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A Comparison of How Three Four-Year University Teacher Education Programs Prepare
Pre-Service Teachers to Use Culturally Relevant Pedagogy

by

Yvette Lawary

A Dissertation submitted to the Education Faculty of Lindenwood University

in partial fulfillment of the requirements for the

Degree of


Doctor of Education

School of Education

A Comparison of How Three Four Year University Teacher Education Programs Prepare
Pre-Service Teachers to Use Culturally Relevant Pedagogy

by
Yvette Lawary


This dissertation has been approved in partial fulfillment of the requirements for the
degree of
Doctor of Education
at Lindenwood University by the School of Education


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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

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Acknowledgements

I would like to express my deepest gratitude to my dissertation committee, beginning with my chair, Dr. Susan Isenberg, for her professional integrity, relentless leadership, and guidance throughout my journey through this entire dissertation process. Her caring disposition inspired and motivated me to persevere through whatever adversity I had to endure, which made the journey pleasant despite the trials. I also extend my sincere appreciation to Dr. Beth Kania-Gosche and Dr. Sherrie Wisdom for offering their guidance, research expertise, and exemplary skills in editing and recommendations which enhanced the quality of my performance on this journey.

Thank you to my children Patrick, Daryl (Doc), and Andrea, for supporting me as I sojourned through this process. I thank them for their encouraging words and faith in me. May my tenacity throughout this process inspire them to believe that they, too, can achieve a big life goal. Thank you to my sister Lula, who was and remains my constant sounding board, Tammy, who brought laughter at much needed times, and Monica, for her quiet acts of kindness and support, and my brother, Harold, who offered words of encouragement, and often told me how proud he is of me. I extend a special thanks to my accountability partner and friend, Dr. Yvonne Gibbs.

In memory of my mother, Carol J. Lawary for believing in me, and encouraging me at a very early age to believe in myself.

Abstract

While many pre-service teachers successfully passed the state licensure test, a large percentage of students from diverse school districts continue to score below average on their ending standardized state test. Instruction in Culturally Relevant Pedagogy (CRP) might diminish the discrepancy between student performance and teacher performance. The research question was: How do the three university teacher education programs prepare pre-service teachers to teach CRP? The purpose of this qualitative study was to compare three distinctive TEPs regarding how they prepare pre-service teachers to respond to the learning needs of culturally diverse student populations using CRP. Three distinct Midwest TEPs participated in this study: a Black urban and public university, a White private suburban university, and a White private rural university. The participants included three chairs/deans and 103 pre-service teachers. A qualitative case study design was selected because it can describe a real-life phenomenon. Data sources were triangulated and included interviews of chairs/deans, Culturally Relevant Teacher Self-Efficacy (CRTSE) survey results of pre-service teachers, and mission statements from the three universities. Results included ten interview themes: caring, respect, trust, relationship, student diversity, family values, sensitivity and cultural differences, student centeredness, vicarious experience, and infusion of CRP in TEP.

The results revealed that there were no important differences between the three TEPs and that they (a) comply with the state diversity standard in varying ways; (b) have chair/deans who understand CRP and are confident their TEPs prepare students to use CRP; and (c) have pre-service teachers who have above average self-confidence in all four categories of Culturally Relevant Teaching (CRT). The only mal-alignment was

chair/deans confidence that they were developing pre-service teachers who are sensitive to cultural differences, but pre-service teachers lacked confidence (lowest scores, though still above average) in having the skill to create a culturally enriched environment. There appeared to be a discrepancy in what they believe they are doing and what they are actually doing. TEPs should realign the mal-alignment discovered in the interview and survey data by providing pre-service teachers the opportunity to develop skill in being sensitive to cultural differences (doing it) through cultural enrichment (having it).

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Chapter 1: Overview

According to Bandura (1994), “Self-efficacy is a person’s belief in his or her ability to succeed in a particular situation” (p. 16). He further described these beliefs as determinants of how people think, behave, and feel. In 1997, Bandura noted a significant difference when comparing teachers who possess teacher self-efficacy and those who do not. Teachers who possess teacher self-efficacy are assured of their ability to meet the academic needs of their students. As a result, these teachers create learning experiences that enhance students’ academic performance and achievement. In contrast, teachers who are not confident in their ability to effectively and successfully instruct their students, fail to provide opportunities that increase learning experiences for their students, thus limiting the students’ self-confidence in their ability to experience academic success (Bandura, 1997).

As the U.S. population continues to grow in diversity, higher learning accrediting bodies, educational reformers, and proponents of multicultural education are challenging teacher education programs (TEPs) to re-evaluate the constant focus on academic standards. In addition, TEPs are being challenged to ensure that there is a balance in the academic standards implemented when preparing pre-service teachers to become effective qualified teachers. The need to balance the requirement for pre-service teachers in the area of professional disposition skills, in addition to competence in content area and instructional skills needed to become highly qualified teachers, poses a concern. Some proponents of multicultural education advocate for the implementation of culturally relevant pedagogy (CRP), which is a term originated by Ladson-Billings (1994).

CRP is an instructional theory that supports the integration of the students' cultural experiences and backgrounds with the learning experiences on a social, political, and moral level to improve learning. This pedagogy has also been referred to as "culturally appropriate" (Au & Jordan, 1981), "culturally congruent" (Mohatt & Erickson, 1981), "culturally responsive" (Cazden & Leggett, 1981; Erickson & Mohatt, 1982), and "culturally compatible" (Jordan, 1985; Vogt, Jordan, & Tharp, 1987). In other words, teachers find a way to make the lesson relevant to the learner by connecting it with something real from the student's culture. There are many terms for the same concept.

Regardless of what term is used, evidence of the achievement gap indicated the need to increase academic performance of ethnic minority students throughout the country. Research has revealed that when implemented by caring teachers, CRP has shown positive results in bridging the gap between home and school by building on background knowledge, personal experiences, and the cultural references of the students (Ladson-Billings, 1995). CRP, an aspect of multicultural education, has yielded positive results in the level of instructional engagement and academic performance among culturally diverse students in pre-school – grade 12 (P-12) setting. As a result, teachers who use CRP created lessons that increased student awareness of social justice (the theory that people must have the knowledge they need in order to fully participate in the community where they live), which inspired the students to think more critically about ways in which they could contribute to change and to make this world a better place (Ladson-Billings, 1995).

Esposito and Swain's (2009) research on CRP revealed that teachers who implemented culturally relevant pedagogy admitted to a greater sense of self-efficacy.

They felt more confident in their ability to instruct culturally and ethnically diverse students. Bandura's (1997) research demonstrated that self-efficacy provided teachers with the confidence needed to produce increased student achievement in a diverse student population.

Background of the Study

The major determinant of the quality of education and success in student achievement is an effective caring teacher (Stronge, 2010). The federal requirements of a "Highly Qualified Teacher" for all public school classroom teachers established by the No Child Left Behind (NCLB) Act of 2001 are as follows: (a) graduate from an accredited teacher education program with a bachelor's degree with full state certification (i.e., pass the required state teacher certification exam), as defined by the state; and (b) demonstrate competency, as defined by the state, in each core academic subject he or she teaches (i.e. by passing the state exam in content area). Many proponents of multicultural education believe that in addition to addressing the skills and knowledge components, TEPs should put more emphasis on teachers' professional disposition, which is defined by the National Center for Accreditation of Teacher Education (NCATE, 2008) as "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities" (p. 8). When instructing students from diverse populations, the positive disposition of the teacher makes a significant difference in the academic performance and confidence of the students.

A goal for pre-service teachers is not only to meet the requirements to become highly qualified teachers, but also to become effective teachers. Tucker and Stronge

(2005) stated that whereas the requirements to obtain highly qualified status are necessary, these requirements are not sole factors that contribute to student achievement and teacher effectiveness. Further, pre-service teachers enrolled in TEPs agreed with the common belief that all students can learn. However, to demonstrate this belief, teachers must identify the needs of the students and implement the relevant pedagogical skills and strategies needed to meet the needs of a diverse student population. Teaching a student population from diverse cultural, ethnic, and socioeconomic backgrounds can be a daunting task for the most experienced teachers. Pre-service and novice teachers lacking personal and independent experience in managing their own class may face greater challenges (Tucker & Stronge, 2005).

Prospective teachers enrolled in accredited college/university TEPs expect they will be adequately prepared to teach an ever increasingly diverse student population. Effective pedagogical skills and strategies teachers need to become effective teachers of the rapidly increasing diverse student population are outlined in the NCATE standards. In order for a TEP to be accredited, it must follow the guidelines and employ standards of the accrediting body. Balancing the importance of all standards (knowledge skills and disposition skills) will increase the likelihood that pre-service teachers will acquire the skills needed to become effective classroom teachers (Tucker & Stronge, 2005).

Although the United States ranks third in population among the world's largest countries, according to a 2010 report released by the Population Reference Bureau, the population of the U.S. has more than doubled in size since 1950. The statistics show that by the year 2050, the current population will double in size again (U.S. Census Bureau, 2011). A 2011 report from the National Center for Educational Statistics (NCES) stated

that for the next five decades, the U.S. public school system will continue to experience a steady increase in not only numbers of students but also in student diversity, as a result of the constant influx of immigrant students. This shift in the nation's demographic trends will have a profound effect on the nation's public school system. As the composition of the U.S. public school system becomes more diverse in its student population as a result of the shift in demographics, pre-service and novice teachers are being challenged to meet the needs of all students in the classroom, and TEPs are being challenged to re-evaluate their programs. Pre-service teachers across the country admitted that upon entering their career as professional teachers, their level of self-efficacy when teaching in a diverse classroom setting rendered them ineffective (Darling-Hammond & Hammerness, 2002). In a survey conducted by the U.S. Department of Education (2010), numerous pre-service teachers admitted after completing their TEP and working in districts with diverse student populations, they felt inadequately prepared to meet the needs of all students in the classroom. The effort to increase pre-service teachers' self-efficacy is a challenge many TEPs face.

In 2011, the National Center for Education Statistics (NCES), which collects, analyzes, and makes available education data in the U.S. and other nations, reported that 89% of public school teachers are middle-class White females. Further, NCES (2011) reported 96.1% of the U.S. public school system by the year 2050 will be comprised of ethnic minority students. Although the student population of the public school system continues to increase in diversity, the teaching faculty in public school classrooms fails to reflect this change (NCES, 2011). The disparity in student and teacher cultural ratio has created cultural discontinuity. Cultural discontinuity occurs when the teachers of the

mainstream or dominant culture misunderstand or lack understanding of the students' cultural beliefs, values, languages, and social morals are viewed as abnormal (Tyler et al., 2008). Cultural discontinuity often results in diminished academic performance due to the teachers' low expectations of these students. Diverse students' cultural backgrounds and identities are often invalidated or marginalized (Lovelace & Wheeler, 2006). This contrast between the cultural and ethnic background of students and teachers has become a major concern. Cultural discontinuity intensifies the need for teachers to grow in the area of cultural competence (Lovelace & Wheeler, 2006).

As the U.S. educational system is faced with the vast increase of ethnic minority students, this increase has created a need for adequately prepared public school teachers. The unfortunate reality of this situation is that many novice public school teachers believe they have received adequate preparation in their TEP. They often land their first teaching job in schools that are very different from the schools where they practiced as a pre-service teacher. Their level of self-efficacy is challenged when teaching students from culturally diverse backgrounds. As a result of their lack of self-efficacy, many novice teachers are prematurely leaving the field of teaching, and others leave districts with high percentages of ethnic minority students (Viadero, 2009). If the public school system expects to be competitive agents in this global society, TEPs would benefit by ensuring that all teachers are prepared to meet the challenges that they may encounter in any classroom.

Myers (2011) explained that the education reform movement of the 1960s and 1970s called for a revitalization of the assimilationist's ideology, which mirrored the "melting pot" theory. The "melting pot" theory called for the blending of all ethnicities

into a one cultural society. The cultural identity and practices of immigrants would be forsaken in order to accommodate the dominant culture. This mind-set of assimilation created a system of segregation and marginalization for immigrant students and students of other ethnicities. As this struggle to educate ethnic minority students in the public school continues, educational reformers in favor of multicultural education believe that employing the theory of social justice supports the idea of people having what they need in order to participate fully in their community. Employing the theory of social justice may also enhance the probability of reforming TEPs to empower teachers to effectively teach students from diverse cultural backgrounds (Wang, 2011). Consequently, the National Council for Accreditation of Teachers (NCATE), established in 1954, is seeking new ways to transform TEPs across the country to prepare pre-service teachers for the unprecedented responsibilities of educating a culturally diverse student population (NCATE, 2010).

Statement of the Problem

Many pre-service teachers will acquire the status of *highly qualified teachers* upon completing the requirements as outlined in their TEPs. Proponents of TEP reform and the accrediting body (NCATE, 2008) questioned the effectiveness of pre-service and novice teachers' ability to teach students from diverse backgrounds. Darling-Hammond (2008) proposed that

TEPs increase the intensity of the invisible skills and strategies as outlined in NCATE standards for profession disposition defined as outlined in NCATE standards for professional disposition defined as Professional attitudes, values, commitments, and professional ethics that influence behaviors toward students,

families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. These invisible skills also referred to as professional disposition are attributes that define human character and behaviors. NCATE stipulates the need for an increased focus on these invisible characteristics. (p. 8)

In 2007, Ros-Voseles and Moss (2007) suggested that professional disposition standards are the key to getting the results in a culturally diverse population. Bandura (1997) believed self-efficacy (one's belief in one's ability to succeed in certain situations) is a predictor of behavior. As pre-service teachers admit to having low levels of self-efficacy when instructing students from diverse backgrounds, their teaching practices will reflect their attitude and behavior which will inadvertently hinder student academic performance and achievement, further exacerbating the issue of inequality and injustice (Darling-Hammond, 2008).

Many pre-service teachers have met the requirements as recommended by their TEP, and have successfully passed the required state test. Unfortunately, a large percentage of students from diverse school districts across the nation continue to score below average on the standardized state test (Kane, Taylor, Tyler, & Wooten, 2011). The contrast in teaching and learning indicated that being highly qualified in diverse school districts may require more than academically strong teachers. Bull (2006) stated that increasing pre-service teachers' knowledge and practice of dispositional skills could increase teacher performance, which may lead to an increase in student performance.

Additionally, Delpit (2006) asserted that instruction in CRP might diminish the discrepancy between student performance and teacher performance.

