowledge, attitudes about diversity, and knowledge of teaching skills in multicultural settings. Based on Guyton's and Wesche's (2005) review of the literature in multicultural education, 35 items were developed and sorted into one of three subscales. The first seven items surround experience, which includes a 4-point relative frequency scale (Scale Range: 1- never, 2-rarely, 3-occasionally, 4-frequently) for participants to rate their personal experiences (e.g. playing, working, and socializing) with people "different" from them. The next seven items surround attitude, which includes a 4-point Likert Scale (Scale Range: 1-agree strongly, 2-agree somewhat,

3-disagree somewhat, 4-disagree strongly) for participants to best describe reactions to statements on issues such as race relations in the classroom and multicultural education. The next 20 items surround efficacy, which includes a 4-point Likert Scale (Scale Range: 1-I do not believe I could do this very well; 2-I could probably do this if I had to, but it would be difficult for me; 3-I believe that I could do reasonably well, if I had time to prepare; 4-I am quite confident that this would be easy for me to do) for participants to self-assess their own ability to do the listed items. The last item classifies the participants requiring them to select a statement that reflects their strongest belief of multiculturalism in teaching (Guyton & Wesche, 2005).

The internal consistency/reliability is the ability to which items in a single test are consistent among themselves and with the test as a whole. A test has high internal reliability when all items are related or are measuring the same thing (Gay, Mills, & Airasian, 2011). The MES has an internal reliability as a survey instrument, Chronbach's alpha of .89, with subscale alpha's of .78 for experience, .72 for attitude, and .93 for efficacy.

Part 2: Open-ended Questionnaires. The interviews contained nine questions, developed by myself, as the researcher, surrounding the perceived impact of the LEAD program on their Multicultural Efficacy (Appendix B). Teacher Candidates were also given the opportunity to make any additional comments about the program in general.

Data Collection

Quantitative data collection. The quantitative data was collected when all classes that pre-service teacher candidates take within the Faculty of Education were completed, as well as three full placements. Pre-Service teachers having completed the courses,

allowed for a fuller picture of the impact from the both the B.Ed program and LEAD program to be obtained during the research. The online survey took approximately 20 minutes for participants to complete, and they were given a week from the date the survey was sent out to submit it.

Qualitative data collection. The qualitative data was collected after the quantitative data had been collected, entered, and descriptive statistics analyzed. Since, all participants elected to submit the answers in writing, the time it took for them to complete the questionnaires is unknown. The participants were given a week from the date the questions were sent out to return their responses.

Data Analysis

Quantitative data analysis description. The data analysis was completed in two parts. The first portion of the analysis was on the results of the MES scale and purely quantitative. Each subscale score was computed as a percentage of a perfect score. The “experience” subscale was not used for scoring purposes but to provide a frame of reference regarding the experience of participants. Scoring a 1 or 2 on an item on the “attitude” or “efficacy” scale is considered a low score and a 3 or 4 is considered a high score. From this assumption, scores ranges for attitude are 0 to 15 (low), 16 to 24 (average), and 24 to 28 (high). For efficacy, 0 to 54 (low), 55 to 66 (average), and 67 to 80 (high) (Guyton & Wesche, 2014). The overall MES scores for attitude and efficacy of the pre-service teacher candidates enrolled in the LEAD program were then compared to the overall MES scores for attitude and efficacy of those not enrolled in the LEAD program.

Qualitative data analysis description. The second portion of the analyses was based on the results of the qualitative data collected through interviews questions. Thematic analysis was used to analyze the qualitative data. Thematic Analysis is a method for identifying, analyzing, and reporting patterns (themes) within data by organizing and describing data in detail. A theme captures important information from the data in relation to the research question and represents patterned responses and meaning within the data set (Braun & Clark, 2006).

Thematic analysis is a method that is flexible; relatively easy and quick to learn; accessible to researcher with little or no experience of qualitative research; results are generally accessible to the education general public; useful when working with participatory research paradigms, with participators as collaborators; can usefully summarize key features of a large body of data, and offer a “thick description” of the data set; can highlight similarities and differences across the data set; can generate unanticipated insights; allows for social as well as psychological interpretations of data; can be useful for producing qualitative analyses suited to informing policy development (Appendix D and E) (Braun & Clark, 2006).

I used an inductive or “bottom up” approach in analyzing my data. This means that the themes selected were strongly linked to the data collected. The data was collected specifically for the research and was coded without trying to fit it into a pre-existing coding frames or preconceptions. This type of thematic analysis is data driven (Braun & Clark, 2006). The themes were analyzed at a latent level, which extends beyond the semantic content of what is being explicitly stated by the participants and begins to examine the underlying ideas and assumptions that are theorized as shaping or

informing the semantic content of the data (Braun & Clark, 2006). On an epistemological level, the analysis was an essential or realistic approach to theorize motivations, experience, meaning, and language (Braun & Clark, 2006).

Since all participants elected to submit their answers in writing, I had no prior knowledge of the responses or potential themes that could emerge. There are five phases of thematic analysis (Appendix D). During the first phase of analysis, I familiarized myself with the data. This was done through repeated reading of the individual responses to look for patterns of meaning and potential issues of interest within the data (Braun & Clark, 2006). I went back and forth between the data collected from all of the different participants to look for common ideas based on the experiences within the LEAD course and the B.Ed Program in general and made notes on a separate page of ideas that I felt were important to later condense into my themes (Braun & Clark, 2006).

The second phase of the analysis consisted of generating initial codes. I copy and pasted all of the participant responses from their individual Microsoft word documents into one document and colour coded them for ease of reading and analysis. For each question I highlighted similar responses in the same colours (Braun & Clark 2006).

The third phase refocused my analysis at a broader level. I referred back to the initial notes I made from the first phase of analysis and organized them into major themes which will be discussed in Chapter 5. When I had organized all of the important ideas I began to separate all of the responses according to which “theme” they supported. All responses that did not seem to fit in any of the main themes were also kept together for future reference (Braun & Clark, 2006). The fourth phase consisted of reviewing themes. This phase was used to determine if there was enough data to support the themes, if

themes needed to be combined and separated, etc. I needed to ensure that the data within themes came together meaningfully (Internal homogeneity) and that there were clear distinctions between the themes (external heterogeneity) (Braun & Clark, 2006).

The fifth phase consisted of defining and naming the themes. Each theme was analyzed and defined using a literature review-like process. This ensured a clear understanding of each theme on my part and further ensured that these themes fit into the overall research (Braun & Clark, 2006). The sixth phase consisted of producing the end report. I combined my definitions and explanations of each theme with the data that had been collected in a concise, coherent and logical way in order to make an argument in relation to my research question.

Ethical Considerations

There were many important ethical considerations that needed to be made during the recruitment of participants, collection of data, and analysis of data.

Informed consent. All potential research participants needed to voluntarily participate in the research of their free will and with understanding of the nature of the study and any possible dangers that may arise as a result of participation. This was required to reduce the likelihood that participants would be exploited. Participants also had the right to withdraw at any time, and in doing so, any previously collected data that they contributed needed to be eliminated from the study (Gay, Mills, & Airasian, 2011).

Freedom from harm. Participants were not exposed to any undue risk, which involved issues related to personal privacy and confidentiality; collecting information about participants without their knowledge or without appropriate permission (Gays, Mills, & Airasian, 2011). Participants also needed to be aware that their success in the

B.Ed Program, LEAD Program, field placements, and course grades were not in any way impacted by their participation, or lack there of, in the research study, or any opinions, experiences, or perspectives they shared during the data collection.

Confidentiality. I ensured that all identifiable information obtained from participants would be kept confidential (Gay, Mills, & Airasian, 2011). During the quantitative portion of the study, participants were not asked to provide any identifiable information. The identities of the participants in the qualitative portion of the study were not revealed at any point in time, and pseudonyms were used for reporting purposes.

CHAPTER 4

PART 1: QUANTITATIVE DATA ANALYSIS

Part 1: Multicultural Efficacy Scale (MES)

Descriptive statistics were generated through SPSS to examine the overall study-population's trend on the experience, attitude, and efficacy scales.

Experience. The first scale, experience, contained seven items for participants to rate their personal experiences (e.g. playing, working, and socializing) with people “different” from them. The experience subscale was not used for scoring purposes rather to provide a frame of reference regarding the past experience of participants (Guyton & Wesche, 2005).

Table 1. *Experience Subscale: Frequency of Responses*

Question	Never	Rarely	Occasionally	Frequently
As a child, I played with people different from me.	2	14	2	14
I went to school with diverse students as a teenager.	5	20	10	19
Diverse people lived in my neighbourhood when I was a child.	12	28	9	5
In the past, I chose to read books about people different from me.	5	15	25	9
A diverse person was one of my role models when I was younger.	19	19	13	3
In the past, I chose to watch TV shows and movies about people different from me.	0	15	25	14
As a teenager, I was on the same team and/or club with diverse students.	7	15	14	18
Totals	50	126	98	127

This table shows the frequency of each response on the experience subscale across all participants who completed the online survey.

Attitude. The second scale, attitude, contained seven items for participants to best describe reactions to statements on issues such as race relations in the classroom and multicultural education. Scoring a 1 or 2 on an item on the “attitude” scale is considered a low score and a 3 or 4 is considered a high score. From this assumption, scores ranges for attitude are 0 to 15 (low), 16 to 24 (average), and 24 to 28 (high). For efficacy, 0 to 54 (low), 55 to 66 (average), and 67 to 80 (high) (Table 2) (Guyton & Wesche, 2005).

Efficacy. The third scale, efficacy, contained 20 items for participants to self-assess their own ability to competently complete the listed items/tasks (Guyton & Wesche, 2005). Scoring a 1 or 2 on an item on the “efficacy” scale is considered a low score and a 3 or 4 is considered a high score. From this assumption, scores ranges for attitude are 0 to 15 (low), 16 to 24 (average), and 24 to 28 (high). For efficacy, 0 to 54 (low), 55 to 66 (average), and 67 to 80 (high) (Guyton & Wesche, 2005).

Table 2. *Attitude and Efficacy Descriptive Statistics.*

Statistics		experience	attitude	efficacy
N	Valid	54	54	54
	Missing	0	0	0
Mean		18.3333	10.7963	60.5000
Skewness		.127	1.198	-1.210
Kurtosis		-.614	.880	2.573
Range		18.00	13.00	53.00
Minimum		10.00	7.00	23.00
Maximum		28.00	20.00	76.00

This table shows the overall descriptive statistics for the entire sample for their attitude and efficacy scores. The mean (average) score for attitude was 10.7963, which corresponded to the “low” score range. The mean score for efficacy was 60.5000, which corresponded to the “average” score range.

The last item. The last item classifies the participants by their selection of a statement that reflects their strongest belief about teaching (Table 3) (Guyton & Wesche, 2005).

Table 3. *Strongest Beliefs About Teaching*

Answer Choices	Response Percentage
A) If every individual learned to accept and work with every other person, then there would be no intercultural problems.	27.78%
B) If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America.	9.26%
C) All cultural groups are entitled to maintain their own identity.	7.41%
D) All cultural groups should be recognized for their strengths and contributions.	40.74%
E) Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.	14.81%

This table shows the breakdown of the responses for all participants. This question was not used for scoring purposes. This will be analyzed within Chapter 6: Discussion, Limitations, and Recommendations.

Skewness, kurtosis and test of normality. Skewness and kurtosis are two main ways that a distribution can deviate from “normal”. The skewness of a data set is a measure of the symmetry of the frequency distribution. Symmetrical/normal distributions have a skew of 0. The attitude scale distribution had a skewness measure of

1.198, indicating that the frequent scores were clustered at the lower end of the distribution (positive skew). The efficacy scale distribution had a skewness measure of -1.210, indicating that the frequent scores were clustered at the higher end of the distribution (negative skew) (Field, 2009).

The kurtosis of a data set measures the degree to which scores cluster in the tails of the distributions. Symmetrical/normal distributions have a kurtosis of 0. The attitude scale distribution had a kurtosis of .880, indicating a platykurtic distribution: too few scores in the tails and quite flat. The efficacy scale distribution had a kurtosis of 2.573, indicating a leptokurtic distribution: too many scores in the tails and peaked (Field, 2009).

Since the skewness and kurtosis were found to deviate from what is considered normal distribution, tests of normality were completed to determine the type of test that should be used to compare the LEAD and NONLEAD scores.

Table 4. *Tests of Normality*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
attitude	.226	54	.000	.866	54	.000
efficacy	.170	54	.000	.911	54	.001

This table shows the results of the Kolmogorov-Smirnov and Shapiro-Wilk Normality Tests. Both of these tests compared the scores in the sample to a normally distributed set of scores with the same mean and standard deviation to see if there was a significant difference (Field, 2009). The results for the attitude scale were found to be significant at the .05 level for both the Kolmogorov-Smirnov Test (p= .000) and the Shapiro-Wilk Test

($p = .000$). The results for the efficacy scale were also found to be significant at the .05 level for both the Kolmogorov-Smirnov Test ($p = .000$) and the Shapiro-Wilk Test ($p = .001$) (Field, 2009).

Mann-Whitney Test. Non-parametric tests are a family of statistical procedures that do not rely on the restrictive assumptions (ex: the assumptions of a normal distributions) (Field, 2009). The Mann-Whitney is a non-parametric test that looks for statistically significant differences between two independent samples. It is the non-parametric equivalent of an independent t-test (Field, 2009).

Table 5. *Average Scores for Attitude and Efficacy by Group*

Group Statistics			
		N	Mean
attitude	LEAD	19	9.6316
	NONLEAD	35	11.4286
efficacy	LEAD	19	64.5263
	NONLEAD	35	58.3143

Table 6. *Comparison of the Means of LEAD and NON-LEAD Teacher Candidates*

Hypothesis Test Summary			
Null Hypothesis	Test	Sig.	Decision
The distribution of attitude is the same across categories of LEAD NONLEAD.	Independent Samples Mann-Whitney U Test	.086	Retain the null hypothesis
The distribution of efficacy is the same across categories of LEAD_NONLEAD.	Independent Samples Mann-Whitney U Test	.007	Reject the null hypothesis

Asymptotic significances are displayed. The significance level is .05.

Table 5 contains the average scores for each group on the attitude and efficacy scales. The NON-LEAD teacher candidates, on average, scored higher than the LEAD

teacher candidates on the attitude scale, however, both the LEAD and NON-LEAD candidates scores in the “low” range on the attitude scale. Table 6 shows the results of the Mann-Whitney Test and at the .05 level there was not a statistically significant difference ($p = .086$). Therefore, we retain the null hypothesis for attitude.

The LEAD teacher candidates, on average, scored higher than the NON-LEAD teacher candidates on the efficacy scale. Both groups, scored in the “average” range. After, the Mann-Whitney Test, it was found that there was a statistically significant difference between the two groups at the .05 level ($p = .007$). Therefore, we reject the null hypothesis for efficacy.

CHAPTER 5

PART 2: QUALITATIVE DATA ANALYSIS

Part 2: Open-ended Questionnaires

There were five participants in this portion of the study. For confidentiality purposes and ease of reading, the participants have been given pseudonyms. All quotes that were transcribed in this document have been taken from the raw data.

Participant 1 has been given the pseudonym Katie. She is 23 years old and in the I/S Division with her teachable subjects in Biology and English. Participant 2 has been given the pseudonym Amy. She is 23 years old and in the I/S Division with her teachable subjects in English and Social Science. Participant 3 has been given the pseudonym Elizabeth. She is 25 years old and in the I/S Division with her teachable subjects in English and History. Participant 4 has been given the pseudonym Samantha. She is 32 and in the I/S Division with her teachable subjects in English and History. Participant 5 has been given the pseudonym Jennifer. She is 32 and in the I/S Division with her teachable subjects in English and History. All participants were in the LEAD Program.

After the Thematic Analysis of the data, there were four common themes that I found throughout the participant responses: the value of practical experience, empathy and understanding, importance of social learning, life-long learning.

The value of practical experience. One of the criticisms of teacher education is the disconnect between theory and practice (Von Wright, 1997; Lunenberg & Korthagen, 2009). Theory involves logical structuring and definitions, it is relatively static and somewhat detached from the specific situations it surrounds. Practical experience is gained from the ‘real world’. It encompasses an individual’s inner reality (perspective,

world view, past experiences, professional identity, etc.) while in the environment (Lunenberg & Korthagen, 2009). Practical experience has also been referred to as “a change in the eyes through which we see the world” and is considered to be the essence of professional learning (Lunenberg & Korthagen, 2009; Marton, Dahlgreen, Svensson, & Saljo, 1977).

Many teacher-education programs use the “application model” (also known as, theory-into-practice). However, this model does not seem to work very well, and often results in what is referred to as a “gap” or disconnect between theory and practice, because many pre-service teachers have difficulty applying the theories presented to them, and it has been questioned through research as to whether or not the graduates of teacher education programs “learned” the theories at all (Lunenberg & Korthagen, 2009). Teaching involves a variety of complex psychological and sociological processes. Teachers are expected to accomplish complex goals in classrooms that are influenced by the interaction of curriculum, contexts, and how students respond to instruction as well as peer interaction. This makes it difficult for theories to be applied to specific situations because what works in one situation may not always work in another. Teachers often have to make relatively immediate decisions with limited reflection time or time to search for alternatives through acquired theoretical frameworks and then to choose the best option for the specific situation they are in. Even with reflection time available, theories each have value in explaining situations and offering different perspectives, therefore, there is not always a single best alternative. Also, a theoretical approach that works well in one situation may flounder in another (Lunenberg & Korthagen, 2009).

Special attention should be paid to the experience of new teachers in their daily practice in school, and to their concerns, beliefs, and teaching conceptions. There have been changes in teacher education programs from mainly academic and content-based to practice-based. Today, student teachers are spending more time in schools than 10 years ago, but teacher education programs still continue to place higher value on theory (Lunenberg & Korthagen, 2009).

It was very clear, across all participants who were in the LEAD program, that they valued the practical experience they gained through LEAD. Katie commented on their “intimate exposure to diversity”. This was further expanded upon in the responses given by Amy, where she stated:

The LEAD candidates are further integrated into the diverse culture of the school. Student success rooms provide candidates with a greater understanding of individual differences and one-on-one working environments that better prepare individuals to incorporate strategies into personal teaching practices. LEAD provided many hands on opportunities to learn in addition to practical knowledge that will forever be of use in teaching.

Katie stated that they were given chances to “work with guest lecturers that provided a chance to learn about interacting with different students”. Elizabeth and Samantha agreed commenting on the wide range of presentations, professional development sessions, and in-class workshops where people shared their personal experiences and valuable information about how to handle students with differences, which they were able to apply in placement. All participants made reference to feeling more prepared

from the LEAD course because they felt it presented a more “realistic” picture of the classrooms they would be in.

Katie also mentioned that: “LEAD provided a place for teacher candidates to discuss experiences and they had many conversations that made the teacher candidates feel more comfortable with teaching diverse students”. This places importance on James Banks’ Dimensions of Multicultural Education. In this theory, he talks about restructuring schools so that students acquire knowledge, attitudes, and skills needed to function in a diverse society, nation and world (Banks, 1993). Accordingly, in a classroom context, it is important for discussion to take place surrounding cultural assumptions, frames of reference, perspectives, and biases, etc., and how they influence the construction of knowledge.