The Purpose of the Study

The purpose of this qualitative study was to compare three distinctive TEPs regarding how they prepare pre-service teachers to respond to the learning needs of culturally diverse student populations using CRP. I collected data at each of three Midwestern universities using an online and face-to-face survey, interviews, and mission statements from universities websites. Pre-service teachers only participated in the survey, and the supervisors of the pre-service teachers and the university's dean/chair of the teacher preparation program only participated in the interview process.

Theoretical Framework

The term CRP, the theoretical framework of this study, was coined by Ladson-Billings (1994). Drawing from her scholarly knowledge of the importance of culture and learning, the theory of CRP was developed to address the historical issue of poor academic performance that has persistently plagued ethnic minority students for decades. Throughout the 20th century, educational researchers have proposed several theories, which attempted to explain the persistent deficit in the academic performance of ethnic minority students in the U.S. public school system.

In the mid-1960s, three major theories were developed: cultural deficit theory, cultural difference theory, and cultural ecology theory—each theory building on the foundation of the previous one. In 1965, Hess and Shipman, educational researchers, contributed to the body of literature with their contribution of the *cultural deficit theory*. This theory was rooted in the belief that the deprivation of essential elements in the

culture, and the social and economic environment of individuals severely impede academic success. The cultural deficit theory viewed all cultures outside of mainstream America as inferior.

The second theory, proposed by Erickson and Mohatt (1982), the *cultural difference theory*, highlighted four critical elements that cause friction in teacher and student relation. These four elements—values, expectations, languages, and communication types between teachers and students or between schools and families—are barriers that often impede academic performance for ethnic minorities. The third theory underpinning the explanation for the lack of performance of ethnic minority students is the *cultural ecological theory*. In 1986, Ogbu and Fordham illuminated the ecological perspective, which did not discredit the cultural difference theory, but concentrated on the why some ethnic minority groups succeed in school while others do not. Ogbu and Fordham identified three types of ethnic minorities: autonomous (distinctive groups such as Jews, Amis, and Mormons), voluntary (immigrant), and involuntary (nonimmigrant). These three types of minorities explain the attitudes, which enhance or impede academic success (Ogbu & Fordham, 1986).

Nieto (2002, 2003) asserted that the students' background and culture are valuable assets to the teaching and learning process, and should be considered. In addition, she attested that all teachers should possess the skills and knowledge to effectively instruct students in diverse classroom populations. The theory of CRP was proposed to ameliorate the poor academic performance of ethnic minorities, as revealed by evidence of the achievement gap (Nieto, 2002, 2003). The criteria by which Ladson-Billings' (1994) theory of CRP can be recognized are based upon six components: teacher self-

efficacy, teacher expectations, dispositions, caring, communication, and curriculum and instruction. These components are critical for pre-service teachers to know, understand, develop skill in, value, and implement; therefore, necessary for TEPs to address.

Significance of the Study

The 2010, the demographics of the U.S. population continued to rapidly increase in cultural diversity (U.S. Census Bureau, 2011). The cultural diversity of pre-service teachers fails to reflect the culturally diversity of the student population. As student diversity increases, enrollment of Hispanics, Asians, and African Americans in TEPs continue to decrease (Barnes, 2006). This discontinuity in teacher-student cultural ratio reveals a potential need for TEPs to engage in transformational learning on the topic of CRP. Dewey (1933) defined transformative learning as the alteration in a people's thinking when they come into the knowledge and understanding of seeing the world in a new way as expressed by their values and beliefs upon integrating the value and belief system of others. Although CRP involves racial issues, the focus is on culture more so than race. Therefore, even White teachers teaching White children or Black teachers teaching Black children may have never learned how to practice CRP.

As a result of changes in public education demographics, this study may provide the opportunities for the three universities TEPs to learn from one another, identifying their various strengths and weaknesses related to CRP, which may lead to implementing changes in the TEPs. Improvement in TEPs may enhance future pre-service teachers' ability to respond to the needs of the culturally diverse student population. As TEPs become more knowledgeable of effective practices needed to prepare pre-service teachers

to become effective teachers of culturally diverse student populations, the goal of preparing students for academic success becomes a reality.

Main Research Question:

How do the three university teacher education programs prepare pre-service teachers to teach CRP?

Sub Question #1: How do the three university teacher preparation programs compare regarding how they prepare pre-service teacher to teach CRP?

Sub Question #2: How do the mission statements from each university's public website compare with the culturally responsive teaching self-efficacy (CRTSE) survey assessment tool and interviews of the chair/deans regarding pre-service teachers' readiness to respond to the needs of a culturally diverse student population?

Definition of Terms

Acculturation - the process of integrating cultural values, beliefs, norms, and norms and practices of the dominant culture and immigrants (Banks, 2012).

Assimilation - the transformation in cultural practices an individual or group experiences as a result of prolonged exposure and direct interaction with others from different cultures (Banks, 2012).

Cultural Deficit - the occurrence of delayed development in a specific cultural group due to a lack of understanding and knowledge of the cultural norms of the dominant cultural group (Lipman, 2011).

Cultural Discontinuity - a conflict in communication, socialization and cultural norms as a result of the integration of culturally distinct groups of people (Lovelace & Wheeler, (2008).

Culturally Relevant Pedagogy (CRP) – is a term created by Ladson-Billings (1994) to describe “a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitude” (pp. 17-18). CRP consists of six components: teacher self-efficacy, teacher expectation, disposition, caring, communication, and curriculum and instruction (Ladson-Billings, 1994). When implementing CRP, the teacher does not have to know all about the culture of the students, but must serve as facilitator, and allow students to provide answers based on their cultural knowledge.

Culturally Relevant Teaching - “using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively” (Gay, 2006). Gay’s (2006) CRT is based upon four categories: curriculum and instruction, student assessment, classroom management, and cultural enrichment.

Dominant Culture - an established culture whose cultural practices, norms, beliefs, and values are most common and influential, despite widespread immigration (Alexander & Smith, 2004).

Melting Pot - “Metaphor for concept that traits of immigrants of different backgrounds and ethnicities converge with those of the native-born to forge a new, unified American identity” (Hanson, 2011 p. 211). The term was popularized by Israel Zangwill, an English author and Jewish leader, whose 1908 play *The Melting Pot* featured a Russian Jewish immigrant who survived a pogrom and looked forward to a life in America free of ethnic divisions and hatred. “Melting pot is sometimes contrasted with the cultural mosaic or ‘salad bowl’ concept, where each ‘ingredient’ retains its distinction while contributing to a successful final product” (Hanson, 2011 p. 211).

Limitations

This study was conducted to compare three four-year universities' TEPs. A minimal number of pre-service teacher survey responses were received from one of the universities. The results from this university could not accurately reflect the opinion of students in the TEP, so the survey results of one of the three universities was left out. In addition, the survey responses for each of the remaining two universities were not equal. Thus, any differences in percentage of survey responses may be skewed by the differences in total number of participants at each university. The demographics of the pre-service teachers, supervisors, and chairs/deans who participated in the study were not considered. The results are limited to a small geographic area in the Midwest.

Summary

The main topics explained in this chapter include what constitutes an effective teacher, the difference in being highly qualified and being effective, why personal characteristics in addition to professional credentials increases the academic performance, and transformation of the students overall development. Face-to-face (ftf) interviews, online and ftf surveys, and documentation from the universities' websites were triangulated to answer the research question and sub-questions. The literature review in Chapter 2 discusses seven important topics relevant to the implementation of CRP: diversity in public schools, public school teachers, teacher education programs, organizational change, sustaining successful organizational/institutional change, CRP, TEP and CRP: The disconnection.

Chapter 2: Literature Review

Overview

In their effort to address the NCATE and Association of Teacher Education (ATE), standards for cultural diversity, numerous educational researchers and theorists have published information regarding the topic of inclusion of multicultural education in TEP's (Gideonse, 2009). In 1993, Banks outlined a description of four multicultural education approaches that are used in TEPs to address the issue of cultural diversity. The four approaches included are as follows: (a) the contribution approach (accomplishments and achievements of historically marginalized groups), (b) the additive approach (added content that does not challenge a Eurocentric perspective), (c) the transformation approach (presentation of multiple perspectives that are integrated and not just added to the curriculum), and (d) the social justice approach (decision-making and social action). Although these approaches to multicultural education have been addressed and implemented by most universities and colleges, as mandated by NCATE standard 4, proponents of multicultural education proposed TEPs take a more aggressive stance in preparing pre-service teachers to meet the needs of all students from diverse populations. Education reformers are also lobbying for TEPs to prepare pre-service teachers to teach culturally diverse student populations, by implementing CRP.

Additionally, educational reformers also suggest that TEP's focus on curriculum and instruction that will enhance pre-service teacher's self-efficacy in teaching diverse students. Darling-Hammond (2007) also addressed the relationship between the teachers' dispositions as defined by NCATE standard, attitudes, beliefs towards cultural diversity, and how student achievement is affected. Several topics will be reviewed to examine the

issue of TEPs implementation of CRP as a component of multicultural education to enhance pre-service teachers' readiness to meet the needs of a diverse student population. Topics examined in this literature are organized in a sequential order from general to specific as follows: diversity in public schools, public school teachers (e.g., perspectives towards diversity, characteristics of public school teaching, disposition of teachers), TEPs (e.g., textbook learning, invisible skills such as perspectives of diversity, etc.), organizational change, sustaining successful organizational/institutional change, CRP, and TEP and CRP: The disconnection. The literature review in this chapter focuses only on schools in the United States.

Diversity in Public Schools

The persistent and rapid growth in diversity of the nation's population demographics has challenged the traditional curricula methods of the U.S. public school system. The traditional classroom instruction practices unilaterally reflected the ideology of the mainstream culture. This unilateral mind-set perpetuated an assimilationist's perspective, thus, marginalizing students outside the dominant culture by forcing them to adopt the thoughts and behaviors of mainstream America. In an effort to eradicate this educational practice, researchers of multicultural education continue to provide substantial evidence affirming the significance of the need for TEPs to integrate a cultural relevant pedagogy to increase the ability and confidence of pre-service teachers to meet the needs of all students in all classrooms (Darling-Hammonds, 2009).

As the diverse student population of the nation's public school system continues to grow in diversity, the teaching population fails to reflect this change; the decline in ethnic minority teachers and the increase in White middle-class female teachers are

evident (NCES, 2010). Research has provided evidence that a major contributor of students' academic achievement is not only teachers with a strong knowledge base in content, but also effective, confident, and caring teachers (Williams, 2007). If pre-service teachers are admitting they lack the skills and confidence needed to meet the needs of a diverse student population, this is evidence that the struggle to lessen the achievement gap between ethnic minorities and their White counterparts will only be exacerbated (Williams, 2007). The need to address the issues of diversity in teacher education has been a critical topic since the civil rights period of the 1950's (Irvine, 2009). Educational researchers in the field of multicultural education relentlessly challenged the policymakers to address these issues. As a result, NCATE and ATE concurrently called for TEPs to integrate components in their curriculum to address the issue of diversity (Banks, 2007).

Diversity simply means *different* according to Merriam-Webster's dictionary (2005). The term diversity was adopted by the nation's public school system as a politically correct term, often used to avoid the issues of race. In addition, the term diversity is used to describe African American, Latino, Native American economically disadvantaged, immigrants, and linguistic minorities. These minority members of society have always been considered different from mainstream, White Americans (Boethel, 2003). The concept of diversity has always been a controversial issue in this nation since the founding days of the colonial period. Although the attitudes of many Americans have evolved as related to the influences of race, ethnicity, age, class, religion, and gender; the issue of diversity continues to be a challenge for the nation's public school system.

Changing demographics continues to challenge the attitudes of the U.S. population about diversity, for two reasons. First of all, no institution in the U.S. will be impacted by the demographics change as rapidly as the U.S. public school system. Second, if the U.S. plans to maintain the economic stability of the country, educational stakeholders, and school reformers must take a critical look at the value and quality of education that all students public school receive (Lutz, 2008). A report released by the College Board Advocacy (2009) stated that failure to improve the educational attainment of the nation's ethnic minority population could create devastating repercussions for the country's economic welfare and leadership, an ability to compete in a global market. As the 21st century brought about changes in the population demographic trends, so must the nation bring about change in the way it educates such a diverse population of students related to such things as race, ethnicity, religion, and socioeconomic status. As pre-service teachers are being prepared by their TEPs to begin their professional careers, failure to adequately prepare pre-service teachers with the knowledge, skills, and disposition to deal with the multitude of issues and situations in which they will encounter will be a sad indictment on the teacher education profession.

Although school reform plans throughout the history of the U.S. public school system have increased educational opportunities for the nation's ethnic minority groups, the struggle to provide an equitable education for all students continues to be a challenge. For example, the federal school reform plan, the No Child Left Behind (NCLB) Act of 2001, although severely criticized, has challenged teachers throughout the country to increase academic performance of *all* students (NCES, 2011). Although an increase in

student achievement has been accomplished, ethnic minority students continue to perform at a lower level than their White counterparts' according to the NCES (2011).

In 1935, Dubois posed a critical question as it related to the future welfare of the African American education, "Does the African American student need separate schools?" This question resulted from the dismal reality that the public school system was not meeting the academic nor social needs of the African American student. The separate schools referred to by Dubois were not the separate schools legislated as a result of the *Plessey v. Ferguson* case of 1896 which upheld that separate but equal facilities for Blacks and Whites were within legal realms of the constitution. Kozol (2005) stated, "Separate is everything *but* equal." The separate schools referred to by Dubois were not intended to separate the races. Dubois' separate schools were intended to provide an equitable and equal education for African American students, which would likely implement CRP.

Public School Teachers

Educational statistics released by U.S. Department of Education in its 2011 *Condition of Education* report revealed that in the fall of 2011, approximately 3.2 million teachers were employed by the U.S. public school system (NCES, 2011). In addition to teacher employment, about 49.4 million students were enrolled in public elementary and secondary schools. The average student to teacher ratio in most classes in the U.S. public school system was 15.5:1 (NCES, 2011).

According to Feistritzer (2011), the profession of teaching is overwhelmingly populated by females. Of the 3.2 million teachers employed in the public school system, 84% are White female, 7% African American female, and 16 % male. The 84% White

female public school teachers are relatively equally distributed throughout the four types of communities: 31% work in the city, 23% in rural areas, 26% suburban, and 19% in towns. In contrast, more than 50% of African American and Hispanic teachers teach in city school districts. The number of younger public school teachers (30 years and under) is increasing while the number of older teachers (50 and over) is decreasing. This trend clearly indicates that the teacher population is getting progressively younger. Although the more experienced older teachers retire after working an average of 25 years or more, the number of older teachers with at least 25 years of experience has dropped 17%, while the number of younger teachers with an average of five years of experience has increased 23% in 2011 (Feistrazer, 2011).