The self-efficacy of teacher candidates was raised through entering meaningful and experience-rich placements after being prepared and ready to do so through the many lectures, discussions, presentations, and workshops they participated in. They were also given vicarious experiences through the seasoned professionals that they formed connections with. Seeing people similar to themselves succeeding in diverse classrooms served as a great model for their own success (Bandura, 1977; 1994).

Teachers are also encouraged, through Critical Literacy, to develop their own understanding and a teaching philosophy that brings to the classroom awareness of culture systems and power and the way individuals are affected by them (Creighton, 1997; MOE, 2009). Relational Cultural Theory also emphasizes an inclusive approach to help identify how contextual and socio-cultural challenges such as race, gender, religion, sexual orientation, social class, physical ability, impeded an individual’s ability to create,

sustain, and participate in a growth fostering relationships and communities (Walker, 2002; Comstock et. al., 2008). However, in order for all of this to happen within the classroom, teachers must take part in and have experience with these discussions to examine, not only the way they construct knowledge, but the way knowledge has been constructed in the institution of education and the professional associations at large.

Empathy and understanding. An important characteristic of teaching is to have empathy and understanding of students. Empathy is an individual's capacity to be able to experience others' emotional states, feeling sympathy or compassion towards them, and taking their perspective. Empathy develops as a result of biological and experiential factors. For the purposes of this research, I will focus on the experiential factors. Empathy is able to develop from social experiences. Elementary school years are a crucial time when individuals develop their conscience. It is crucial for individuals to have models and appropriate experiences throughout their development (Baron, Branscombe, & Byrne, 2008). In order for teacher's to create a social environment for their students to develop empathy towards one another, they must first have it for their students.

Empathy and understanding are the keys to building relationships within the classroom. All individuals have a yearning for connection, belonging and social inclusion (Comstock et. al, 2008; Miller & Stiver, 1997). Relational Cultural Theory has an intention of healing, deconstructing obstacles that individuals encounter through understanding in diverse relational contexts. It focuses on symptom reduction (minimizing differences) to restore the adverse impact of social injustices for the wider context of the classroom (Birrell & Freyd, 2006; Comstock et. al., 2008). For a teacher to

be effective, they must first understand the students they will be teaching. Individuals are better able to learn what they care about, from people they care about, and who they know care about them (Dhaliwal, 2015).

All participants were asked to discuss their confidence in their awareness, understanding, and ability to integrate diversity into teaching practices in the classroom. All participants reported that they did have an awareness of the diversity they would be encountering, but low confidence in actually integrating diversity into their teaching practices. One of the main reasons, that was stated by both Samantha and Jennifer, was the fact that they attended a high school where there was very little diversity (mostly middle class, white students). This aligns with the demographic of most new teachers and can serve as a disadvantage if they are not aware, or made aware, of the diversity that exists as they bring their own personal experiences and biases into the classrooms they teach in (Mills, 2013; Nadelson, et. al., 2012; Silverman, 2010; Reiter & Davis, 2011). The possibility of coming into the classroom with personal biases, was also acknowledged by Samantha. She wrote, “ we should never make assumptions about students, especially when it comes to knowing them. Listening to students rather than lecturing is helpful in students feeling they can open up to you.”

Katie said their biggest challenge was relating to the students: “ If you don’t have common experiences, how can you relate?”. If teachers have not had their own personal experiences with diversity in their lives, than it will be difficult for them to be sensitive and aware of it when they have their own classrooms. Elizabeth also commented on the importance of knowing student beyond academics and how helpful it was in the end in helping them to reach their students. This puts a greater responsibility on teacher

education programs to provide the opportunities for teacher candidates to gain experience with diverse students in order to increase their comfort level and efficacy in integrate diversity into their own teaching practices. Only then do teachers have the ability to develop classroom communities based on acceptance and understanding. The efficacy of teacher candidates was impacted by their experiences. When individuals only experience easy successes they are much more likely to be discouraged by failure. LEAD candidates overcame many obstacles and challenges in the classroom where they needed to persevere in the face of adversity and setbacks, strengthening their confidence (Bandura, 1977;1994).

There were many significant differences listed between the LEAD course and the other classes that participants were enrolled in, such as: a more realistic perspective on today's students; exposure through placements to classes that would have otherwise elicited a feeling of "fear"; LEAD was much more hands on; conversations within the course (both during lecture hours and in the online discussions) that made teacher candidates feel more comfortable with teaching diverse students. Amy stated that she learned that "true and passionate teachers do not get a prep period". Both the in-class and practical elements of LEAD provided them with more challenging goals that required a stronger commitment to teaching. They began to view classes, that would have been viewed as threats to be avoided because they exceeded their abilities, as opportunities to grow and learn and as challenges to be mastered (Bandura, 1977; 1994).

Samantha stated: "LEAD was much more raw. We looked at issues such as teen suicide, eating disorders, sexual orientation, etc., on a more intimate level. Other courses were not so hands-on and eye opening". Elizabeth responded to questions 1 and 5 stating

that LEAD was “outside of the class and curriculum” in its teachings and it prepared them for the “real challenges students face, which can be a boundary in their ability and willingness to learn”.

All participants were asked to discuss any unexpected challenges they encountered in their placements. Elizabeth listed the following challenges they encountered in the classroom: dealing with issues such as a lack of motivation in school, personal risk factors, adapting to changes, and the inability for students to come to class prepared. Jennifer stated: “differences exist all around us, even though some may be hidden. It is up us to tap into students with differing needs so that everyone feels safe and welcome”. Katie emphasized the importance of having an open mind: “If you generalize in your teaching and ignore differences between students, they will look at you as just another adult who ‘doesn’t get it’. With that open mind and welcoming spirit, students become more comfortable talking to you and listening to you and in turn will be more willing to ask for help”.

An individual may have extensive knowledge of many concepts and principles, however, teachers must have deep insight into the importance of empathy towards their students. They must also be aware of the students’ feelings and be able to react to them in an empathetic way. Having the ability to perceive the feelings and needs of the students and to act upon this awareness in a pedagogically tactful manner, is the essence of practical wisdom (Lunenberg & Korthagen, 2009). This also relates to Critical Literacy and Pedagogy approach to teaching in the classroom which expects teachers to create a classroom culture by acquiring an understanding of students’ interests, backgrounds, and values; building on unique identities and diverse community

perspectives that are represented in the classroom; acknowledging that some issues can be sensitive for some students; engaging students in considering perspectives that they may be unaware of, those they may not agree with, etc. (MOE, 2009).

Carl Roger's concept of 'mutual empathy', a key component in *RCT*, occurs where connections are developed between teachers and students. Mutual empathy creates the conditions for teachers to become more culturally competent through learning about worldviews, perspectives, beliefs, and experiences that differ from their own (Comstock et. al., 2008; Day-Vines et. al., 2007; Ivey et. al, 2007). This coincides with the expectation for teachers to care for the "whole child" and to be aware and sensitive to all issues of diversity, which surrounds the students they teach (Mills, 2013; Silverman, 2010). The problem is that many teachers are not taught HOW to do this. Amy stated that a major challenge in the classroom was knowing "how to give students a voice and how to go about seeking multiple perspectives". LEAD was able to stress the importance of and how to "develop rapport with students to achieve success. Getting to know the students helped their ability to sympathize and understand student struggles and abilities, which allowed the development of stronger teaching strategies". Building relationships and connections with students leads to feelings of acceptance and allows them to feel more able to act, feel a greater sense of belonging with others and causes them exhibit more motivation (Comstock et. al., 2008; Miller, 1986;).

The importance of social learning. An important source of social learning is observation. Observational learning occurs when new patterns of behaviour can be learnt through direct experience or by observing the behaviour of others. An individual's behaviour is best understood through reciprocal interactions (Bandura, 1977). One of the

major points that were brought up by LEAD teacher candidates was how positive they felt the atmosphere was in the course. A major reason for this was the community atmosphere that was created by the instructors that were “approachable and knowledgeable” and they found the course to be the most “useful and engaging”. This is important because LEAD candidates were able to observe and participate in a classroom community, much like the ones they would be expected to create during placement. Jennifer discussed the “camaraderie” between LEAD students that they did not sense in other courses in the program. “I felt the extra-curriculars as well as the in-class lecturers/speakers helped to develop a terrific sense of ‘team’. More than in any other class I felt I could be myself and I think it had a lot to do with going through emotional/revealing experiences with my peers together”.

According to Katie, LEAD also provided a place for teacher candidates to discuss their experiences, which lead to them feeling more comfortable and seeking advice and feedback from their peers and instructors when needed. Elizabeth discussed how LEAD placed importance on learning factors beyond the student, with focus on relationship building as a means to the student being understood and accepted.

LEAD candidates were able to experience the difference between courses where a community was created in the classroom versus those where a community was not created. This experience served as informative feedback and elicited a response from the LEAD candidates where they were able to witness the affective reactions from their own classroom culture, which served as a motivator to use those practices in their own classroom (Bandura, 1977). The engaging course, classroom community, informative presentations and workshops, combined with the practical applications of their

knowledge served as the attentional component of their observation learning. They were able to recognize the importance and the essential features of the modeled behaviour (Bandura, 1977).

Life-long learning. An important characteristic of any teacher is being a life-long learner. Teachers who are able to continuously acquire new and better forms of knowledge that they can apply to their teaching and to their lives are able to pass on their knowledge to their students in the best possible ways. It is imperative for teachers to be in a position to keep learning throughout their lives. The underlying concept of lifelong learning is that it cannot be left to just schools, and that it is the responsibility of learning that lies within individuals to be somewhat self-directed rather than to view learning as something to be handed down from ‘experts’ (Knapper, 2006; Dhaliwal, 2015).

Lifelong learning is broadly defined as learning that is pursued throughout life; learning that is flexible, diverse, and available at different times and different places; it crosses sectors and promotes learning beyond traditional schooling and throughout adult life. According to Dhaliwal (2015), lifelong learning can instill creativity, initiative and responsiveness to others; it enables adaptability, the management of uncertainty, the negotiation of conflict and the communication across and within cultures, families, and communities. Lifelong learning utilizes non-credit academic courses, educational travel, and community service and volunteerism to fully engage the brain, heighten physical activity, and maintain healthy social relationships. An individual’s ability to expand their mind and strive for continuous learning is critical to educational success (Dhaliwal, 2015). All participants acknowledged that they had improved greatly since the start of the program, but still had a lot of learning to do when it comes to confidence in

integrating diversity into their teaching practices. Amy wrote, “I have developed strong strategies and am able to provide students with great support. There is still much learning to be done and I will continue to seek alternative strategies to help build student understanding and achievement”.

There are three different kinds of education that you can acquire: maintenance learning, growth learning, and shock learning. Maintenance learning refers to “keeping current with your field” (Dhaliwal, 2015). Growth learning is learning that adds new knowledge and skills, helps expand your mind, and enables you to do things that you could not do before. Katie found that by the end of the LEAD Program, they were better able to incorporate diversity. Elizabeth commented on the practical knowledge they had gained while in the schools. She found she was better equipped with knowledge on how to best help in varying situations. She learned where to access resources and tools in the schools, such as Child and Youth Workers, Individual Education Plans, and Student Success Teachers, as well as how these resources should be utilized. Shock learning occurs when something happens that contradicts knowledge or understanding that you already have (Dhaliwal, 2015). Katie learned that hearing the opinions of students gives a better perspective in any situation. She also learned to recognize that there was a world outside of her own experiences. There was also a significant shift in her view of differences. She has learned that if she is able to recognize and understand the differences that students bring to the classroom, she can help them learn to the best of their ability.

CHAPTER 6

DISCUSSION, LIMITATIONS, AND RECOMMENDATIONS

Introduction

The current study highlights the importance of examining the perceptions of efficacy and experiences of teacher candidates, and more specifically the impact of the LEAD program on their perceptions of efficacy and experiences during their pre-service year. The two research questions for this study are: “Is there a differences between the efficacy scores of pre-service candidates enrolled in the LEAD Program compared to those who are not?” and “How does the enrollment in the LEAD Program impact the teacher candidate’s confidence, awareness, and ability to integrate diversity into their teaching practices in the classroom?”.

This study provides insight for pre-service programs as they make decisions on how to improve teacher education by emphasizing the importance of providing teacher candidates with both practical experience and reflection opportunities to increase their level of awareness and ability to enter into diverse classrooms with the confidence necessary to be effective in reaching every student.

The use of a mixed-methods research design allowed for a more in depth and better understanding of the differences between teacher candidates enrolled in the LEAD Program compared to those who are not. The changing classroom context and how teachers are going into the classrooms unprepared and inexperienced to be aware, understand, and integrate diversity into the classroom is discussed in the review of the literature (Mills, 2013; Mills & Ballantyne, 2010; Nadelson, et. al., 2012; Silverman, 2010; Reiter & Davis, 2011). While there has been a change in teaching programs to

more ‘practice-based’ approaches, they still continue to place a high value on theoretical approaches (Lunenberg & Korthagen, 2009).

Null Hypothesis- There is not a significant difference between LEAD and NONLEAD pre-service teacher candidates when it comes to their scores on the efficacy scale.

The null hypothesis that there is not a significant difference between the LEAD and NONLEAD pre-service teacher candidates when it comes to their scores on the efficacy scale was rejected. Results from the Mann-Whitney U Test revealed that there was a significant difference between the efficacy scores of the pre-serviced teachers based on their enrollment in the LEAD Program (See Table 6).

First Research Question- Is there a difference between the efficacy scores of pre-service candidates enrolled in the LEAD Program compared to those who are not?

There was a significant difference between the efficacy scores of pre-service candidates enrolled in the LEAD Program compared to those who are not. The LEAD candidates had an average score of 64.526 on the efficacy scale, while NONLEAD candidates had a 58.3143 (See Table 6). Upon conducting the qualitative portion of the study, it was clear that the LEAD candidates had an experience that was very different and more diverse from the experiences that their peers had who were not enrolled in the LEAD program.

Second Research Question- What are the perceptions and experiences of teacher candidates who are enrolled in the LEAD program in relation to their efficacy, awareness, and understanding of diversity in the classroom?

The four themes of practical experience, empathy and understanding, social learning, and lifelong learning, that emerged throughout the thematic analysis, aligned with the literature outlining the experiences and perceptions of the teacher candidates and also suggest possible reasons why LEAD candidates scores higher on the efficacy scale.

The value of practical experience. Practical experience is a crucial component in professional learning. The literature review has found that there is a gap between theory and practice in teacher education. This combined with the fact that the demographics of many teachers are quite different from the students they teach which results in differing and even conflicting perspectives, beliefs, views, and experiences (Mills, 2013; Nadelson et. al., 2012; Reiter & Davis, 2011; Silverman, 2010; Seidl & Conley, 2009). New teachers are entering into the classroom with very little practical experience in diversity leaving them feeling unable to teach effectively in a diverse classroom (Mills, 2013; Nadelson et. al., 2012; Reiter & Davis, 2011; Silverman, 2010).

All of the LEAD Candidates who participated in the qualitative data collection supported this through the feedback they provided regarding how “practical”, “raw”, and “realistic” the experiences that they gained were in the LEAD program. They had a much more intimate experience with the diversity of their students and they were also given the opportunities to reflect on their own experiences through various conversations both in lecture and in online discussions. LEAD candidates also had more opportunities to incorporate strategies they learned theoretically into their teaching because of the diverse students they were teaching.

LEAD candidates also had closer connections with the communities surrounding the schools they were placed in. They had many guest speakers, presentations, and workshops on a variety of diverse topics that further emphasized their importance and gave them real-world examples of how the experiences of each individual and any risk factors they are exposed to can impact their lives. Having more diverse experiences

could have been a contributing factor in why LEAD students felt more efficacious in diverse classrooms.

Empathy and understanding. Empathy is an individual's capacity to be able to experience the emotions and feelings of others by taking their perspective, as well as feel sympathy and compassion towards them (Baron, Branscombe, & Byrne, 2008). This is meant to be reflected in the classroom as part of the role of teachers is to create a safe and inclusive classroom community where all students, regardless of their similarities and differences, are welcomed, accepted, and incorporated (Cope and Kalantzis, 1993; Creighton, 1997; Myers, 1996; Reiter & Davis, 2011). It is crucial for teachers to get to know their students in order to understand their struggles and abilities. Understanding and empathy are keys to building relationships and connections with their students, which leads to feelings of acceptance, feelings of belonging, and causes them exhibit more motivation (Comstock, et. al., 2008; Miller, 1986).

One of the main challenges that LEAD teacher candidates had during their pre-service year was learning how to relate to students that they did not have common experiences with. LEAD provided students with a more realistic perspective of today's classrooms. LEAD exposed students to many issues such as: teen suicide, eating disorders, and sexual orientation on a more intimate level through both their placements and during their course hours. Exposure to these issues increased their understanding of student struggle and they learned to look beyond the academic students to cultivate relationships within their classrooms. This made teacher candidates feel more comfortable in teaching diverse students. LEAD increased the awareness of student diversity and provided greater exposure and experience with diverse students than other

courses the LEAD candidates experienced. All of these extra experiences could have made significant contributions to the LEAD candidates scoring higher overall on the efficacy scale.

The importance of social learning. New patterns of behaviour can be learnt through direct experience or by observing the behaviour of others (Bandura, 1977). LEAD candidates were able to see the classroom community that was created and encouraged by the instructors of LEAD course in comparison to the other courses they took during their pre-service year. Seeing the results of this community, such as: approachable instructors, a useful and engaging class, as well as the “camaraderie” felt between all of the LEAD candidates, further emphasized the importance of creating that same type of community in their own classrooms; a community that values acceptance, understanding, and empathy in order to facilitate student success.

LEAD candidates were also able to learn from the experiences of their peers through the various discussions that they had. They were given opportunities to talk about their experiences, their successes, as well as struggles and challenges they encountered. This allowed them to feel comfortable seeking advice and feedback to improve their own teaching strategies. LEAD candidates could have perceived that they had a higher efficacy when it comes to diverse students in the classroom because, not only were they given more practical experiences and opportunities to develop empathy and understanding, but they had many different “teachers”. They had many positive examples set for them as they learned from their course instructors, from their Associate Teachers and SSTs in placements, and they learned from the experiences of their peers.

Lifelong Learning. As the social world changes, education must also change. Teachers must have the desire to continuously acquire new and better forms of knowledge to apply to their teaching. Lifelong learning utilizes non-credit academic courses, educational, travel, community service and volunteerism (Dhaliwal, 2015). LEAD candidates recognized that they had come a long way and gained a lot of knowledge and experience in working with diverse students, however still had a long way to go. The hope is that LEAD candidates were also able to recognize all of the different times, places, ways, and people they encountered in their learning journey up until this point so that they continue to seek out learning opportunities in the same way for the rest of their lives. Education values teaching and developing the “whole” child, and in order to do this teachers must holistically educate themselves.

It is also worth mentioning the fact that while the LEAD students did score higher than NONLEAD in terms of the efficacy subscale, they were still in the “average” range according to the scoring of the Multicultural Efficacy Scale (*MES*). Both LEAD and NONLEAD groups also scored in the “low” range according the scoring. This further emphasizes the importance of the process and how they all still have a lot of learning and experiencing to do. Valuing the process of learning and realizing how much effort, time, and commitment, was put into their learning shaped their attitude and feelings when it came to their teaching abilities.

Multicultural Efficacy Scale: The Final Item

In Chapter 4, Table 3. *Strongest Beliefs About Teaching*, contains the result of the last item in the Multicultural Efficacy Scale (*MES*). The item required teacher candidates to select one of five possible responses that reflected their strongest belief about teaching.