Consequently, these statistics of the racial and gender characteristics of public school teachers reveal that the future academic success of the nation's diverse population of public school students lays in the hands of the 84% White female teachers. According to Harris and Sass (2011), many teachers prefer to work in communities closely related to the one in which they were raised. However, as a result of the extremely large population of White female teachers, these teachers have accepted jobs in school districts in communities very different from the ones in which they lived. Orfield (2009) asserted that working in communities with a diverse student population from various socioeconomic backgrounds, abilities, experiences, ethnicities, cultures, and languages has created new challenges for many of the newly minted teachers. Likewise, veteran teachers are also finding it difficult to meet the academic, social, and cultural needs of the diverse population of students who reflect the nation's rapid shift in demographics (Orfield, 2009).

Researchers have substantiated the notion that the most important in-school determinant of students' academic achievement is teacher self-efficacy (Gallavan, 2007). The choice to become a teacher is an indication that an individual believes and desires to make a difference and contribute to the betterment or quality of life for individuals and society. Tiglao (2009) reported, "Teaching encompasses many of our most important values: achievement, compassion, creativity, duty, excellence, growth, imagination, joy, justice, kindness, knowledge, leadership, perseverance, teamwork, courage, vision, warmth, and celebration" (p. 3). Tiglao further expounded that many individuals aspire to become teachers because teaching reveals who we are as people. Additionally, teaching enables the teacher to empower, motivate and inspire students to develop healthy values, beliefs and ideas conducive to co-existing in a diverse society, thus contributing to a cause greater than oneself for the betterment of society as a whole (2009).

Under the present Elementary and Secondary Education Act (ESEA) NCLB, an inordinate amount of attention to the term *highly qualified teacher* resonates throughout the nation's public school system (Usher, 2012). The term implies that students taught by highly qualified teachers will receive quality instruction which will yield the desired academic results in student performance as required by state standards (Darling-Hammond, 2003). A 2012 report released by the Center on Education Policy, an independent nonprofit organization, revealed that approximately 49% of the nation's school public districts did not make Annual Yearly Progress (AYP) in 2011 (Usher, 2012). The results of the nation's report card revealed that highly qualified does not equate with highly effective. As a result of nearly half of the nation's public school

district's struggle to achieve AYP, the definition of the term *highly qualified teacher* is being scrutinized.

The Improving America's School Act (IASA) of 1994, called for AYP to be defined:

in a manner that (1) results in continuous and substantial yearly improvement of each school and local education agency sufficient to achieve the goal of all children; meeting the state's proficient and advanced levels of achievement;[and] (2) is sufficiently rigorous to achieve that goal within an appropriate AYP timeframe. (as cited in Elmore & Rothman, 1999, p. 85)

A significant number of the U.S. public school districts continue to struggle to achieve AYP, even after being instructed by highly-qualified teachers. As a result, the positive connotation of the term highly-qualified teacher as it relates to the number of school districts not making AYP is viewed as a less favorable title (Goldhaber, 2002; Hanushek, Kain, & Ruvlin, 1998).

Teacher Education Programs

The NCATE mandated that all TEPs effectively prepare pre-service teachers to teach culturally diverse students. The cultural discontinuity in teacher and student population is a major issue for pre-service teachers and TEPs. Cultural discontinuity between students and teachers can negatively impede student achievement and increase the rate of teacher turnover and attrition (Bone & Slate, 2011). Upon entering their professional teaching career, many pre-service teachers are having to accept teaching positions in school districts in which the student population is entirely different from the ones in which they received their education

(Robinson & Clardy, 2011). After acquiring experience in culturally different school settings, pre-service teachers from various TEPs admitted they felt inadequately prepared to address the needs of students in a diverse classroom population (Keengwe, 2010). Many of these teachers had never worked nor lived in an environment or community with individuals different from themselves.

Although the pre-service teachers admitted to having a strong sense of self-efficacy in the areas of pedagogical skills and content knowledge, they also admitted to having a lack of skills in disposition knowledge, and cultural references needed to effectively address diversity. As a result, proponents of multicultural education as well as educational reformers continue to seek ways to aid in the reconstruction of TEPs, to ensure that all pre-service teachers are adequately and professionally prepared to effectively teach culturally diverse students (Banks & Banks, 2009).

In order for TEPs to receive accreditation, they must adhere to the requirements of the diversity tenet of the NCATE standards. The outlined description of the NCATE (2008) requirements for educating pre-service teacher's stated

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity.

Experiences provided for candidates include working with diverse populations including higher education and P-12 school faculty, candidates, and students in P-12 schools. (p. 47)

Many TEPs across the country attempt to meet the diversity standard in one of three ways or methods, and the way in which it is implemented affects the effectiveness of the method. TEP faculty and pre-service teacher dispositions are also reflected by these methods, which are as follows: (a) the segregated course method; (b) programmatic diversity integration method; and (c) combination method. A variety of results are achieved by each method, but none of the methods are without fault (Robinson & Clardy, 2011).

The fault of the *segregated course method* is that it creates an environment in which the responsibility to teach lies solely with an instructor who has been trained to teach the course to pre-service teachers (Robinson & Clardy, 2011). Lowenstein (2009) stated this method further perpetuates the separation of coursework since faculty members who do not teach the course may not be concerned with diversity or the integration of diversity within their content. In addition, the segregated coursework method diminished the importance of cultural diversity. By limiting the teaching of cultural diversity to one course, pre-service teachers' perception of its value may become distorted, thus, hindering the effectiveness of pre-service teachers ability to successfully teach and develop professional dispositions towards culturally diverse students (Lowenstein, 2009).

The issue with the *programmatic diversity integration program method* (all instructors are knowledgeable of CRP, but no one course is taught), although it is considered to be preferred above the separation approach, is it assumes all faculty members are knowledgeable enough to prepare pre-service teachers to become culturally relevant teachers. Interestingly, statistics revealed that 84% of the teacher education

faculty racial make-up closely resembles that of the percentage of pre-service teachers graduating from TEPs (NCES, 2008). This similarity in the racial constitution of the teaching faculty and teacher candidate population does not indicate a lack of knowledge or experience needed to successfully prepare pre-service teachers to become effective teachers of culturally diverse students. However, the statistics raise the question, how prepared are teacher educators to teach CRP to pre-service teachers (Robinson & Clardy, 2011).

The third approach, *the combination method*, provides pre-service teachers with a more comprehensive method to providing culturally relevant instruction. This approach is the integration of separation and programmatic (one course that could be taught by any instructor). It is considered to be the most effective of the three methods. However, in order for this method to be effective, a diverse teacher education faculty would be beneficial, in addition to administrative support and a professional development team. In short, a core tenet in every TEP is that pre-service teachers are successfully prepared to provide culturally relevant instruction to culturally diverse students as mandated by NCATE. Although pre-service teachers may acquire the pedagogical skills, their attitudes and professional dispositions reveal their thoughts about their students, and their willingness to effectively teach culturally diverse students (Robinson & Clardy, 2011).

Aguirre and Martinez (2002) advocated TEPs take a more pro-active role in influencing pre-service teachers to become more open-minded and accepting of the issue surrounding teaching for diversity. In order for TEPs to contribute to pre-service teachers' change in attitude and willingness to teach students from diverse cultures and backgrounds, the traditional conservative practices as they relate to the topic of diversity

must be evaluated (Aguirre & Martinez, 2002). Leadership in higher education must acknowledge the important role of diversity in society. Likewise, institutions of higher education must also accept their responsibility to provide students with an educational experience that will provide them with the best opportunities to become participants in a globally competitive society (Aguirre & Martinez, 2002).

Organizational Change

The type of change an organization may experience at any given time may come in several forms. In order for the change to be dealt with appropriately, leaders of organizations must adequately identify the type of change that has occurred. In 2010, Anderson and Ackerman-Anderson identified the three most common types of changes organization normally encounter: (a) developmental change, (b) transitional change, and (c) transformational change. In order for changes to occur at the institutional level, all participants must be willing to buy into the plans to make the necessary changes to meet the needs of all involved.

The developmental change is viewed as an internal process, a level of basic change. In the process of developmental change, the leadership implements strategies to motivate and inspire individuals within the organization. This strategy is to prevent complacency (Anderson & Ackerman-Anderson, 2010). In addition, change at this level also challenges the workers to increase performance, to maintain the organization growth in a positive direction, by keeping the members of the organization challenging them to grow personally and professionally (Anderson & Ackerman-Anderson, 2010). Of the three types of organizational changes, the developmental level is the simplest form of change. The requirement for change at this level is basically to enhance what is already

in place. It is not a response to a critical or profound trigger from an external source such as a severe environmental or marketplace driven change. The severity of external pressure or the gravity of the trigger for developmental change is less of a threat to the organization than the other two types. From a leadership perspective, success at the developmental change stage is easier to accomplish. Members of the organization are motivated to change at their level when organizational goals are clearly articulated and resources and support are readily available to accomplish the desired goals (Anderson & Ackerman-Anderson, 2010).

The second type of organizational change described by Anderson and Ackerman-Anderson (2010) is transitional change. Transitional change is more complicated than developmental change though developmental change is a component of transitional change. Transitional change involves a more critical response to environmental or marketplace triggers. Unlike developmental change, which involves improving what is already in place, transitional change requires a total change from the current condition, to something altogether different. This demand for change is a result of a problem that must be addressed or failure to meet the current and future demands.

The third type of organization change is the most challenging level. It requires a more critical level of understanding than the previous two organizational change types. The difficulty with transformational change is that the shifting from one state to another can be extremely daunting (Anderson & Ackerman-Anderson, 2010). The culture of the organization may also be inherited from one generation to the next. As a result, it is paramount for leaders to implement new strategies to ensure the health and moral of the organization. In the transformational change, special attention is paid to human and

cultural components (Anderson & Ackerman-Anderson, 2010). In order for an organization to thrive during the process of transformational change, the fundamental purpose, coupled with shared vision and values, develops the DNA that leaders need to transition from the intangible chaotic state to that tangible future. At this point, individuals are assured, and feel a sense of connectedness and emotionally stable in their relationships with the organization (Anderson & Ackerman-Anderson, 2010).

Organizational change in colleges and universities. Universities and colleges are distinctive organizations. Unlike corporate organizations whose goals and decision-making are articulately defined, the goals and decision-making at the higher learning level are often interpreted as vague and wide (Boyce, 2003). These characteristics of higher-learning institutions formulate the process of change for which strategic plans are structural. On one hand, from a social prospective, the understanding of how to sustain organizational change is embedded within the theories of organizational change and institutions of higher learning (Boyce, 2003). Boyce (2003) further explained a direct comparison in the relationship between the external environmental effects as opposed to internal environmental changes of higher learning institutions. She noted that as the standards and accountability demands are increasing internally, external changes such as a decrease in resources being provided by the external environment are happening concurrently.

As Kotter (2010) stated, leadership is a critical element in the success of organizational or institutional change. In the effort to bring about the desired effective successful change, three levels of “coupling” simultaneously occur. These three levels starting with top leadership team, as revealed by the American Council on Education

(ACE, 2003) described the complexity of change in higher education as a result of autonomy and independence between units, and by widespread decision making. Boyce (2003) described two organizational theories relevant to change in institutions of higher learning. In order to adequately understand the dynamics in organizational change in higher-learning institutions, research from a social and organizational perspective must explain how to sustain institutional change.

As a result of the social and political context in which learning institutions operate, special attention is given to the sustaining legitimacy and support from various organizations (Boyce, 2003). If institutions expect to maintain the support of their constituents, they must represent what they profess to represent. In using the organizational change theory as a measure to evaluate institutional change, there is a cognitive and constructive lens through which organizational change is analyzed. Careful attention to individuals, groups, and outcomes are processed.

The cognitive and constructive perspective of organization change pays close attention to the fact that the new vision of the organization is created in isolation from individuals and groups as opposed to the organization being unified in this change process. Researchers of organizational change find it troubling that higher learning institutions operate in such a divided manner. Researchers are studying the intentions, assumptions, actions, and outcomes of the methods in which higher learning address issues within the institution (Anderson & Ackerman-Anderson, 2010). The connection between organizational learning and organizational change must be applied to change in higher learning institutions in order to sustain change.

Indication of successful institutional change. Every aspect of change varies based on the extent of change. Internal institutional change among the various groups and individuals within the institutions is a determinant of how successful and whether or not the organizational change occurs. Gauges for measuring the success of organizational change are performance outcomes, change in values, assumptions, and how inquiry is approached. Whereas leaders are often impressed by procedural and structural changes, components of cultural changes are often impressed by social changes within the institution/organization. The values, attitudes, and beliefs of the individuals undergoing change are components of organizational change and must be thoroughly examined (Mecca, 2004).

Sustaining Successful Institutional Change

An explanation of the benefits of diversity in higher education was revealed by providing an overview of Erikson's (1946, 1956) theory of social development, which introduced the concept of identity. The significance of social development in higher education stems from the fact that later adolescence and early adulthood are critical stages of life when social identity is developed. Erikson's theory on social development stated the two critical elements of identity are as follows: a persistent sameness in oneself and persistent sharing with others. Erickson (1956) theorized those young adult college age student identities develop better when they have the opportunity to interact with individuals from different social roles before making a "permanent decision about occupations and intimate relationships, social and political affiliations and philosophical life views" (p. 68).

These opportunities are best offered when individuals are provided the opportunities to interact with diverse populations at institutions of higher learning. A longitudinal analysis of the relationship between learning and democracy outcomes increased among students who experienced diversity as a part of their college experience. These results were proven to be consistent when compared with national and single institutional studies and among various student populations. The 1996 decision, *Hopwood v. State of Texas* contended that educational benefits of diversity could be accomplished without interacting in a racial/ethnically diverse relationship. She asserted that vicarious experiences in diversity and the implementation of diversity into the curriculum would yield adequate results (*Hopwood v. State of Texas*, 1996).

In summary, in order to sustain successful change in higher learning institutions, organizational leaders must understand and recognize the difference between sustained change and transformational change. Changes that occur in performance, behavior, and outcomes may be temporary unless they are actively sustained. Transformational change is a shifting in the entire organization and desired goals are achieved and sustained.

Culturally Relevant Pedagogy

In 1994, Ladson-Billings developed the term *culturally relevant pedagogy* to describe an instructional method that would enhance teacher effectiveness and increase student achievement. This instructional method is based on six components: teacher self-efficacy, teacher expectations, dispositions, caring, communication, and curriculum and instruction. Ladson-Billings (1994) defined CRP as “an approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impact knowledge, skills and attitudes” (pp. 17-18). CRP is “one multicultural

educational instructional approach, designed to meet the needs of a diverse population of students, at all academic levels” (Brown-Jeffy & Cooper, 2011, p. 67). In 2006 Gay defined the term, *culturally relevant teaching* (CRT) which includes four categories—curriculum and instruction, student assessment, classroom management, and cultural enrichment—to describe a teaching practice that was instrumental in enhancing the academic achievement of culturally diverse students by using the students cultural frame of reference to create meaning. Multicultural education is defined as “a reform movement designed to change the total educational environment so that students from diverse racial and ethnic groups, both gender groups, exceptional students, and students from each social-class group will experience opportunities in school, colleges, and universities” (Banks & Banks, 2009, p. 3). These various social classes constitute the various diverse populations of people, as the population demographics of the U.S. continue to diversify.

The population demographics of the U.S. are comprised of a diverse population of people who share many of the same values and beliefs of the core culture of the nation. As the core culture supports and maintains its belief system, it also attempts to discern the ideas and beliefs of the various subcultures (Banks & Banks, 2009). The nation’s core culture is referred to as the *macroculture*, or mainstream, while the subcultures are known by the term, *microculture*. The microcultures or subcultures are the many diverse minority groups within the macroculture. Banks and Banks (2009) stated the macroculture often experiences difficulty in their effort to understand the norms, ideas, values and beliefs, which characterize the microculture. As a result of the misunderstanding, conflict has often arisen, which has led to institutionalized

discrimination, which is defined by Banks and Banks (2009) as “institutional policies and practices that have different and negative effects on subordinate groups” (pp. 11-13).

In 2004, Foster used two of Ogbu’s examples of how the misunderstanding of the behaviors of the microcultural groups can be misinterpreted by the macrocultural groups. In 1999, Ogbu’s definition of cultural discontinuity explained the disconnection between home and mainstream norms. In Ogbu’s (1999) explanation, he provided two terms to define situations in which the educational institutions misinterpret the behaviors and values of minority groups: (a) *Camouflage* is when students take on the role of class clown in order to be accepted by their peers by diverting attention from high grades by acting foolish, the African American student lives up to the standards of his peers, by pretending that he is not serious about school. When the student is away from his peers, he studies and takes pride in his school work, thus, experiences success in school and remains in good standing with his peers; (b) *Emulation of whites* referred to assimilation, or “acting white.” This behavior involves the estrangement from members of one’s race and identity, for the purpose of taking on the cultural norms of mainstream or the white race (Foster, 2004). These behaviors are also referred to as minority survival strategies (Ogbu, 1992).

Although norms, values, and beliefs of the various cultures differ, a possible solution to help proponents of education reform practice mindfulness of the clause stated in *The Declaration of Independence* (as cited in Banks, 2007). In 1776, a critical concept expressed in *The Declaration of Independence*, represented the belief system of the core culture in “all men are created equal, that they are endowed with by their creator with certain inalienable rights that among these are life, liberty, and the pursuit of happiness”

(as cited in Banks, 2007, p. 29). In the 18th century when the founding fathers wrote this statement, as extreme as the statement was, it did not apply to all men. The common belief system of the culture was that human beings were not born with equal rights (Banks & Banks, 2009). During that time, it was common belief that kings and queens were the only members of society born with rights from God. Banks and Banks (2009) noted careful attention must be made in regards to what the content of that statement meant and what was actually practiced. Individuals who were not members of the governing body of the land had limited rights. Although the meaning of *The Declaration of Independence* statement, “all men are created equal” (as cited in Banks, 2007, p. 29) was limited to people in authority, its meaning has advanced the struggle for human rights by various marginalized groups of society to another level (Banks, 2007). The population of people referred to by the core culture as culturally, ethnically, and linguistically diverse, are a population of people who have had to depend on the struggle for human rights, as stated within *The Declaration of Independence* to obtain social, educational, and other rights enjoyed by members of the core culture (Villagas, 2007).

As proponents of multicultural education reform continue to push for the implementation of social justice and equity to be taught in TEPs preparation of pre-service teachers, Villagas (2007) asserted that an analysis of the framework of *dispositions* in TEPs’ preparation of pre-service teachers would reveal the importance of assessing the disposition of teacher candidates in regards to their attitudes towards social justice in education. She further stated that assessing for dispositions of teacher candidates is critical because it is through the preparation of students by educational

institutions that they acquire equal opportunities as they are prepared for real-life experiences (Villagas, 2007).

Nagda, Gurin, and Lopez (2003) asserted that TEPs must rise to the challenge of preparing pre-service teachers to encounter real-life situations. It is the goal of educators of adult learners to develop critical and creative thinking skills. The development of critical thinking skills may enable the adult learners to view education through social justice and democratic perspectives. This type of teaching is favorable to multicultural educational proponents, which is believed to be a step in the right direction (Nagda et al., 2003). Teaching which shows value and consideration for students from diverse backgrounds may prepare pre-service teachers with the skills needed to effectively instruct students from diverse populations. The inclusion of these more well-rounded values may lead to pre-service teachers and their prospective students to become more prepared to view life through the concept of social justice, which challenges teachers to empower students and develop critical thinking skill in order to help them to analyze injustices in the curriculum and society as a whole. Teaching for social justice will enable the students to become change agents and make positive contributions to society, and become informed transformative citizens participating in a demographic society (Nagda et al., 2003).

Proponents and critics of social justice in education have contrasting views on the importance of the assessment of teacher candidates' attitudes towards the implementation of CRP, which leads to teaching for social justice in TEPs. Education contends that assessing teacher candidates for their way of helping members of the microculture to achieve social justice and equity is through the reformation of TEPs throughout the

country (Banks, 2007). For decades, multicultural educational proponents have recommended the implementation of teaching CRP, to educate for social justice and equity, which have become critical reform issues as educational reformers restructure TEPs throughout the nation.

As the demographics of the U.S. continue to increase in diversity, educational reformers look to the reformation of TEPs to prepare pre-service teachers to provide all students with the experience of equity and social justice as a part of their educational experience (Darling-Hammond, 2008). In 2010, Chubbuck outlined three important elements that pre-service teachers valued during their pre-service experiences: (a) cross-cultural simulation, (b) cultural immersion trips, and (c) their own experience as minorities. As a result of the study, the researchers realized the important need for teacher educators to create a classroom environment in which pre-service teachers will have the opportunity to display nurturing empathetic dispositions.

Although it is critically important for pre-service teachers to gain a thorough understanding of the skills, knowledge, and their content area, as well as teaching methods, as required by state and federal teaching standards, proponents of CRP has expressed the gravity of pre-service teachers to develop disposition traits that are often overlooked or minimized during pre-service teacher preparation. McAllister and Irvine (2002) asserted that individuals who employ the disposition of empathy as they instruct students in diverse classroom settings are more emotionally and mentally connected to their students. McAllister and Irvine also defined this process by employing the term *altruism*, a term used by Goodman (2000) to explain empathy as a method of walking in another person's shoes.

In 1984, Nodding formulated the theory of the ethic of care, which illuminated the importance of relationships in teaching. Teachers who display genuine care and concern for the overall well-being of their students differentiate instructional methods in order to meet the diverse needs of the culturally diverse student population in their classrooms (Nodding, 2005). According to Rabin (2008), teachers who foster caring relationships with their students are mindful of the students' ethnic, cultural life-style, and socioeconomic status. These teachers are also committed to their moral responsibility of building positive healthy relationships with students from ethnically diverse classroom (Rabin, 2008). A positive attribute of pre-service teachers as a result of the implementation of the dispositional trait of empathy in culturally diverse classrooms is fostering positive relationships to increase student performance and teacher self-efficacy in their ability to teach in a culturally diverse classroom (McAllister & Irvine, 2002).

Although the ethic of caring has been found to produce trusting and respectful relationships between teachers and students, it may be difficult for some teachers to implement (Nodding, 2005). Unfortunately many students from diverse student populations have experienced too many uncaring teachers. As positive relationships are developed as a result of caring teachers, uncaring teachers produce the opposite results (Nodding, 2005). Students who are exposed to uncaring teachers tend to struggle with academics. Statistics reveal that students who constantly struggle in school become at-risk of developing the skills needed to become successful adults (Losen, 2011). Although proponents of CRP continue to implore that TEPs reconsider the value of implementing empathy and the *ethic of caring* as a disposition trait and as a serious component of pre-

service teacher's preparation, pre-service teachers may lack skills and competency needed to develop as effective teachers in culturally diverse classrooms (Nodding, 2011).

Teacher Education Preparation and Culturally Relevant Pedagogy: Disconnection

For several reasons, disconnections between TEPs and CPR occur in universities and colleges throughout the country during the preparation of pre-service teachers. An extensive body of literature has been written surrounding the issues of TEPs' pre-service teachers and CRP. Pre-service teachers across the country have admitted their lack of teacher self-efficacy, as a result of TEPs inadequate preparation to provide pre-service teachers with the skills and knowledge needed to meet the demands of the increase of public school students from culturally and ethnically diverse populations (Darling-Hammond, 2007).

Despite the continual increase in the diversity of public school students, the teacher population is becoming more monocultural (Banks, 2007). This cultural discontinuity between teachers and students has increased the need for TEPs to become more cultural competent, while adequately preparing pre-service teachers in the area of CRP. Pre-service teachers across the country are faced with the reality that they will be held accountable for preparing *all* students to develop proficient skills to meet the standards mandated by federal and state requirements. As pre-service teacher transition to novice status, it is incumbent upon TEPs to ensure pre-service teachers are prepared to meet the challenges and mandates required by federal and state standards (Fasching-Varner & Dodo-Seriki, 2012).

Another reason for the disconnection between TEPs and CRP, as stated by Hayes and Juárez (2012), is due to TEPs refuting the need for the implementation of CRP.

According to Hayes and Juárez, although the U.S. is a pluralistic society, some TEPs continue to endorse and practice the assimilationist ideology during the preparation of pre-service teachers. Their reason is based on the facts grounded in the assimilationist perspective. They believe that the macroculture's belief system should be accepted and practiced by all members of society. As this mindset pervades TEPs and consequently public school classrooms throughout the country, educational opportunities of the diverse student population of public school system may be diminished (Hayes & Juárez, 2012).

In addition to the reasons for the disconnection between TEPs and CRP, Zeichner, Payne, and Brayko (2012) asserted that TEPs must undergo a paradigm shift in their philosophy of preparing pre-service teachers for multicultural education. As pre-service teachers enter their professional teaching experience, a realization of the disconnection between what was taught in their TEP and the experiences encountered in the "real world" of teaching comes to fruition. As pre-service teachers transition into novice status, they often experience a surprise at their limitations as it relates to identifying with groups of people unlike themselves, and understanding themselves as racial beings (Hayes & Juárez, 2012). This disconnection between TEP and the implementation of CRP is most commonly a result of the values and choices TEPs decide to make in regards to what and how instructional methods will be taught (Zeichner et al., 2012). Because the pre-service teachers will ultimately go into public or private school settings, TEPs could be enhanced by partnering with knowledgeable members of the educational learning community. Allowing community input on what and how TEPs should prepare pre-service teachers may contribute to the increase of academic performance of all students (Zeichner et al., 2012).

Zeichner et al. (2012) also stated if a goal of TEPs is to prepare pre-service teacher candidates to prepare students to function in a democratic society, democracy must first be modeled at the institutional level. If the responsibility of making curricular and instructional decisions solely lies within the state requirements of TEPs, democracy is no longer a factor. As a result, pre-service teachers will be subjected to the values, morals, beliefs, and attitudes of the culture of the institution (Haynes & Juárez, 2012). The success of pre-service teachers' ability to meet the needs of a diverse population of students may be limited by the practices and beliefs of the higher learning institution. Fasching-Varner and Dodo-Seriki (2012) explained the disconnection between TEPs and CRP as a misunderstanding in the theoretical and empirical frameworks. In addition to misunderstanding, some practitioners, as a result of their beliefs, overtly refuse to practice the concept. The misunderstanding of and resistance to CRP in TEPs and other institutions of higher learning and K-12 settings, has created limitations within the original intent of the concept; which is first and far most to communicate the importance of providing equitable and socially just educational experiences for all students (Ladson-Billings, 1994). When educators attempt to implement the practice of CRP without a thorough understanding of its foundation, the results of the program will be counter-productive (i.e., the foundation of multicultural education is built on the principles of social justice and democracy). Failure to connect lessons to real-world cultural issues may limit the effectiveness of the course work and experiences of the pre-service teachers (Fasching-Varner & Dodo-Seriki, 2012).

Another disconnection between TEPs and CRP occurs when what is being communicated, such as mission statements, lesson plan goals, and course objectives are

articulated, but rarely put into practice during the implementation of instruction. A contributing factor to this type of practice is often associated with the demographics of the teachers and students. As TEPs fail to prepare pre-service teachers with the skills, knowledge, and dispositions needed to be effective instructors of CRP, novice teachers may experience apprehension in their effort to implement the concept. As the public school system teaching force continues to be dominated by Caucasian middle-class females who may have chosen to minimize the importance of CRP, the perpetuation of teachers unable to instruct culturally diverse students to participate in a democratic, socially just, and equitable educational process is likely; thus, widening the disconnection between TEPs and CPR. Many TEPs express a commitment to prepare pre-service teachers for a diverse society. Unfortunately, instructors of pre-service teachers may or may not have had experience in working with students from diverse populations, or implementing CRP in a K-12 setting. As a result, the pre-service teachers' ability to employ CRP in a diverse student population may be limited by the instructors' lack of experience in practicing CRP.

The disconnection between TEPs and CRP may also occur as a result of TEPs not encouraging nor preparing pre-service teachers in the area of cultural competence, the development of critical consciousness, and self-reflective practices. Failure to develop in these areas diminishes the ability to employ CRP instructional practices. Whereas some teachers possess the proper dispositions, such as caring, trusting, empathetic, and nurturing characteristics needed to be effective practitioners of CRP, some must be taught the importance of dispositional characteristics in the context of teaching (Keengwe, 2010). Possessing these dispositional traits often increases the effectiveness needed to

adequately implement the tenets of CRP in a manner in which all students will develop the academic tools needed to successfully achieve in a democratic society (Keengwe, 2010).