I found the top response tied in with the overall themes found during the qualitative data analysis.

The response that received the most selections (40.74%) from participants stated: “All cultural groups should be recognized for their strengths and contributions”. The Oxford Dictionary defines “recognition” as the acknowledgement of something’s existence and validity; the appreciation or acclaim for service, achievement, or ability (2015). Words like “awareness”, “acceptance”, “empathy”, and “belonging” come to mind. Recognition is an important step to take when it comes to awareness of the differences teachers encounter in the classroom. Recognition of the different experiences of the students you teach, is as important as one’s own personal biases, experiences and worldview. Teacher candidates enrolled in this course had experiences that enabled them to recognize that there was a whole world outside of their own and what they had previously experienced. This initial recognition is the important foundation for new experiences to build on. By the end of the program LEAD candidates felt more aware, comfortable, and confident working with diverse students, seeking multiple perspectives, altering teaching practices based on student needs so they would learn best, and maintaining an open mind and welcoming spirits for all students in their classrooms. They also had a greater understanding and appreciation for individual differences and knowledge of how to create a more inclusive environment for these differences.

Multicultural Efficacy Scale: Experience and Attitude Subscale Results

Within the “experience” subscale, (see Table 1). The least frequently chosen option was never, which suggests that even though the participants were from “mainstream” or “majority” culture, their experiences may not have been as biased as

predicted by the literature. It would have been beneficial for participants to have been asked more in-depth questions about their experiences growing up.

While the focus of this research, for the qualitative portion, was on the Efficacy subscale. As previously stated, there was a significant difference between the efficacy scores between LEAD and NONLEAD candidates, where the LEAD candidates scored higher. The attitude subscale did not demonstrate a statistically significant difference between LEAD (9.6316) and NONLEAD (11.4286) scores, but the NONLEAD students did score higher when looking at the raw data (see Table 2). It is important to note that the sample size was small, and the groups were not even because LEAD is a subset of the greater student population. There were 35 NONLEAD participants, while there were only 19 LEAD candidates who completed the quantitative portion of the study, meaning that the LEAD mean would be more influenced by extreme scores or outliers. It is also important to note that there are enrichment courses that exist at the primary/junior level, which could have impacted the overall attitude of the teacher candidates on the importance of diversity, which could have caused them to score higher.

It is also important to note that during the qualitative data collection, two LEAD participants revealed that they were not placed in schools, which were as diverse as the schools of their peers. They did have experiences during the in-class component, as well as the variety of workshops, professional development sessions, and other learning opportunities that allowed them to feel more confident if they even did enter into diverse classrooms. However, they may not have rated their attitude as highly as others who did have more diverse practical experiences because its practical importance was not as enforced during their placements.

Recommendations for the LEAD Program

All participants were asked if they would recommend the program to future students and all said that they would. They felt the program was: the most helpful course; it better prepared them for all of the different students they would come across in the future; it provided a realistic experience.

An important point of suggestion for the LEAD program lies within the quantitative results. For the attitude subscale, both LEAD and NONLEAD teacher candidates scored in the low range. For the efficacy subscale, both LEAD and NONLEAD teacher candidates scored in the average range (see Table 2). This means that even though LEAD teacher candidates scored significantly higher on the efficacy scale, there are still a lot of improvements to be made.

The participants were then asked what could be done to improve the program itself. LEAD candidates suggested to expand on the issues that are discussed; seek out new and diverse workshops, professional development sessions, and speakers; develop clearer expectations between the Faculty of Education, the participating school boards, Student Success Teams, and Associate Teachers to eliminate difficult and confusion as well as to allow LEAD candidates to make the most of their experiences; have former high school students who used the Students Success resources and worked with LEAD candidates in the past give testimonials about their experiences; providing LEAD candidates who were not placed in as diverse schools with the opportunity to work with schools and students with more severe needs so that everyone is able to get the “full” LEAD experience.

All of the suggestions made by the LEAD teacher candidates would deepen their involvement with diversity as well as increase their exposure to diverse environments and other professionals within the field.

Limitations

There were several limitations in this study. The first was the sample size for the quantitative portion of the study. Sixty-six out of 395 participants started the survey with only 54 completing the survey in its entirety. This is a low response rate (16.7%). Having a response rate that was higher would have increased the ability to generalize to the population of pre-service teacher candidates. A power analysis should have been conducted to determine the sample size needed to detect any effects that might have existed in the study (Field, 2009).

Participants were given the option to have a one-on-one interview or to submit responses in writing. This option was given to ensure everyone was comfortable and felt safe giving his or her responses. All participants elected to submit responses in writing, which eliminated my ability, as the researcher, to ask further questions and have the participants expand and clarify their responses. There were many things, as a researcher, which I would have loved to have the participants expand upon in order to gain a more in-depth look at their experiences and perspectives to better explain the qualitative data and the research questions.

I made an unconscious assumption, as a researcher, that the attitude and efficacy subscales of the Multicultural Efficacy Scale would come out with similar results. I did not incorporate attitude into my broader research questions and did not directly address this issue in the qualitative research questions. Had I developed a hypothesis surrounding

the issue of attitude, I would also have asked questions within the qualitative portion of the study in order to provide me with greater insight.

Both quantitative and qualitative data collection were based on self-reporting. There was no concrete and objective measure of the efficacy of the pre-service teachers. The scores are entirely subjective. Some people may tend to rate themselves higher than their actual attitudes and abilities and some may tend to rate themselves lower. Also, the responses to the qualitative data questions were analyzed by one person; myself, the researcher. Due to the fact that all responses were submitted in writing it is possible for responses to be taken out of context, or in a way that differs from how it was intended.

The Multicultural Efficacy Scale (*MES*) had several limitations within itself. The scale was designed for pre-service teacher candidates reflecting two principles of Zeichner (1993). The first was to prepare teacher candidates to teach in multicultural settings and the second was the need competently and confidently prepare them. The scale used as a tool to measure the concept of multicultural efficacy; the confidence that one can teach in multicultural settings; dimensions of multicultural experience, minority group knowledge, attitudes about diversity; knowledge of teaching skills in multicultural settings. The survey defines “diversity” or “people different from me” as including people of different races, ethnic groups, cultures, religions, socio-economic classes, sexual orientations, and physical abilities (Guyton and Wesche, 2005). Despite this definition, having the word “multicultural” in the title of the scale is misleading to the fact that it focuses on culture and ethnicity, when in fact, it was intended to focus on a much larger scope of groups. This aligns with Morrell’s (2002) criticism of multicultural education from a perspective of critical literacy. A lot of multicultural education

literature has a limited conception of culture as racial or ethnic (Morrell, 2002). The majority of the survey questions contained descriptions that were more general, such as: “diverse”, “people different from me”, “stereotypical and prejudicial content”. This reflected the broader groups that it intends for the participants to think about when answering the questions. However, there were several items that were more specific in the types of diversity they were discussing, and all of these items focused on the diverse groups reflected in the following phrases: “different cultures”, “cultural differences”, “ethnic traditions and beliefs”, “racial differences”, “racial confrontations”, and “multicultural classrooms”. Also, within the final item, three out of the five statements focused on the cultural aspect of diversity, while the other two were more general. While cultural differences are an important part of diversity, it is not the only type of diversity that is encountered in the classroom. The title of the scale combined with the amount of items surrounding cultural diversity could have had an impact when the participants were reading each item causing them to generalize only to cultural diversity, rather than thinking about the other types of diversity they encounters (i.e. religious, socio-economic classes, sexual orientations, and physical abilities, etc.). This could have caused participants to rate themselves higher if they only had experience dealing with cultural groups, or lower if they only had experience with other diverse groups.

The Multicultural Efficacy Scale items were on a 4-point Likert scale. This means that there is no neutral option for the participants, causing them to choose one way or the other even if they may not completely feel that way or agree. Garland (1991) conducted a study on the importance of a mid-point on likert scales by giving participants the same scale twice; one with a mid-point and the other without. When the midpoint

was removed, participants needed to make a choice. He found that participants who selected the mid-point or neutral response tended to select a negative scale point. In relation to this study selecting a negative scale point would result in less experience, a low score on attitude when it comes to diversity and lower efficacy scores, which would skew the results.

Recommendations for Future Research

Future research on this topic should seek to gain a more holistic picture in terms of investigating experience, attitude, and efficacy on the same level. It would also be beneficial to include NONLEAD students in the qualitative portion of the study to further analyze the differences between courses.

Research would also benefit from including a pre- and posttest design in order to see where participants started and where they ended. It would also be interesting to compare LEAD to the other enrichment courses at the primary/junior level to gain insight on bringing a similar program to that level.

Conclusion

This explanatory mixed-method research study explored the differences in the efficacy scores of teacher candidates based on their enrollment in the enrichment program LEAD. The study found that teacher candidates who were given greater exposure to diverse classrooms through their experience in LEAD had higher efficacy scores. Four themes emerged from the thematic analysis: 1) The Value of Practical Experience, 2) Empathy and Understanding, 3) Social Learning, and 4) Life-long learning.

As a final thought, I would like to relate the importance of Delors' (1996) four pillars of education for the future and how they connect theory, practice, and diversity:

Learning to know. Mastering learning tools rather than acquisition of structured knowledge.

Learning to do. Equipping people for the types of work needed now and in the future including innovation and adaptation of learning to future work environments.

Learning to live together. Peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion.

Learning to be. Education contributing to a person's complete development: mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality (p.85).