Novice teachers who lack these dispositional traits may often be satisfied by superficially employing what they deem as CRP. This may involve the implementation of what is termed *visible cultural* characteristics such as focusing on holidays, foods, music, and other visible tenets. The true tenet of CRP, as stated by Ladson-Billings (1995), begins with high expectations for all students. When these high expectations permeate the entire teaching and learning process, teachers look for ways to reach all students in the classroom. Instructing students using CRP involves implementing strategies that prepare students to look at and connect to the sociopolitical, economic, and cultural aspects associated with the process of teaching and learning (Ladson-Billings, 1994).

Proponents of multicultural education continue to advocate for students from culturally and ethnically diverse populations by ensuring teachers are prepared to provide those students with the opportunity to engage in social justice and equity as part of their democratic educational experience (Banks, 2007). As a result of providing students with the opportunity to become successful members of a democratic society, it enhances their chances of competing on a global level.

Summary

In this chapter, the literature review illuminated several topics related to the study of how TEPs prepare pre-service teachers to teach CRP. TEPs that provide pre-service teacher with a rigorous multicultural education experience should increase the likelihood

of pre-service teachers being able to meet the needs of the diverse population of students in the public school system.

TEPs are indirectly related to the teaching and learning process in the classroom of the nation's diverse population of students. Although their roles are indirectly related, the accountability issues teachers are faced with may be directly related to the TEP. As pre-service and novice teachers are faced with the extreme challenge of providing an adequate education to all students in the public school system, the issue of meeting the needs of a diverse population of students has created many struggles for pre-service teachers during their field experience and for novice teachers alike.

As the demographic population of the nation's schools become more diverse, proponents of multicultural education continue to implore TEPs to recognize the critical need to prepare pre-service teachers with the skills, knowledge, and disposition to meet the needs of such a diverse population of students. As the diversity of the student population continues to increase, the teaching population continues to increase and operate as monocultural institutions. The monocultural teacher population in TEPs and in public school classrooms reveals a severe need for TEPs to engage in an in-depth study of CRP. Implementation of CRP increases the academic ability and performance of students from culturally diverse populations.

Proponents of multicultural education reforms are pleading for change in TEPs. The challenge for TEPs is to ensure that all pre-service teachers are prepared to effectively provide academic instruction to meet the needs of a culturally diverse student population. This change will require higher-learning institutions to reconsider the way in which TEPs prepare pre-service teachers to implement CPR. As TEPs prepare for the

various changes (i.e., developmental, transitional, transformational, and organizational), the organization as a whole must recognize and accept the responsibility to develop a critically conscious attitude of the value that CRP brings to the teaching and learning process so that higher-learning institutions can minimize the disconnection in the TEPs and the implementation of CRP. The goal of it all is to ensure the pre-service teachers develop teacher self-efficacy that enables them to be successful teachers in a diverse student population, by employing CRP in the nation's public school system.

Chapter 3: Methodology

The federal legislative act of 2001, No Child Left Behind (NCLB), placed a tremendous amount of responsibility on school districts across the United States to ensure that classroom teachers prepare all students to do well on the state mandated standardized test, which includes social, academic, and cultural needs of the diverse student population. As classroom teachers strive to meet the standards demanded by NCLB, teacher education programs (TEPs) across the nation are simultaneously challenged to prepare pre-service teachers with the knowledge, skills, and disposition required to become effective classroom teachers for a diverse student population.

The purpose of this qualitative case study was to compare three distinct TEPs regarding how they prepare pre-service teachers to respond to the learning needs of culturally diverse student populations using CRP. As the demographics of the U.S. population continue to increase rapidly in cultural diversity (U. S. Census Bureau, 2011), the cultural diversity among pre-service teachers fails to reflect the cultural diversity of the student population. This discontinuity in teacher-student cultural ratio reveals a potential need for TEPs to engage in transformational learning on the topic of CRP. The main research question is followed by two sub questions:

Main Research Question: How do the three university teacher education programs prepare pre-service teachers to teach CRP?

Sub Question 1: How do three university teacher preparation programs compare regarding how they prepare pre-service teacher to teach CRP?

Sub Question 2: How do the mission statements from each university's public website compare with the culturally responsive teaching self-efficacy (CRTSE) survey

assessment tool responses and interview results of the chair/deans regarding pre-service teachers' readiness to respond to the needs of a culturally diverse student population?

CRP has gained significant recognition in TEPs in an effort to increase teacher awareness and ability to meet the social, academic, and cultural needs of today's diverse population of students. To measure perceptions of CRP preparedness among pre-service teachers and their university chair/deans, the six pre-determined components of CRP: teacher self-efficacy, teacher expectations, dispositions, caring, communication, and curriculum and instruction (Ladson-Billings, 1994), provided a conceptual framework by which survey, interview, and website mission statements were analyzed.

Research Design

To adequately address the problem under study, more than one method of inquiry was required, a qualitative case study design with descriptive statistics was selected because it is the best design to describe a real-life phenomenon in the context in which it occurred (Yin, 2006). Both qualitative and quantitative data were collected, but the orientation of the research design was qualitative. Qualitative research methodology has been defined as the "study of things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 2005, p. xiii). The instrument used to collect perception data from the pre-service teachers was the CRTSE survey. A survey is an appropriate method for data collection because according to Fowler (2009), using a survey is an effective way to obtain statistical descriptive quantitative responses needed to answer questions about the population being studied. Creswell (2009) stated that quantitative data is a reliable and valid source of data collection to gather statistical information when analyzing data in

which the situations are similar. There were two sources of qualitative data. Seidman (2006) proposed that semi-structured interviews provide the opportunity for researchers to deviate from the structured set of interview questions, which allows the interviewer to gain a better understanding of the perception of the topic and or the individual being interviewed. The semi-structured format was best suited for interviewing the department chairs/deans because of the primary goal, which was to informally become acquainted with the department chairs/deans and their experiences with the function of the TEP.

The second source of qualitative data was secondary in the form of website mission statements from the three universities. These data were collected to provide insight into the relationship with and connection between the three settings. Triangulating these qualitative data sources increased the validity and reliability needed to answer the research question (Creswell, 2009).

Participants

I conducted research at three accredited four-year university TEPs. Participants consisted of a total of 106 individuals: 81 pre-service teachers from Leninya University, 22 pre-service teachers from Hoercher University, and three chair/deans (one from each university TEP). Pre-service teachers' surveys from Mulvaney University were not included, as a result of their low return rate of only two surveys. The participants were K-12 pre-service teachers in their final semester of student teaching in their TEPs.

Setting

Leninya University located in suburban northwestern Missouri is a four-year private coeducational liberal arts institution accredited by the Commission on Institutions of Higher Learning Commission (HLC) of the North Central Association (NCA) of

Colleges and Schools and the Missouri Department of Elementary and Secondary Education (MODESE). The School of Education is a member of the Teacher Education Accreditation Council (TEAC). The total number of undergraduate students enrolled at the time of this study was 7,399—87% female and 13% male. The racial make-up of the student population was, 62.1% Caucasian, 15% African American, 3% Hispanic, and 19.3% unknown. The total number of full-time faculty members was 199—47% female and 53% male, with a racial make-up of 60% Caucasian, 15.1%, African American, and 13.9% unknown (Collegefactual, 2012). Like the student population, the faculty members were predominantly Caucasian.

Hoercher University located in an urban downtown Midwest community is a four-year public coeducational undergraduate university, and accredited by the HLC. Hoercher's School of Education receives additional accreditation through NCATE. The total number of undergraduate students at Hoercher at the time of this study was 1,590, 65% female and 35% male with a racial make-up of 90% African American, 9% Caucasian, and 1% unknown. The total number of full-time faculty was 46, 65.3% female and 34.7% male with a racial make-up of 84% African American and 11.1% Caucasian (Collegefactual, 2012). Like the student population, the faculty was predominantly African American.

Mulvaney University located in an urban, rural community in the southern region of Illinois is a four-year private coeducational university accredited by the HLC and the Illinois State Board of Education (ISBE). The total number of undergraduate students at Mulvaney is 2240, 54.7% female, 43.3% male with a racial make-up of 77.8% Caucasian, 11.7% African American, 2.2% Hispanic, and 6.8 % unknown

(Collegefactual, 2013). The total number of full-time faculty was 98, 44.9% female and 55.1% male with a racial make-up of 71.1% Caucasian, 14.5% African American, 1.4% Asian, 2.8% Hispanic, and 7.5% unknown (Collegefactual, 2012). Like the student population, the faculty was predominantly Caucasian. To summarize, two of the study universities were predominantly Caucasian (students and faculty) and one was predominantly African American (students and faculty).

Instrumentation

I utilized a teacher self-efficacy survey to assess pre-service teacher perceptions or attitudes regarding their preparedness to meet the challenges in a culturally diverse classroom. The instrument called the Culturally Relevant Teacher Self-Efficacy (CRTSE) survey (Appendix A) consisted of 40 statements with a rating scale ranging from 0-100 (0 = no confidence and 100 = complete confidence). The CRTSE survey was developed by Siwatu (2007) and used by many researchers to assess pre-service teachers' self-efficacy in teaching diverse students. Each of the statements on the CRTSE survey seemed to naturally align with one of Gay's (2006) four categories of CRT and therefore Gay's categories were used as an organizing structure to analyze and discuss the results. Proponents of multicultural education have solicited the assistance of Siwatu's (2007) CRTSE survey to measure the level of pre-service teacher self-efficacy when teaching students from diverse populations. The CRTSE survey is an instrument designed to reveal pre-service teachers level of critical consciousness in addition to the greatest and least self-efficacious areas of teaching culturally diverse students (Siwatu, 2007).

Procedure

I sent information letters to three universities to invite subjects to participate in the study, provide information, and grant permission to conduct the research. I accessed the email addresses of the chair/deans from the universities' websites. The three university's chair/deans (one chair [Mulvaney], two deans [Leninya and Hoercher]) granted their permission and gave me indirect access to their pre-service teachers for the purpose of surveying them with the CRTSE instrument. Pre-service teachers in their final semester of student teaching voluntarily participated in the CRTSE survey.

I initially attempted to survey all three university's pre-service teachers using an online version of the CRTSE survey. As a result of limited responses to the online version of the survey, I then contacted the student teaching coordinators at the three universities and asked for permission to attend their seminar classes to administer the surveys in person using a paper version of the CRTSE survey. I received permission to attend only two of the three participating universities, Leninya, and Hoercher. The Mulvaney University chair preferred to distribute the paper surveys for me. After receiving only three completed paper surveys from Mulvaney University, I chose not to include those surveys in my study. Of the 200 surveys that were administered, 103 were completed and returned—21 surveys from Hoercher's pre-service teachers and 82 from the pre-service teachers at Leninya University. The combined total completed surveys received from Leninya University and Hoercher University yielded a 52% survey return rate.

The interview process was next. I sent consent letters via email to schedule semi-structured audio taped interviews after results of the insufficient response to online surveys. Interview results for all participants were compared to CRTSE survey results,

using the four categories of CRT developed by Gay (2006). I contacted the interview participants by telephone and asked for the opportunity to discuss my research project and the possibility of an interview. I was granted permission to interview (chair/deans from all three universities) and audio record them to ensure what the interviewee said was accurately documented. The first interview lasted 45 minutes; each successive interview lasted approximately 30 minutes.

Data Analysis

I used the inductive content analysis process to analyze the data. Hsieh and Shannon (2005) described this process as “a method for the subjective interpretation of the content of test data through the systematic classification process of coding and identifying themes or patterns” (p. 1278). Data were triangulated using three sources to increase validity, reliability, and trustworthiness. The three sources included surveys, interviews, and the university website mission statements.

The first source of data was survey responses. The responses to each CRTSE survey statement from all pre-service teachers at Leninya and Hoercher universities were calculated to determine the mean score and standard deviation (SD). The mean score was calculated in order to know the most common level of confidence within each category and the SD was calculated in order to illustrate how far the level of confidence ranged from the average. Next, to compare Leninya to Hoercher, the responses to each CRTSE survey statement from each university were separately calculated to determine the average score for each university. The results revealed the main focus of each TEP’s approach to multicultural teacher education (MTE), the higher the average score, the greater the focus.

The second source of data was the interviews of the TEPs department chair/deans of teacher education. I transcribed all the interviews and then used open coding—defined by Seidman (2006) as winnowing to reduce the material—to isolate and categorize the data into emerging themes. Axial coding was then used to further analyze the interview transcriptions for the presence of Gay's (2006) four categories of CRT (curriculum and instruction, student assessment, classroom management, and cultural enrichment). Axial coding was also used to align the emerging themes with Ladson-Billings' (1994) components of CRP. The third source of data was the three universities' website mission statements that were compared.

Summary

This research methodology was case study with descriptive statistics to describe and compare three distinct TEPs regarding how they prepare pre-service teachers to respond to the academic needs of a culturally diverse population of students. One of the three universities, Mulvaney, did not yield enough survey results to use in the study, therefore only surveys from two of the three universities were used (Leninya and Hoercher). The CRTSE survey was used to measure the pre-service teachers' perceived confidence and competence when instructing students from culturally diverse backgrounds. The pre-service teachers' responses to the CRTSE survey rating scale (0-100) were analyzed to determine the mean or average score and SD, which revealed how far the responses were from the mean. Inductive content analysis was used to analyze the qualitative and quantitative data collected to answer the main research question and the two sub-questions. Data sources were triangulated in order to verify results.

Chapter 4: Presentation of Data

This chapter is the presentation of the following data: (a) the CRTSE survey results, (b) interview results, and (c) website mission statements. In this qualitative case study, I examined how three distinct Midwestern universities compared in the way in which they implemented culturally relevant pedagogical practices when preparing pre-service teachers to facilitate student learning in culturally and ethnically diverse classroom settings. Then, I compared all three university website mission statements for alignment with their survey and interview results. The main research question is accompanied by two sub-questions.

Main Research Question: How do the three university teacher education programs prepare pre-service teachers for CRP?

Sub Question 1: How do three university teacher preparation programs regarding how they prepare pre-service teacher for CRP?

Sub Question 2: How do the mission statements from each university website compare with the CRTSE self-assessments survey and interviews of the chair/deans regarding pre-service teachers' readiness to respond to the needs of a culturally diverse student population?

The three data sets used to answer the research questions were (a) the CRTSE survey results, (b) interviews results, and (c) website mission statements. The CRTSE survey was used to assess the pre-service teachers' level of self-efficacy in being prepared to instruct a culturally and ethnically diverse population of students in a classroom. The CRTSE survey consisted of statements with possible response ranging from 0 (no confidence at all) to 100 (completely confident). The CRSTE survey

measures perception of self-efficacy in the four categories of CRT: curriculum and instruction, student assessment, classroom management, and cultural enrichment (Gay, 2006). I assigned each of the 40 CRSTE survey statements to one of the four CRT categories for the purpose of comparing the two university's responses per category. This activity of assigning survey statements to one of the four categories was a very human activity and not exact, drawing from my practitioner experience in using CRP in the classroom and my review of the research literature (Appendix D).

Quantitative Data

The quantitative description of the data consisted of the CRTSE rating scale results, which were used to assess the pre-service teachers' self-efficacy in being prepared to instruct a culturally diverse population of students in a classroom. The CRTSE survey consisted of 40 closed-ended statements.

The analysis of the results of the pre-service teacher responses indicated the perceived level of teacher self-efficacy in the four components of CRP (Ladson-Billings, 1994). The survey statements grouped by four CRT categories (Gay, 2006) varied in level of difficulty and revealed strengths and weaknesses of the pre-service teachers who participated in the survey. The overall response averages revealed there was not a meaningful difference in the level of confidence and competence among the pre-service teachers from the two of three universities that returned enough CRTSE surveys to use in this study (Leninya University and Hoercher University).

Survey results of CRT category #1: Curriculum and instruction. Table 1 displays the difference in teacher self-efficacy perception of pre-service teachers from Leninya University and Hoercher University in the first of four CRT categories,

curriculum and instruction. Leninya's pre-service teachers were most confident in their *use of interests of the students to make learning meaningful for them* (statement #38) with a response average 91.27, SD 10.9. Leninya's pre-service students were least confident in their *ability to implement strategies to minimize the effects of the mismatch between the students' home culture and the school culture* (statement #6) with a response average of 72.04 and SD of 22.8 (i.e., bridge the connection between home and school).

Hoercher's pre-service teachers were most confident in their *ability to adapt instruction to meet the needs of the students* (statement #1) with a response average of 83.8 and SD of 14.3 (see Table 1). Hoercher's pre-service teachers were least confident in their *ability to design instruction that matches the students' developmental needs* (statement #40) with a response average of 75.0 and SD of 26.8. The overall response averages of Leninya University, 86.61 with a SD of 14.6, and the overall response averages of Hoercher University, 79.84 with a SD of 20.28 revealed that although the strengths and weaknesses of the students from the two universities vary, there was not a meaningful difference in the levels of self-efficacy between students, in the area of the CRT category curriculum and instruction (see Table 1)

Table 1.

CRT Category #1: Curriculum and Instruction

| Statement # | CRTSE Rating Scale Statements | Leninya University (n=82) | | Hoercher University (n=21) | |
|---------------------------|---|---------------------------|--------------------|----------------------------|--------------------|
| | | Response Averages (0-100) | Standard Deviation | Response Averages (0-100) | Standard Deviation |
| 1 | adapt instruction to meet the needs of my students | 85.47 | 15.9 | 83.8 | 14.3 |
| 6 | implement strategies to minimize the effects of the mismatch between my students' home culture and the school culture | 72.04 | 22.8 | 77.6 | 19.2 |
| 11 | use a variety of teaching methods | 90.89 | 14.1 | 81.4 | 19.6 |
| 38 | use the interests of my students to make learning meaningful for them | 91.27 | 10.9 | 78.8 | 23.3 |
| 39 | implement cooperative learning activities for those students who like to work in groups | 91.17 | 10.7 | 82.4 | 18.4 |
| 40 | design instruction that matches my students' developmental needs | 88.8 | 13.4 | 75.0 | 26.8 |
| Overall Response Averages | | 86.61 | 14.6 | 79.84 | 20.28 |

Note. From CRTSE survey instrument.

Survey results of CRT category #2: Student assessment. Table 2 displays the results of the second CRT category, student assessment. Leninya University's pre-service teachers were most confident in their *ability to obtain information about their students' weaknesses* (statement #21) with a response average of 89.3%, and SD of 12.3. Leninya's pre-service teachers were least confident in their *ability to communicate with parents of English Language Learners (ELL)* (statement #31) with a response average of 66.91, and SD of 24.8%

Hoercher University's pre-service teachers were most confident in their *ability to communicate with parents regarding their child's educational progress* (statement# 24) with a response average of 84.5% and a SD of 16.1. Hoercher's pre-service teachers were least confident in their *ability to determine whether their students feel comfortable competing with other students* (statement #4) with a response average of 66.2, and a standard SD of 27.1. The overall response averages of Leninya University, 83.23 with a SD of 18.34, and the overall response averages of Hoercher University, overall response average 77.0, and SD of 21.23, revealed that although the strengths and weaknesses of the students from the two universities vary, there was not a meaningful difference in the levels of self-efficacy between students, in the area of the CRT category student assessment.

Table 2.

CRT Category #2: Student Assessment

| Statement # | Culturally Relevant Teacher Self Efficacy (CRTSE) Rating Statement | Leninya University (0-100) | | Hoercher University (0-100) | |
|--------------------------|---|----------------------------|--------------------|-----------------------------|--------------------|
| | | Response Average (0-100) | Standard Deviation | Response Average | Standard Deviation |
| 2 | obtain information about my students' academic strengths | 86.44 | 16.5 | 79.5 | 20.4 |
| 4 | determine whether my students feel comfortable competing with other students | 83.43 | 17.4 | 66.2 | 27.1 |
| 7 | assess student learning using various types of assessments | 86.46 | 15.4 | 78.1 | 18.3 |
| 21 | obtain information about my students' weaknesses | 89.3 | 12.3 | 78.3 | 25.2 |
| 24 | communicate with parents regarding their child's educational progress | 86.89 | 13.7 | 84.5 | 16.1 |
| 31 | communicate with the parents of English Language Learners regarding their child's achievement | 66.91 | 24.8 | 72.4 | 22.3 |
| 34 | use a learning preference inventory to gather data about how my students like to learn | 83.75 | 16.9 | 80.0 | 19.7 |
| Overall Response Average | | 83.31 | 16.71 | 77.0 | 21.31 |

Note. From CRTSE survey instrument

Survey results of CRT category #3: Classroom management. Table 3 displays the results of the third CRT category, classroom management. Leninya University's pre-service teachers were most confident in their ability to *develop a personal relationship with their students* (statement # 20) with a response average of 95.19 and SD of 7.3. Leninya's pre-service students were least confident *in their ability to develop a community of learners when their class consists of students from diverse backgrounds* (statement #12) with a response average of 81.04 and SD of 20.0.

Hoercher University's pre-service teachers were most confident in their ability *to build a sense of trust in their students* (statement #9) with a response average of 85.7, and SD of 19.6. Hoercher's pre-service teachers were least confident in their *ability to determine whether their students like to work alone or in groups* (statement #3). Although the ratings varied from statement to statement within the component, there was not a meaningful difference between the two schools in the pre-service teachers overall response average and SD in the classroom management category of CRT.

Table 3.

CRT Category #3: Classroom Management

| Statement # | Culturally Relevant Teaching Self – Efficacy Rating Scale Statements | Leninya University (n=82) | | Hoercher University (n=21) | |
|---------------------------|---|------------------------------|--------------------|-------------------------------|--------------------|
| | | Response Average (0-100) | Standard Deviation | Response Average (0-100) | Standard Deviation |
| 3 | determine whether my students like to work alone or in a group | 84.14 | 19.8 | 75.7 | 17.5 |
| 9 | build a sense of trust in my students | 91.80 | 14.1 | 85.7 | 19.6 |
| 12 | develop a community of learners when my class consists of students from diverse backgrounds | 81.04 | 20.0 | 79.0 | 24.3 |
| 20 | develop a personal relationship with my students | 95.19 | 7.3 | 83.6 | 20.2 |
| 26 | help students to develop positive relationships with their classmates | 89.36 | 10.8 | 84.5 | 15.5 |
| 32 | help students feel like important members of the classroom | 92.78 | 9.3 | 84.3 | 15.4 |
| Overall Response Averages | | 89.05 | 13.54 | 82.14 | 18.74 |

Note. From CRTSE survey instrument.

Survey results of CRT category #4: Cultural enrichment. Tables 4 (Leninya) and 5 (Hoercher) display the results of the fourth CRT category, cultural enrichment. Leninya University's pre-service teachers were most confident in their ability to *develop a personal relationship with their students* (statement #20) with a response average of 95.19 and SD of 7.3 (see Table 4). Leninya's pre-service teachers were least confident in

their *ability to greet English Language students with a phrase in their native language* (statement #18) with a response average of 55.43 and SD of 33.0.

Hoercher University's pre-service teachers were most confident in their *ability to develop a personal relationship with their students* (statement # 20) with a response average of 83.6 and a SD of 20.2. Hoercher's pre-service teachers were least confident in their ability to greet English Language students with a phrase in their native language (statement #18) with a response average of 61.2 and SD of 33.5. Although the ratings varied from statement to statement within the categories, there was not a meaningful difference between the two schools in the cultural enrichment category of CRT.

Table 4.

CRT Category #4: Cultural Enrichment

Leninya University: (n=82)

| No. | CRTSE Scale Statements | Average: (0-100) | Std. Dev. |
|---------------------------|---|------------------|-----------|
| 5 | identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture. | 77.67 | 20.7 |
| 8 | obtain information about my students' home life | 78.79 | 20.6 |
| 10 | establish positive home-school relations | 83.26 | 17.0 |
| 13 | use my students' cultural background to help make learning meaningful | 80.23 | 19.7 |
| 14 | use my students' prior knowledge to help my students make sense of new information | 87.51 | 15.9 |
| 15 | able to identify the ways students communicate at home and know they may differ from the school norms | 80.23 | 18.5 |
| 16 | gain information about my students' cultural background | 77.49 | 19.1 |
| 17 | teach students about their cultures' contributions in the content area | 65.22 | 28.1 |
| 18 | greet English Language Learners with a phrase in their native language | 55.43 | 33.0 |
| 19 | design a classroom environment using displays that reflect a variety of cultures | 73.79 | 27.6 |
| 22 | Praise English Language Learners for their accomplishments using a phrase from their native language | 57.47 | 31.7 |
| 23 | identify ways that standardized tests may be biased towards linguistically diverse students | 68.88 | 25.4 |
| 25 | structure parent-teacher conferences so that the meeting is not intimidating for parents | 86.69 | 19.6 |
| 27 | revise instructional material to include a better representation of cultural groups | 79.60 | 16.5 |
| 28 | critically examine the curriculum to determine whether it reinforces negative cultural stereotypes | 74.06 | 20.8 |
| 29 | design a lesson that shows how other cultural groups have made use of mathematics | 66.33 | 25.9 |
| 30 | model classroom tasks to enhance English Language Learner's understanding | 74.64 | 22.3 |
| 33 | communicate with the parents of English Language Learners regarding their child's achievement | 72.02 | 22.7 |
| 35 | use examples that are familiar to students from diverse cultural backgrounds | 81.23 | 18.6 |
| 36 | explain new concepts using examples from my students' everyday life | 86.26 | 14.3 |
| 40 | teach students about their cultures' contributions to society | 88.80 | 13.4 |
| Overall Response Averages | | 75.98 | 21.49 |

Note. From CRTSE survey instrument.

Table 5.

CRT Category #4: Cultural Enrichment

| Statement # | CRTSE Scale Statements (n=21) | Average: (0-100) | Std. Dev. |
|---------------------------|--|------------------|-----------|
| 5 | identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture | 76.9 | 20.2 |
| 8 | obtain information about my students' home life | 73.6 | 20.4 |
| 10 | establish positive home-school relations | 76.2 | 20.6 |
| 13 | use my students' cultural background to help make learning meaningful | 78.6 | 25.7 |
| 14 | use my students' prior knowledge to help them make sense of new information | 77.6 | 25.3 |
| 15 | able to identify the ways students communicate at home and know they may differ from the school norms | 76.9 | 22.8 |
| 16 | able to gain information about my students' cultural background | 78.8 | 19.7 |
| 17 | teach students about their cultures' contributions to science | 68.8 | 21.8 |
| 18 | greet English Language Learners with a phrase in their native language | 61.2 | 33.5 |
| 19 | design a classroom environment using displays that reflects a variety of cultures | 77.9 | 26.8 |
| 20 | develop a personal relationship with my students | 83.6 | 20.2 |
| 22 | obtain about my students' academic weaknesses | 65.0 | 29.3 |
| 23 | identify ways that standardized tests may be biased towards linguistically diverse students | 68.3 | 23.0 |
| 25 | structure parent-teacher conferences so that the meeting is not intimidating for parents | 81.7 | 19.5 |
| 27 | revise instructional material to include a better representation of cultural groups | 76.4 | 19.0 |
| 28 | critically examine the curriculum to determine whether it reinforces negative cultural stereotypes | 78.6 | 18.8 |
| 29 | design a lesson that shows how other cultural groups have made use of mathematics | 74.3 | 23.8 |
| 30 | model classroom tasks to enhance English Language Learner's understanding | 71.9 | 23.6 |
| 33 | communicate with the parents of English Language Learners regarding their child's achievement | 73.3 | 27.9 |
| 35 | use examples that are familiar to students from diverse cultural backgrounds | 80.0 | 19.2 |
| 36 | examine concepts using examples that are taken from my students' everyday life | 82.4 | 18.1 |
| 40 | teach students about their cultures' contributions to society | 75.0 | 26.8 |
| Overall Response Averages | | 75.31 | 23.01 |

Note. From CRTSE survey instrument.

Qualitative Data

I conducted semi-structured face-to-face interviews with the department chair/deans of the three universities TEPs, and a structured face-to-face interview with a coordinator of one of the universities. This semi-structured method of interviewing was conducted to capture the uniqueness of each university. The first semi-structured interview lasted for 45 minutes. Although I had specific questions in mind, the interview questions I constructed were based on the literature review as it pertains to TEPs and the implementation of CRP. For example, I wanted to know how familiar the department chair/deans were with the concept of CRP. I also composed questions that required them to explain their experience with the topic. As the interviews progressed, the questions that I generated were in response to the answers I received from the interviewee.

The first semi-structured interview provided me insight and understanding of the knowledge and beliefs of the chair/deans of the first TEP. It also prepared me by giving direction for the following interviews. The two subsequent interviews with the chair/deans of the other universities lasted 30 minutes. I used the same question process as I had used for the initial interview.