It is important that teachers learn the theoretical background of teaching, as well as learning why certain theories and strategies are applied to pedagogy (*learning to know*). However, teachers must have the practical experiences and exposure to various learning opportunities to acquire knowledge of how to implement these theories, in order to make their theoretical learning meaningful. Practical knowledge comes from real-world experiences and can come in the form of social learning from other seasoned professionals and experience in individual fields of practice. It could also be suggested that reflection is an important part of practical learning where teachers have the ability to consciously and critically analyze their teaching and pedagogical strategies in attempt to improve their practice (*learning to do*). Teachers must also be aware of and take into consideration the diversity and differences of the students they will encounter in the classroom. The make-up of each classroom and the ability of teachers to be aware of,

accept, and integrate diversity, uniquely and significantly impacts the atmosphere and community created as well as the possibility, or lack there of, of learning to occur (*learning to live together*). Programs, like LEAD, have the potential to give teacher candidates exposure to theory and reflection in the classroom, as well as rich field placements that allow them to have experience that are diverse from their own. As previously stated, a main responsibility of teachers is to learn to educate holistically by caring for the whole child: academically, socially, and emotionally. However, in order for this to occur, teacher education programs should model this responsibility by educating pre-service teachers holistically, as well (*learning to be*).

It is an unrealistic expectation for new teachers to be able to learn about every type of diversity that they will encounter in the classroom. However, it can be suggested that by learning how to integrate certain types of diversity, teachers reach a higher level of awareness. This heightened awareness should increase the empathy and understanding that teachers bring into the classroom as well as increase their sensitivity to the language they use in the classroom, the resources, lessons, and expectations they bring to their students. There should be a shift from viewing diversity as a “program” to implemented, to a “mindset” to be created among teachers.

REFERENCES

- Almog, O. & Shechtman, Z. (2007) 'Teachers' democratic and efficacy beliefs and styles of coping with behavioural problems of pupils with special needs.' *European Journal of Special Needs Education*, 22, pp. 115–29.
- Arnon, S. & Reichel, N. (2007). Who is the ideal teacher? Am I? Similarity and difference in perception of student of education regarding the qualities of a good teacher and their own qualities as teachers, *Teachers and Teaching: Theory and Practice*, 13(5), 441-464.
- Bandura, A. (1977) *Self-Efficacy: the Exercise of Control*. New York: W.H. Freeman and Company.
- Bandura, A. (1977). *Social learning theory*.
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press
- Banks, J. (1993). Multicultural education: Development, dimensions, and challenges. *The Phi Delta Kappan*, 75(1), 22-28.
- Banks, J. A. (2009). Diversity and Citizenship Education in Multicultural Nations. *Multicultural Education Review*, 1(1), 1-28.
- Barclay, J. R., & Doll, B. (2001). Early prospective studies of the high school dropout. *School Psychology Quarterly*, 16, 357–369.
- Baron, R., Branscombe, N.R., & Byrne, D. (2008). *Social Psychology*, 12th Ed. Pearson Education Inc.

- Battin-Pearson, S., Newcomb, M. D., Abbott, R. D., Hill, K. G., Catalano, R. F., & Hawkins, J. D. (2000). Predictors of early high school dropout: A test of five theories. *Journal of Educational Psychology, 92*, 568–582.
- Bass, R.V. (1997). The purpose of education. *The Educational Forum, 61*, 128-132.
- Benz, M., Lindstrom, L., & Yovanoff, P. (2000). Improving graduation and employment outcomes of students with disabilities: Predictive factors and student perspectives. *Exceptional Children, 66*, 509–529.
- Birrell, P.J., & Freyd, J.J. (2006). Betrayal and trauma: Relational models of harm and healing. *Journal of Trauma Practice, 5*, 49-63.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101.
- Çakmak, M. (2011). Changing Roles of Teachers: Prospective Teachers Thoughts. *Education, 36*(159), 14-24.
- Campano, G., Ghiso, M. P., Yee, M., & Pantoja, A. (2013). Toward community research and coalitional literacy practices for educational justice. *Language Arts, 90*(5), 314.
- Catterall, J. S. (1998). Risk and resilience in student transition to high school. *American Journal of Education, 106*, 302–333.
- Comstock, D.L., Hammer, T.R., Strentzsch, J., Cannon, K., Parsons, J., and Salazar, G. (2008). Relational-cultural theory: A framework for bridging relational, multicultural, and social justice competencies. *Journal of Counseling & Development, 86*, 279-287.
- Cope, B. & Kalantzis, M. (1993). *The power of literacy: A genre approach to teaching writing*. Pittsburg, PA: University of Pittsburg Press.

- Craft, M. (1984). Education for Diversity. *Education and Cultural Pluralism*, ed. M. Craft, 5-26. London, England: Falmer Press.
- Creighton, D.C. (1997). Critical literacy in the elementary classroom. *Language Arts*, 74 (6), 438-445.
- Creswell, J.W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 3rd Ed. Pearson Education Inc.
- Cummins, J., Chow, P., Schecter, S.R. (2006). Community as curriculum. *Language Arts*. (83)4, 297-307.
- Darling-Hammond, L. (1997) *The Right to Learn: a blueprint for creating schools that work*. San Francisco: Jossey-Bass.
- Day-Vines, N.L., Wood, S.M., Grothaus, T., Craigen, L., Holam, A., Dotson-Blake, K., Douglass, M.J. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling & Development*, 85, 401-409.
- Delors, J. (1996) *Learning: The treasure within Report to UNESCO of the International Commission on Education for the Twenty-first Century*, UNESCO.
- Dhaliwal, M. K. (2015). Teachers becoming lifelong learners. *The Business & Management Review*, 5(4), 259.
- Dunn, C., Chambers, D., & Rabren, K. (2004). Variables affecting students' decisions to drop out of school. *Remedial and Special Education*, 25, 314–323.
- Dupper, D.R., & Meyer-Adams, N. (2002). Low-level violence: A neglected aspect of school culture. *Urban Education*, 37, 350-364.

- Dutro, E. (2009). Children writing “Hard Times”: Lived experiences of poverty and the class-privileged assumption of a mandated curriculum. *Language Arts*, 87(2), 89-98.
- Egbo, B. (2009). *Teaching for Diversity in Canadian Schools*. Pearson Canada: Toronto.
- Faculty of Education. (2014-2015). Faculty of Education and Academic Development LEAD Teacher Candidate and Associate Handbook.
- Ferguson, B., Tilleczek, K., Boydell, K. & Rummens, J.A. (2005). *Early schools leavers: Understanding the lived reality of student disengagement from secondary school, final report*. Investigative reports prepared for the Ontario Ministry of Education and Training, Special Education Branch. Toronto: Queen’s Printer for Ontario.
- Field, A. (2009). *Discovering Statistics Using SPSS*. (3rd ed.). Thousand Oaks, CA: Sage.
- Gay, L.R., Mills, E.M., Airasian, P.W. (2011). *Educational Research: Competencies for Analysis and Application*, 10TH Ed. Pearson Education Inc.
- Garland, R. (1991). The mid-point on a rating scale: Is it desirable. *Marketing bulletin*, 2(1), 66-70.
- Giroux, H.A. (1983). *Theory and Resistance in Education: A Pedagogy for the Opposition*. South Hadley, Mass.: Bergin & Garvey.
- Gorton, R., & Alston, J., (2012) (9th ed.). *School Leadership and Administration: Important Concepts, Case Studies, & Simulations*. New York: McGraw Hill.
- Guyton, E.M. & Wesche, M.V. (2005). Multicultural efficacy scale: Development, item selection, and reliability. *Multicultural Perspectives*, 7(4), 21-29.

- Hess, R., S., & Copeland, E. P. (2001). Students' stress, coping strategies, and school completion: A longitudinal perspective. *School Psychology Quarterly, 16*, 389–405.
- Holloway, S. M., & Salinitri, G. (2010). Investigating Teacher Candidates' Mentoring of Students at Risk of Academic Failure: A Canadian Experiential Field Model. *Mentoring & Tutoring: Partnership in Learning, 18*(4), 383-403.
- Howard, G. R. (2006). *We can't teach what we don't know: White teachers, multiracial schools*. Teachers College Press.
- Ivey, A.E., D'Andrea, M., Ivey, M.B., & Simek-Morgan, L. (Eds). (2007). *Theories of counseling and psychotherapy: A multicultural perspective*. Boston: Pearson Education.
- Jimerson, S. R., Anderson, G. E., & Whipple, A. D. (2002). Winning the battle and losing the war: Examining the relation between grade retention and dropping out of school. *Psychology in the Schools, 39*, 441–457.
- Jones, S. & Vagle, M.D. (2013). Living contradictions and working for change: Toward a theory of social class-sensitive pedagogy. *Educational Researcher, 42* (3), 129-141.
- Jordan, J.V., & Dooley, C. (2000). *Relational practice in action: A group manual*. Wellesley, MA: Stone Centre Working Paper Series.
- Kinsella, W. & Senior, J. (2008). 'Developing inclusive schools: a systematic approach'. *International Journal of Inclusive Education, 12*, pp. 651-65.
- Knapper, C. (2006). Lifelong learning means effective and sustainable learning - Reasons, ideas, concrete measures. 25th International Course on vocational Training and Education in Agriculture.

- Kortering, L. J., & Braziel, P. M. (1999). School dropout from the perspective of former students: Implications for secondary special education programs. *Remedial and Special Education, 20*, 78–83.
- Korthagen, F. A., Kessels, J., Koster, B., Lagerwerf, B., & Wubbels, T. (2001). *Linking practice and theory: The pedagogy of realistic teacher education*. Routledge.
- Korthagen, F., Loughran, J., & Russell, T. (2006). Developing fundamental principles for teacher education programs and practices. *Teaching and teacher education, 22*(8), 1020-1041.
- Kosnick, C. & Beck, C. (2000). The action research process as a means of helping student teachers understand and fulfill the complex role of the teacher, *Education Action Research, 8* (1).
- Kuyini, A.B., & Desai, I. (2007). ‘Principals’ and teachers’ attitudes and knowledge of inclusive education as predictors of effective teaching practices in Ghana. *Journal of Research in Special Educational Needs, 7* (2), 104-13.
- Lamm, T. (1972) Conflicting logic in teaching.
- Lamm, T. (2000) In the ideological whirlpool: education in the twentieth century
- Lee, V. E., & Burkam, D. T. (1992). Transferring high schools: An alternative to dropping out? *American Journal of Education, 100*, 420–453.
- Lunenberg, M., & Korthagen, F. (2009). Experience, theory, and practical wisdom in teaching and teacher education. *Teachers and Teaching: theory and practice, 15*(2), 225-240.

- Marton, F., Dahlgren, L.O., Svensson, L., & Saljö, R. (1977). *Inläring och omvärldsuppfattning [Learning and conceptions of reality]*. Stockholm: Almqvist & Wiksell.
- Macionis, J.J. & Gerber, L.M. (2011). *Sociology, (7th Ed.)*. Upper Saddle River, NJ: Pearson Education Inc.
- Myers, M. (1996). *Changing out minds: Negotiating English and literacy*. Urbana, IL. National Council of Teachers of English.
- Miller, J. B. (1976). *Toward a new psychology of women*. Boston: Beacon Press.
- Miller, J.B. (1986). *What do we mean by relationships?* (Work in Progress No. 22). Wellesley, MA: Stone Centre Working Paper Series.
- Miller, J.B. & Stiver, I.P. (1997). *The healing connection: How women form relationships in therapy and in life*. Boston: Beacon Press.
- Mills, C. (2013). A bourdieuan analysis of teachers' changing dispositions towards social justice: the limitations of practicum placements in pre-service teacher education. *Asia-Pacific Journal of Teacher Education, 41(1)*, 41-54.
- Mills, C., & Ballantyne, J. (2010). Pre-service teachers' dispositions towards diversity: Arguing for a developmental hierarchy of change. *Teaching and Teacher Education: An International Journal of Research and Studies, 26(3)*, 447–454.
- Ministry of Education (M.O.E.). (2003). *Student Success/Learning to 18*. <http://www.edu.gov.on.ca/eng/teachers/studentssuccess/strategy.html>. Date Retrieved: 19 March 2015.
- Ministry of Education (M.O.E.). (2009). *Critical literacy*. Capacity Building Series. http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/critical_literacy.p

df. Date Retrieved: 19 March 2015.

- Morrell, E. (2002). Toward a critical pedagogy of popular culture: Literacy development among urban youth. *Journal of Adolescent & Adult Literacy*, 72-77.
- Murray, C., & Naranjo, J. (2008). Poor, black, learning disabled, and graduating. *Remedial and Special Education*, 29(3), 145-160.
- Myers, M. (1996). *Changing our minds: Negotiating English and literacy*. Urbana, IL: national Council of English Teachers.
- Nadelson, L.S., Boham, M.D., Conlon-Khan, L., Fuentealba, M.J., Hall, C.J., Hoetker, et al. (2012). A shifting paradigm: Preservice teachers' multicultural attitudes and efficacy. *Urban Education*, 47(6), 1183-1208.
- Natriello, G., McDill, E. L., & Pallas, A. M. (1990). *Schooling disadvantaged children. Racing against catastrophe*. New York: Teachers College Press.
- Nougaret, A.A., Scruggs, T.E., & Mastropierir, M. (2005). 'Does teacher education produce better special education teachers?' *Exceptional Children*, 71, pp. 217-29.
- Noddings, N. (1992) *The Challenge to Care in Schools*. New York: Teachers College Press.
- Oxford Dictionaries*. (2014). <http://www.oxforddictionaries.com>. Retrieved on March 18, 2014.
- Pfaff, J. & Sirianni, K. (2014-2015). Leadership Experience for Academic Direction (LEAD). *Course Syllabus*. University of Windsor.
- Reiter, A. B., & Davis, S. N. (2011). Factors Influencing Pre-Service Teachers' Beliefs about Student Achievement: Evaluation of a Pre-Service Teacher Diversity Awareness Program. *Multicultural Education*, 19(3), 41-46.

- Rogers, C. R. (1979). The Foundations of the Person-Centered Approach. *Education, 100*(2), 98-107.
- Salinitri, G. & Essery, R. (2014). Leadership Experience for Academic Direction (LEAD): A Teacher Education Program for Student Success. *Pathways: The Ontario Journal of Outdoor Education, 26*(4), 8-12.
- Sameroff, A. J., Gutman, L. M., & Peck, S. C. (2003). Adaptation among youth facing multiple risks: Prospective research findings. In S. S. Luthar (Ed.), *Resilience and vulnerability: Adaptation in the context of childhood adversities* (pp. 364–391). Cambridge, UK: Cambridge University Press
- Sameroff, A. J., Seifer, R., & Bartko, W. T. (1997). Environmental perspectives on adaptation during childhood and adolescence. In S. S. Luthar, J. A. Burack, D. Cicchetti, & J. R. Weisz (Eds.), *Developmental psychopathology: Perspectives on adjustment, risk, and disorder* (pp. 507–526). Cambridge, UK: Cambridge University Press.
- Scanlon, D., & Mellard, D. F. (2002). Academic participation profiles of school-age dropouts with and without disabilities. *Exceptional Children, 68*, 239–258.
- Seidl, B.L. & Conley, M.D. (2009). (Re)Writing new possibilities for teaching lives: Prospective teachers and multicultural apprenticeships. *Language Arts, (87)*2, 117-126.
- Sharma, U., Forlin, C., & Loreman, T. (2008). Impact of training on pre-service teachers attitudes and concerns about inclusive education and sentiments about persons with disabilities. *Disability and Society, 23*, pp. 773-85.

- Sharma, U., Loreman, T., & Forlin, C. (2011). Measuring teacher efficacy to implement inclusive practices. *Journal of Research in Special Educational Needs, 12*(1), 12-21.
- Silverman, S.K. (2010). What is diversity? An inquiry into preservice teacher beliefs. *American Educational Research Journal, (47)*2, 292-329.
- Sinclair, C., Munns, G., & Woodward, H. (2005). Get real: Making problematic the pathway into the teaching profession. *Asia-Pacific Journal of Teacher Education, 33*(2), 209–222.
- Soodak, L. C., Podell, D. M. & Lehman, L. R. (1998) ‘Teacher, student, and school attributes as predictors of teachers’ responses to inclusion.’ *Journal of Special Education, 31*, pp. 480–97.
- Vickers, M., Harris, C., & McCarthy, F. (2004). University-community engagement: exploring service-learning options within the practicum. *Asia-Pacific Journal of teacher education, 32*(2), 129-141.
- Von Wright, M.V. (1997). Student teachers’ beliefs and a changing teacher role. *European Journal of Teacher Education, 20*(3), 257-266.
- Walker, M. (2002). *How therapy helps when culture hurts* (Work in Progress, No. 95). Wellesley, MA: Stone Centre Colloquium Series.
- Weisel, A. & Dror, O. (2006) ‘School climate, sense of efficacy and Israeli teachers’ attitudes toward inclusion of students with special needs.’ *Education, Citizenship and Social Justice, 1*, pp. 157–74.
- Winter, E. C. (2006) ‘Preparing new teachers for inclusive schools and classrooms.’

Support for Learning, 21, pp. 85–91.

Woolfolk, A.E., Winnie, P.H., Perry, N.E., Shapka, J. (2010). *Educational Psychology* (4th Ed.). Toronto, ON: Pearson Education Canada.

Zeichner, K. M. (1993). *Educating teachers for cultural diversity*. East Lansing, MI: National Center for Research on Teacher Learning.

APPENDICES

Appendix A: Multicultural Efficacy Scale (MES) Questionnaire

Demographics:

Gender:

- a) Male
- b) Female
- c) Transgender
- d) Prefer not to respond

Age:

- a) 21-25
- b) 26-30
- c) 31-35
- d) 36-40
- e) 41 and up

Teaching Division:

- a) Primary/Junior (Kindergarten to Grade 6)
- b) Junior/Intermediate (Grade 4 to Grade 10)
- c) Intermediate/Senior (Grade 7 to Grade 12)

Please indicate your teachable subject(s)

First Teachable:

Second Teachable:

Are you enrolled in any of the following enrichment courses (please select all that apply):

- a) Beginning Times Teaching
- b) Language and Culture Engagement (L.A.C.E.S.)
- c) Leadership Experience for Academic Direction (L.E.A.D.)
- d) MILES
- e) Urban Education
- f) I am not enrolled in an enrichment course.
- g) Other (please specify):

Marital Status:

- a) Single, never married
- b) Married or Domestic Partnership
- c) Divorced
- d) Separated
- e) Widowed
- f) Prefer not to response

Racial/Ethnic Background (Please Describe):

Religious Background (Please Describe):

Sexual Orientation (Select One):

- a) Bisexual
- b) Heterosexual
- c) Homosexual
- d) Prefer not to respond

Physical/Intellectual Disabilities (If any, Please Describe):

Approximate Socio-Economic Status (Please check one for each column):

Income Bracket	As a Child	As an Adult (Current)
Lower (\$0 - \$19,999)		
Lower Middle (\$ 20,000 - \$39,999)		
Middle (\$ 40,000 - \$59,999)		
Upper Middle (\$ 60,000 - \$ 79,999)		
Upper (\$ 80,000 +)		
Prefer not to respond		

SECTION A

Definition: The authors intend the terms “diversity” and “people different from me” to include people of different races, ethnic groups, cultures, religions, socio-economic classes, sexual orientations, and physical abilities.

Directions: Please choose the word that best describes your experience with people different from you by filling in the corresponding oval on your NCS answer sheet.