The main research question, the two sub-questions, and the interview questions were aligned and systematically organized so the interview responses would answer the research question and sub-questions. The main research question and the first sub-question were theoretical in nature. The second sub-question was more practical in nature. Many of the questions from the interviews with the department chair/deans fit the theoretical category. Several of the responses were practical because the chair/deans taught classes, and provided information based on their experience in the classroom.

Interviews of Department Chair/Deans

Question 1: What course does the university offer in the TEP to meet the State cultural diversity standard, and how involved are you in the implementation of the coursework?

Dr. Lindsey of Leninya University, spoke of a new approach the university was taking to prepare pre-service teachers. Two new courses would focus on differentiation of instruction and the inclusion of technology (another way to differentiate instruction). She believed that the implementation of the two new courses that could be taught by any instructor (combination approach) would enhance the academic preparation of the pre-service teachers when teaching students from diverse populations.

Dr. Samuels of Hoercher University stated that a single course taught by single instructor (the segregated course approach) would not provide pre-service teachers with the level of teacher efficacy needed to become effective CRP facilitators of elementary and secondary students.

Dr. Winston of Mulvaney University argued that teaching multicultural education as a separate course may minimize the importance of the concept. Many students and teachers may take the attitude that it is just an add-on, and once the course is completed, that is the end. The information learned in the course may or may not be put into practice, but the belief was that if CRP is implemented throughout the program, teacher and student performance improve. To summarize, all three chair/deans agreed that a single course in multicultural education taught by one instructor (the segregated approach) is not enough.

Question 2: Are you familiar with the term *culturally relevant pedagogy*? How do you define CRP?

Dr. Lindsey of Lenina University indicated that she was very familiar with the concept of CRP. Her explanation included many of the key components of CRP. She discussed the difference in learning styles, the use of formal and casual languages, and how that could affect a student's understanding or interpretation of the lesson. For example, she stated how important it is to teach Standard English to all students, but she also said, "But we don't want to discredit their cultural language or vernacular."

Dr. Samuels of Hoercher University stated that she was familiar with the concept of CRP, but had not had any formal training in the area of CRP. She communicated her understanding by associating the meaning of CRP with differentiation, which is a term used to describe methods used to meet the needs of a diverse student population, and that the term was related to multicultural education.

Dr. Winston of Mulvaney University said, "No . . . not really." After I provided a definition of the term, CRP, she realized that she was familiar with the term. She referred to it as multicultural education and did not distinguish the pedagogical method. She was very knowledgeable with the concept, and provided several examples. She informed me that it was her belief that the concept should permeate the entire TEP.

In summary, all three chair/deans appeared to be well versed in the area of multicultural education. Their responses such as differentiating instruction to meet the learning styles, background experiences, trust, and relationship building between student and teachers provided strong evidence of their understanding.

Question 3: Do you believe pre-service teachers need a course in multicultural education? All three responses of the chair/deans coincided with the research that suggests pre-service teachers need instruction in multicultural education, if they are to become effective teachers of culturally and linguistically diverse students. They all believed that the infusion method is the best method for implementing CRP throughout coursework in TEP. Therefore, perhaps having a course or courses that strictly help pre-service teachers learn the components of CRP should come first in the curriculum sequencing. Then, in all subsequent TEP courses, include how to apply the CRP components to each course topic.

Question 4: Do supervisors who go into the classroom to observe pre-service teachers have post-secondary classroom teaching experience and experience in CRP? Dr. Lindsey of Leninya said the supervisors are aware of the multicultural component on the observation form and they have the knowledge to adequately assess the pre-service students. Dr. Samuels of Hoercher stated, “All of our supervisors have had classroom teaching experience, and as a requirement for the position of pre-service teacher supervisor, they must have knowledge of multicultural education concepts.” Dr. Winston of Mulvaney stated,

I’m not sure if it is explicitly called CRP, but if there is a component on the observation form, they must have experience to know what they are looking for, especially if they have to evaluate the pre-service teachers performance in that area.

To summarize, the three chair/deans acknowledged that it is not only required but also necessary for supervisors who observe pre-service teachers for CRP to be educated and have experience in order to adequately evaluate the pre-service teachers.

Question 5: Based on your knowledge of pre-service teachers' performance during field experience, what are the most common components of CRP that pre-service teachers implement during field experience? Dr. Lindsey of Leninya

University argued that the most common component of CRP implemented is relationship building. "I think the number one thing that encourages success with students is the relationship they have built with their teacher." Dr. Lindsey stressed the importance of trusting and enthusiastic relationships between teachers and students. She believed that these two elements make a significant difference in the success of the teacher and student performance. Dr. Samuels of Hoercher University said the most common component of CRP implemented by pre-service teachers is contributions made by the various groups that are represented in the class. They talk about the different daily practices and beliefs that may be addressed in the textbook. For example, in a reading class, the students discussed the differences in dining at the house of an American and that of an Asian family. The difference was how the Asian family sat on the floor on pillows and how the Americans sat in chairs at the table. Some of the students regarded the lifestyles as weird as opposed to just being different. Dr. Winston of Mulvaney University said the most common CRP component pre-service teachers demonstrate during observation is their ability to connect the information to the experience of the age group of students being instructed.

Although the components observed varied, all components were important elements that would lead to increase in the students understanding of the concept being taught, according to Ladson-Billings' (1995) explanation of how teachers can increase students' academic performance by implementing CRP methods.

Question 6: What is your experience with teaching a diverse student population? What are some examples of CRP that you have employed?

Dr. Lindsey of Leniya University stated, "I taught for years in a P-12 setting in three districts." Dr. Samuels of Hoercher University said

I have not had any formal training in CRP, but I was a math teacher at the middle school level several years before becoming here to work. Although I was not familiar with the concept of CRP at the time, I used examples that were culturally relevant during my instruction. For example, during a math lesson, I used an example of dividing a pizza into two parts to teach percentages and fractions. It was appropriate and effective for all students regardless of background experience, cultural or linguistic orientation.

Dr. Winston of Mulvaney University, " I taught parochial school, and we tend to think that parochial schools are immune to issue that plague high poverty students in southern Illinois, there is diversity everywhere." All chair/deans have taught in diverse population classrooms and in a P-12 setting and have applied CRP teaching strategies to enhance student performance. Even before the term become popular, many teachers were implementing CRP strategies because it is a natural way to instruct students. Ladson-Billings (1995) described it as "good teaching."

Question 7: How common are issues of disposition encountered? Each of the three chair/deans indicated that disposition issues are not very common during field experience of pre-service teachers.

Emerging Themes

I listened to the audio-recorded version of the interviews in addition to rereading my handwritten notes to ensure the verbatim responses from each interviewee had not been altered during the transcribing process. The 10 themes that emerged were caring, respect, trust, relationship, student diversity, family values, and sensitivity to cultural differences, student-centeredness, vicarious experience, and infusion of CRP in TEP.

Emerging theme: Caring. Each of the three chair/deans who were interviewed agreed that caring is a critical aspect of CRP, and should be focused on in the process of preparing pre-service teachers to effectively teach students from diverse population. Dr. Lindsey from Leninya University described caring as being tolerant of differences of diverse students, respecting where they come from and not forcing them to respond to unfamiliar situations according to the standards or expectations based on the cultural practices and beliefs of the teachers. She said, “it’s all about being individuals. I don’t want to take away from who they are . . . I think that’s part of being human.”

Dr. Samuels from Hoercher University explained caring in reference to caring enough about students to meet them where they are, getting to know them, and being considerate of what they bring to the table. She stated, “This is sometimes difficult due to changing dynamics in society as it relates to family composition and economic situations, and lack of unity in the communities.”

The chair/deans from Mulvaney University stated teaching students from diverse populations can be extremely challenging. She said, “Although the teachers may not want to teach in a diverse population, once they accept the position in order to be successful, they have to care enough to do so.”

Emerging theme: Respect. The chair/dean of Leninya University emphasized the importance of respect in disposition buy explaining that during the teaching and learning process, although mainstream educational values are inherent, it is important not to take away what we are and who we are. We don’t want to diminish the students cultural practices, values, and beliefs, but we do want them to help them to learn what is appropriate language when giving speeches, and also considering their audience. We must teach them the difference between talking to friends and relatives and talking in front of an audience.

Dr. Samuels from Hoercher University spoke of respect in reference to how instructors implement the content of the course. She agreed, “I think it is more than just offering a course in diversity that matters. More importantly, it is the teacher who will make the greatest difference.” She further explained,

If the teacher is not interested in the content of the course, or does not respect cultural difference enough to engage the pre-service teachers in critical discussions surrounding the issues of diversity, the course basically becomes just another course without significant meaning.

Dr. Winston from Mulvaney University explained respect from the perspective of ensuring that all ethnicities and cultural groups are represented during instruction topics pertaining to cultures. She stated,

We don't have a cultural diversity course as such (e.g., one specific multicultural education course) what we try to do is . . . talk about language issues and how different ethnic groups differ in vocabulary background, family traditions . . . children with special needs. We try to pull all those things in our lesson and tell our students they must prepare for it.

Emerging theme: Trust. Dr. Lindsey from Leninya University addressed trust by explaining the importance of relationship between teachers and students. She stated, "The most important aspect of culture would be to build trusting relationships, getting to know the families, getting involved with them."

Dr. Samuels from Hoercher University identified trust in the teaching and learning process as it related to the disposition of the pre-service teacher attitude or behavior in response to their conduct in the classroom. She stated, "If there is a disposition issue in the classroom, I converse with the pre-service student, to ensure that they conduct themselves in a professional manner at all times."

Trust as described by the chair/dean of Mulvaney University Dr. Winston is addressed in regards to preparing pre-service teachers with the skills and knowledge to consider the needs of the whole child. When teachers show consideration for whom or what the child is or is not, students tend to feel more confident in allowing that teacher to enter their personal space, they become more trusting. Dr. Winston stated, "We've added things like bullying" (i.e., bully prevention), which is to protect students from others who may target students from culturally diverse groups different from theirs. Further, she believed that protecting students builds a sense of trust between teachers and students.

She said, “Trust is a critical element in the teaching and learning process, students must feel safe to learn.”

Emerging theme: Relationship. Dr. Lindsey from Leninya University expressed the CRP component of relationship in response to a question regarding the most important aspect of culture she believes that pre-service teachers need to be aware of when teaching diverse students. She stated, “I think the number one thing that encourages success with students is the relationship they have with their teachers, the teacher belief and attitude towards the students will play an important role in developing that relationship.”

Dr. Samuels from Hoercher University described the CRP component of relationship through the process of explaining what CRP entails. She stated, “We are always discussing the teacher’s belief and attitude towards the student as we employ differentiation and looking at each student as an individual.”

Dr. Winston from Mulvaney University described the CRP component of relationship as it relates to teacher beliefs and attitudes towards students. She described encounters with pre-service teachers during their field experience, “Many of the pre-service teachers were apprehensive about going into diverse school districts. They communicated that they only desired to work in districts in which they were familiar with the cultural population.” Dr. Winston stated, “After the students completed their field experience in the diverse school district, the attitudes and beliefs towards students in diverse school setting changed. Some of the pre-service teachers believed that they could make a difference in the lives of those students.”

Emerging theme: Student diversity. To ensure that all interviewees understood the concept of student diversity as it relates to this research project, I posed an informal question to see how the interviewees expressed their personal meaning of student diversity. This was to ensure that they would understand my line of questioning as it related to culturally diverse students. Dr. Lindsey, chair/dean of Leninya University, defined student diversity in her response pertaining to how pre-service teachers prepare for student diversity in the classrooms. Dr. Lindsey stated “we have instituted a new course this school year, which is called Classroom Teaching and Technology Management and Differentiation. So with those, we are looking at how we can prepare our P-12 pre-service teachers.”

Dr. Samuels from Hoercher University defined student diversity in reference to lesson planning. She said, “I ask my pre-service teachers how they make accommodations for student diversity during their lesson planning?” The components outlined in the conceptual lesson plan as described by Dr. Samuel’s revealed her understanding and knowledge of the meaning of student diversity by asking pre-service students to include elements in their lesson plans that will reflect the cultural make-up of their classes.

The chair/dean of Mulvaney University defined student diversity in her explanation of how and why she structures her coursework outline during the instruction of pre-service teachers. She said, “Although we don’t have a cultural diversity course, what I do in my methods course . . . we talk about background issues, cultural differences family traditions, religious affiliation and we include special needs issues.” Her

explanation of her teaching methods indicated a thorough understanding of the meaning of student diversity.

Emerging theme: Family values. Dr. Lindsey from Leninya University elaborated on the concept of family values as it relates to the meaning of CRP. She stated, “Family values vary from family to family and should be considered during instructional practices.” Family values, an element of CRP, plays an intricate part in how students approach and interact during the teaching and learning process.

Dr. Samuels, from Hoercher University believed that family values are critical to the success of students. She communicated her belief of how important it is to consider family values when instructing students from diverse student populations. In her explanation of the changes in family values and in the culture of the community, Dr. Samuels stated,

Parents are required to work more and longer hour to meet the economic needs of their family. There was a time when neighbors were additional support to families, but as family values have changed with time, family values are limited to the knowledge, understanding and morals of a single family unit, as opposed to seeking and gaining knowledge and understanding from additional sources.

Dr. Winston from Mulvaney University expounded on the concept of family value as it relates to the content of the lessons planning stage. She stated that, “pre-service teachers are prepared in their methods classes to incorporate family traditions and family values of the diverse population.”

Emerging theme: Sensitivity to cultural differences. Upon analyzing the transcripts of the interviews all of the chair/deans agreed that during the process of the component of the curriculum and instruction process, pre-service teachers should be taught critical consciousness as it relates to sensitivity to cultural differences during the process of implementing CRP.

Dr. Lindsey from Leninya explained the significance of including the concept of sensitivity to cultural differences in the preparation of pre-service teachers for teaching diverse student populations. Dr. Lindsey described the teaching of the Holocaust and issues in African American history as sensitive cultural differences related to historical situations in the lives of different cultural groups. She stated, “I came from a P-12 setting, we always raised courageous conversations in the area of sensitivity to cultural differences. We did cognitive coaching on the importance of being tolerant of differences of other cultures.”

Dr. Samuels from Hoercher University described the curriculum and instruction component of CRP, in reference to sensitivity to cultural differences with the following explanation:

In teaching students from diverse backgrounds, the topic and content of cultural diversity in coursework is very much needed. More importantly, the instructor’s disposition is more important than the course. If the instructor of the pre-service teacher is not sensitive to differences, what is modeled by the instructor may influence the pre-service teacher’s practices, as a result, the pre-service teacher may model the same disposition when instructing students from diverse backgrounds.