- 1) As a child, I played with people different from me.
A) never B) rarely C) occasionally D) frequently
- 2) I went to school with diverse students as a teenager.
A) never B) rarely C) occasionally D) frequently
- 3) Diverse people lived in my neighborhood when I was a child growing up.
A) never B) rarely C) occasionally D) frequently
- 4) In the past I chose to read books about people different from me.
A) never B) rarely C) occasionally D) frequently
- 5) A diverse person was one of my role models when I was younger.
A) never B) rarely C) occasionally D) frequently
- 6) In the past I chose to watch TV shows and movies about people different from me.
A) never B) rarely C) occasionally D) frequently
- 7) As a teenager, I was on the same team and/or club with diverse students.
A) never B) rarely C) occasionally D) frequently

SECTION B

Directions: Respond to each statement by choosing one answer that best describes your reaction to it. Since we are simply trying to get an accurate sense of your opinions on these matters, there are no right or wrong answers.

Key: A) agree strongly B) agree somewhat C) disagree somewhat D) disagree strongly

- 8) Teachers should adapt lesson plans to reflect the different cultures represented in the classroom.
- 9) Teachers should provide opportunities for children to share cultural differences in foods, dress, family life, and beliefs.
- 10) Discussing ethnic traditions and beliefs in school leads to disunity and arguments between students from different cultures.
- 11) Children should be taught mostly by teachers of their own ethnic and cultural background.
- 12) It is essential to include the perspectives of diverse groups while teaching things about American history that are common to all Americans.
- 13) Curricula and textbooks should include the contributions of most, if not all, cultural groups in our society.
- 14) The classroom library should reflect the racial and cultural differences in the class.

SECTION C

Directions: To the best of your knowledge, self-assess your own ability to do the various items listed below.

Key: A = I do not believe I could do this very well.
 B = I could probably do this if I had to, but it would be difficult for me.

C = I believe that I could do this reasonably well, if I had time to prepare.
D = I am quite confident that this would be easy for me to do.

- 15) I can provide instructional activities to help students to develop strategies for dealing with racial confrontations.
- 16) I can adapt instructional methods to meet the needs of learners from diverse groups.
- 17) I can develop materials appropriate for the multicultural classroom.
- 18) I can develop instructional methods that dispel myths about diverse groups.
- 19) I can analyze instructional materials for potential stereotypical and/or prejudicial content.
- 20) I can help students to examine their own prejudices.
- 21) I can present diverse groups in our society in a manner that will build mutual respect.
- 22) I can develop activities that increase the self-confidence of diverse students.
- 23) I can provide instruction showing how prejudice affects individuals.

Key: **A = I do not believe I could do this very well.**
 B = I could probably do this if I had to, but it would be difficult for me.
 C = I believe that I could do this reasonably well, if I had time to prepare.
 D = I am quite confident that this would be easy for me to do.

- 24) I can plan instructional activities to reduce prejudice toward diverse groups.
- 25) I can identify cultural biases in commercial materials used in teaching.
- 26) I can help students work through problem situations caused by stereotypical and/or prejudicial attitudes.
- 27) I can get students from diverse groups to work together.
- 28) I can identify school practices that may harm diverse students.
- 29) I can identify solutions to problems that may arise as the result of diversity.
- 30) I can identify the societal forces which influence opportunities for diverse people.
- 31) I can identify ways in which various groups contribute to our pluralistic society.
- 32) I can help students take on the perspective of ethnic and cultural groups different from their own.
- 33) I can help students view history and current events from diverse perspectives.
- 34) I can involve students in making decisions and clarifying their values regarding multicultural issues.

Note: The following item is different from the others in this section.

- 35) Choose the position which most closely reflects your strongest beliefs about teaching:

A = If every individual learned to accept and work with every other person, then there would be no intercultural problems.

B = If all groups could be helped to contribute to the general good and not seek special recognition, we could create a unified America.

C = All cultural groups are entitled to maintain their own identity.

D = All cultural groups should be recognized for their strengths and contributions.

E = Some groups need to be helped to achieve equal treatment before we can reach the goals of a democratic society.

Appendix B: Open-Ended Questions for LEAD Candidates

LEAD Candidate Questions:

Thank-you for volunteering to participate in this research study. Your participation in this study is voluntary and you may withdraw at any time. If you choose to withdraw please email the researcher indicating you no longer wish to participate, palazzo1@uwindsor.ca .

For the purpose of these questions, please remember that the terms “diversity” and “multicultural” have been defined as: people of different races, ethnic groups, cultures, religions, socio-economic classes, sexual orientation, and physical abilities.

All pre-service teacher candidates were given the Multicultural Efficacy Scale to complete. In the “Efficacy” section, participants were asked to self-assess their own ability and to do the items listed below.

If you did not complete the survey, please read through the items and think about your own abilities:

I can provide instructional activities to help students to develop strategies for dealing with racial confrontations.

I can adapt instructional methods to meet the needs of learners from diverse groups.

I can develop materials appropriate for the multicultural classroom.

I can develop instructional methods that dispel myths about diverse groups.

I can analyze instructional materials for potential stereotypical and/or prejudicial content.

I can help students to examine their own prejudices.

I can present diverse groups in our society in a manner that will build mutual respect.

I can develop activities that increase the self-confidence of diverse students.

I can provide instruction showing how prejudice affects individuals.

I can plan instructional activities to reduce prejudice toward diverse groups.

I can identify cultural biases in commercial materials used in teaching.

I can help students work through problem situations caused by stereotypical and/or prejudicial attitudes.

I can get students from diverse groups to work together.

I can identify school practices that may harm diverse students.

I can identify solutions to problems that may arise as the result of diversity.

I can identify the societal forces, which influence opportunities for diverse people.

I can identify ways in which various groups contribute to our pluralistic society.

I can help students take on the perspective of ethnic and cultural groups different from their own.

I can help students view history and current events from diverse perspectives.

I can involve students in making decisions and clarifying their values regarding multicultural issues.

Please write your responses directly underneath each question **in bold font**. Please be as detailed as you can.

- 1) Upon analysis of the results of the Multicultural Efficacy Scale, there was a significant difference between the multicultural efficacy of LEAD Candidates compared to other consecutive pre-service teacher candidates ($p = 0.02 < 0.05$). On average, LEAD Candidates scored approximately 6 points higher. Why do you think that is?
- 2) Prior to enrollment in the B.Ed Program, how would you describe your confidence in your awareness, understanding, and ability to integrate diversity into your teaching practices in the classroom?
- 3) What unexpected challenges, surrounding the diversity of your students, did you encounter in your placements? Both in your teachable subjects and in Student Success.
- 4) Did the LEAD Program help you to overcome the challenges you discussed in the previous question? If so, how?
- 5) What were the most significant differences between the LEAD Program and the methodology and theoretical courses you were enrolled in during your year in the B.Ed Program?
- 6) What are the most important lessons you will take away from your experience in the LEAD Program related to your understanding of diversity in the classroom?
- 7) How would you describe your confidence in your awareness, understanding, and ability to integrate diversity into your teaching practices in the classroom after the programs completion?

- 8) Although the LEAD Candidates scored higher, on average, than other pre-service candidates, they still fell in the “average” range of multicultural efficacy (Average Score: 55-66). What would you suggest to the course developers and instructors to improve the course in its ability to prepare teacher candidates for the diversity they will encounter in the classroom?
- 9) Would you recommend this program to future teacher candidates? Why or Why not?

Please provide any additional comments about your pre-service experience:

Thank-you for your time and participation. It is greatly appreciated!

Alyssa Palazzolo
M.Ed Candidates
palazzo1@uwindsor.ca

Appendix C: Phases of Thematic Analysis

Table 1: Phases of Thematic Analysis

Phase	Description of the process
1. Familiarising yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking in the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells; generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Appendix D: Criteria for Good Thematic Analysis

Table 2: A 15-Point Checklist of Criteria for Good Thematic Analysis

Process	No.	Criteria
Transcription	1	The data have been transcribed to an appropriate level of detail, and the transcripts have been checked against the tapes for 'accuracy'.
Coding	2	Each data item has been given equal attention in the coding process.
	3	Themes have not been generated from a few vivid examples (an anecdotal approach), but instead the coding process has been thorough, inclusive and comprehensive.
	4	All relevant extracts for all each theme have been collated.
	5	Themes have been checked against each other and back to the original data set.
	6	Themes are internally coherent, consistent, and distinctive.
Analysis	7	Data have been analysed - interpreted, made sense of - rather than just paraphrased or described.
	8	Analysis and data match each other - the extracts illustrate the analytic claims.
	9	Analysis tells a convincing and well-organised story about the data and topic.
	10	A good balance between analytic narrative and illustrative extracts is provided.
Overall	11	Enough time has been allocated to complete all phases of the analysis adequately, without rushing a phase or giving it a once-over-lightly.
Written report	12	The assumptions about, and specific approach to, thematic analysis are clearly explicated.
	13	There is a good fit between what you claim you do, and what you show you have done - i.e., described method and reported analysis are consistent.
	14	The language and concepts used in the report are consistent with the epistemological position of the analysis.
	15	The researcher is positioned as <i>active</i> in the research process; themes do not just 'emerge'.

Appendix E: Advantages of Thematic Analysis

Table 3: Advantages of Thematic Analysis

Flexibility.
Relatively easy and quick method to learn, and do.
Accessible to researchers with little or no experience of qualitative research.
Results are generally accessible to educated general public.
Useful method for working within participatory research paradigm, with participants as collaborators.
Can usefully summarise key features of a large body of data, and/or offer a 'thick description' of the data set.
Can highlight similarities <i>and</i> differences across the data set.
Can generate unanticipated insights.
Allows for social as well as psychological interpretations of data.
Can be useful for producing qualitative analyses suited to informing policy development.

VITA AUCTORIS

NAME: Alyssa N. Palazzolo
PLACE OF BIRTH: Windsor, ON
YEAR OF BIRTH: 1989

EDUCATION: **B.A. Honours Psychology, 2012**
University of Windsor, Windsor, ON

B.Ed Primary/Junior Division, 2013
University of Windsor, Windsor, ON

M.Ed with Thesis, Educational Administration, 2016
University of Windsor, Windsor, ON