Dr. Winston of Mulvaney University, explained that during the process of having open dialog with pre-service students after field experience, the pre-service teachers were asked about their encounter in working with students from diverse cultures. She elaborated,

Several of the students explained how engaging the students from culturally diverse backgrounds were in discussions, and not assuming that as the teacher, they had all the answers. The pre-service teacher explained how that increased their awareness of how important it is to be open-minded and sensitive to cultural difference.

During the interview, Dr. Winston and I discussed how demoralizing it could be to a culturally diverse student if pre-service teachers were misinformed in cultural awareness and communicated stereotypical information during class discussions, or make assumptions about various cultural practices and behaviors.

Emerging theme: Student centeredness. Each of the three chair/deans said that student centeredness was an asset to pre-service teacher preparation in CRP. Dr. Lindsey from Leninya University confirmed the importance of implementing student centeredness as a key element of the CRP component curriculum and instruction, during pre-service teacher preparation. Dr. Lindsey stated, “We are looking at how we can best serve our pre-service teachers by preparing them to employ student centeredness as a method of instruction in the classroom when teaching diverse students.”

Dr. Samuels from Hoercher University emphasized the importance of student centeredness. Dr. Samuels stated, “If we listen to the students and allow them to construct meaning from the lesson based on their experience, background, and prior

knowledge, we will be better equipped as teachers to tailor the lessons to meet the needs of the students and not our own.”

Dr. Winston from Mulvaney University spoke of the importance of using *Know, Want to know, and Learn* (KWL) graphic organizers is a student-centered approach to access background knowledge. She stated, “Without adequate background knowledge, teachers cannot effectively understand the content without knowledge of the context.”

Emerging theme: Vicarious experience. All three chair/deans, one from each of the three universities, agreed that vicarious experience is a viable method of preparing pre-service teachers to teach CRP. They saw vicarious experience as a means to develop the skills and strategies needed to be effective teachers in the absence of real-life opportunities to interact with students from diverse cultural backgrounds.

Dr. Lindsey from Leninya University believed that vicarious experience is a viable option in the absence of real-life opportunities. She stated,

We can create vicarious experiences by providing books, DVDs, and speakers will give them the opportunities to open their eyes, and pre-service teachers who were once reluctant to go into diverse school districts may change their minds and decide that they would like to give it a try.

Dr. Samuels from Hoercher University indicated that pre-service teachers benefit from vicarious experiences in the absence of opportunities to experience the real-life culturally diverse teaching. She asserted, “Although vicarious experience cannot realistically compare with real-life experiences, it develops conscious awareness of issues in regards to cultural diverse student populations.”

Winston stated,

I created a vicarious experience in which the pre-service teachers were given a fictitious roster and they had to choose 10 students for their class. The fictitious students had to be from various ethnicities and learning abilities, pre-service teachers had to create lesson plans that included CRP methods to meet the needs of the diverse population of students.

Emerging theme: Infusion of CRP in TEP. Each of the three chair/deans from the three participating universities acknowledged that CRP should be infused in TEPs to enhance academic achievement of culturally diverse students. Dr. Lindsey from Leninya University said the infusion of CRP in TEPs is critical to the curriculum and instruction process when preparing pre-service teachers to teach CRP. Lindsey commented, “We have implemented two new courses this year, we are looking at ways to best serve our pre-service teachers.”

Dr. Samuels from Hoercher University claimed that when considering curriculum and instruction during preparation of pre-service teachers “CRP should be infused throughout the TEP. It should not be taught as a single course.” She added, “The person teaching the course is more important than the course itself.”

Dr. Winston from Mulvaney University stated, “It is important to permeate CRP by infusing it throughout the entire TEP.” She believed that by doing this, pre-service teachers would become more effective in teaching students from culturally diverse populations.

Emerging Themes Aligned with Components of CRP

Recall the six components of CRP: teacher self-efficacy, teacher expectations, disposition, caring, communication, and curriculum and instruction (Ladson-Billings,

1994). Upon reviewing the 10 emerging themes, each seemed to align with only three of the six components of CRP: disposition, teacher expectation and curriculum and instruction (see Table 6). The six components of CRP were used as an organizing structure for the emerging themes for the purpose of analysis and meaning making. The emerging themes did not seem to be as closely aligned with the remaining three of six components of CRP: teacher self-efficacy, caring, and communication.

Table 6.

Emerging Themes Aligned with Three of Six Components of CRP

| Components of CRP | Emerging Themes |
|----------------------------|---|
| Disposition | -Respect -Trust -Caring |
| Teacher Expectations | -Relationship -Student diversity -Family values |
| Curriculum and Instruction | -Sensitivity to cultural differences -Student-centeredness -Vicarious experience -Infusion of CRP in TEP |

Note. Emerging themes from chair/deans interviews. From Ladson-Billings (1994) six components of CRP.

University Mission Statements Results

According to Morphew and Hartley (2006), a mission statement reveals the purpose and distinctiveness of an institution. It also serves as an aid in decision-making. Demanded by accrediting bodies, mission statements are posted for public viewing in all universities and colleges throughout the nation. Elements of a mission statement may communicate messages that represent internal structural purposes, goals, and connections

with external affiliation and supporters. The content and elements of mission statements may also reveal various beliefs and values of the universities.

My analysis of the three mission statements of the study universities revealed the foundational nature of their content and related elements (see Table 7). Each of the three mission statements began with a common element, the explanation of the manner in which they will educate their students. The two private universities (Leninya and Mulvaney) included an element distinct from the public university (Hoercher). They both focused on professional dispositions such as caring, and morals.

Leninya University's mission statement emphasized the importance of providing educational programs that not only addresses the academic needs of the students, but stresses morals and ethics of society that will develop holistic individuals who will compete in a global community. Hoercher University's mission statement, like Leninya's, reflected a commitment to meet the academic needs of its students. Hoercher provided a very brief description, limiting its focus to the students in the local area. Mulvaney University's mission statement focused on the preparation of the student's academic needs by inspiring them to become life-long learners who will exhibit professional dispositions. In other words, the mission statements of the private universities focused on the whole student (academic needs and disposition), and the mission statement of the public university focused on the academic needs only.

Table 7.

Comparison of Universities Mission Statements

| University Mission Statements | | |
|---|--|---|
| Leninya University Private University | Hoercher University Public University | Mulvaney University Private University |
| To offer values-centered programs leading to the development of the whole person—an educated, responsible citizen of a global community | To address the higher education needs of the metropolitan Midwest region | To prepare teachers and other education professionals as lifelong learners, caring practitioners, and knowledgeable professionals |

Summary

The responses of the Leninya and Hoercher pre-service teachers on the CRTSE survey indicated that they were generally most confident in Classroom Management and generally least confident in Cultural Enrichment from an analysis of interview responses of the three department chair/deans, 10 themes emerged (see Table 6). Each of the interview emerging themes seemed to align most with three of the six components of CRP (Ladson-Billings, 1994): disposition, teacher expectations, and curriculum and instruction. The other three CRP components (teacher self-efficacy, communication, and caring) were the areas in which chair/deans were least confident.

Chapter 5: Discussion, Recommendations, and Conclusions

Of the many institutions in the nation, no other institution has such a direct critical impact on the lives of the vast majority of the citizens than the public school system (Hochschild, 2005). As the nation grows more ethnically and culturally diverse, teachers working in the public school system are constantly under scrutiny to effectively and adequately provide all students with a fair and equitable education. Consequently, as the demands are levied on public school teachers, TEPs are also being challenged to implement CRP to prepare pre-service teachers for today's diverse classrooms.

The purpose of this study was to compare three distinct TEPs regarding how they prepare pre-service teachers to respond to the academic and cultural needs of a diverse population of students using CRP. Although many pre-service teachers have met the state requirements of their TEP and have successfully passed the required state test, a large percentage of students from diverse school districts across the nation continue to score below average on standardized state tests (Kane et al., 2011). This contrast in teaching and learning indicates that being highly qualified in diverse school districts may require more than academically strong teachers. Bull (2006) stated, increasing pre-service teachers' competency in dispositional skills may increase teacher performance, which may lead to an increase in student performance.

This chapter provides a discussion and implications of the results, recommendations for TEPs and for future studies, and answers to the main research question and two sub-questions. The research questions were as follows:

Main research question: How do the three university teacher education programs prepare pre-service teachers for CRP?

Sub question #1: How do three university teacher preparation programs compare regarding how they prepare pre-service teachers for CRP?

Sub question #2: How do the mission statements from each university website compare with the CRTSE self-assessments survey and interviews of the chair/deans regarding pre-service teachers' readiness to respond to the needs of a culturally diverse student population?

Discussion

A discussion of the study findings as they relate to the research literature will create new meaning to help explain or predict phenomena of today and the future. Each data set and the emerging themes will be addressed in this manner for the discussion.

Aligning the chair/deans interview question responses with the literature.

The following section provides a discussion of the alignment between the study results and the review of literature in Chapter 2.

Question #1: What course does the university offer in the TEP to meet the state cultural diversity standard, and how involved are you in the implementation of the coursework?

Leninya University is implementing two new courses designed to help pre-service teachers differentiate instruction and use technology in the classroom (another way to differentiate instruction) in order to meet the state cultural diversity standard. The implementation of these two courses fit the description of what Robinson and Clardy (2011) referred to as the combination method. The combination method is the combination of the separation and programmatic methods. The separation method teaches multicultural education in isolation (one course taught by one instructor). The

programmatic method assumes that all instructors have knowledge of CRP, but no one course is taught (Robinson & Clardy, 2011). In addition to employing Robinson and Clardy's (2011) programmatic method, Leninya implements what Banks (1997) defined as the additive approach. This approach focuses on academic content such as learning differences, such as learning styles, and knowledge of cultural characteristics that does not challenge mainstream perspectives. In other words, Leninya University's two new courses focus on differentiated instruction (a CRP instructional method), and any instructor will be able to teach both courses.

Dr. Samuels, from Hoercher University, promoted what Robinson and Clardy (2011) termed the segregated method. As Dr. Samuels explained, the one course is designed to meet the cultural diversity standard. In addition, this one specific course is taught by one instructor in the program. Dr. Samuels stated, "The course is not as important as the person teaching it." This statement is confirmed by Robinson and Clardy (2011) who argued that if TEPs expect to be successful in preparing pre-service teachers for cultural diversity, a paradigm shift in their philosophy of teaching multicultural education must occur. Although Hoercher University employs the segregated method to address the diversity standard, Dr. Samuels stated that the Banks (1993) transformational approach (an approach that presents multiple perspectives of cultural diversity, and not just adding general information pertaining to holidays and accomplishments of various cultures) was the most appropriate approach.

Dr. Winston at Mulvaney University stated the curriculum for the TEP did not include a specific course to meet the state required diversity standard. Instead, the university curriculum committee expressed the belief that to better prepare pre-service

teachers to meet the cultural and ethnic needs of the diverse population of students, a programmatic diversity integration (all instructors are knowledgeable of CRP but no one course is taught) method was best. This belief aligned with Robinson and Clardy (2011) who proposed that the programmatic diversity integration method to multicultural education would be the best method to accomplish the goal. Dr. Winston agreed, “Teaching for diversity must permeate the entire program, and not be taught in isolation.” Her experience as an instructor of pre-service teachers provided the opportunity and experience to implement the programmatic diversity integration method and learn first-hand that this method is indeed an effective method in preparing pre-service teachers. It could be argued that one experienced instructor cannot alone permeate the entire program with the programmatic diversity integration method. Whereas Dr. Winston understood the benefits of employing the programmatic integrated approach, her instructional practice mirrored what Banks (1993) termed the contribution approach to multicultural education. This approach highlights accomplishments and achievements of historically marginalized groups. Dr. Winston provided an example of how she taught a unit in one of her methods class that focused on Christmas around the world, how various cultures celebrate. Unfortunately, none of the three universities implemented the social justice approach to multicultural education, an approach that focuses on decision making and social action.

In summary, each of the three universities appeared to adhere to the state mandate of implementing a diversity standard, albeit the approaches vary in course selection and method of implementation. Leninya University used the combination (separation and programmatic diversity integration) approach (one course taught by any instructor),

Hoercher University used the segregated course approach (one course taught by one instructor), and Mulvaney University used a programmatic diversity integration method (all instructors knowledgeable of CRP but no one course taught). All three chair/deans had experience teaching in higher education and believed that they were instrumental in adequately preparing pre-service teachers to be effective culturally relevant teachers.

Question #2: Are you familiar with the term culturally relevant pedagogy?

How do you define CRP? Dr. Lindsey of Leninya University indicated that she was very familiar with the concept of CRP. Dr. Samuels of Hoercher University admitted she has had no formal education and training in the theory and practice of CRP. She related her experience with CRP in reference to differentiation of instruction. Ginsberg and Whaley (2006) agreed that differentiation is critical to culturally responsive teaching because culture incorporates the sum total of the individual. Teaching the whole child is important to student success in education, which is supported by Nodding's (2005) research on the ethic of caring.

Although Dr. Winston at Mulvaney University was not familiar with the term CRP, she was knowledgeable of the overall concept of multicultural education. Ladson-Billings (1994) originated the term after observing teaching practices of successful teachers of diverse student populations. Many teachers were successfully implementing CRP; yet, the term had not yet been coined by Ladson-Billings (1994). This pedagogy has also been referred to as "culturally appropriate" (Au & Jordan, 1981), "culturally congruent" (Mohatt & Erickson, 1981), "culturally responsive" (Cazden & Leggett, 1981; Erickson & Mohatt, 1982), and "culturally compatible" (Jordan, 1985; Vogt et al., 1987). Dr. Winston is like many of the other instructors of pre-service teachers who incorporate

some components of CRP into their teaching practices even though they may not know the term CRP. Hayes and Juarez (2012) found that this type of teaching is common practice among university instructors, but argued it does not create the critical consciousness needed to be reflective teachers of CRP. Hayes and Juarez (2012), therefore, may support formal education and development of teachers in the subject of CRP.

The chair/deans' varying experience and knowledge of the term CRP, may help to explain the numerous ways in which the TEPs approached the implementation of CRP. The varying levels of experience and knowledge among leaders of CRP are communicated through the TEP. In keeping with Ginsberg and Whaley (2006), differentiation is the most important aspect of culturally responsive teaching. The terms for CRP have changed over the years. Hayes and Juarez (2012) would agree that not being knowledgeable of one specific term (CRP) does not denote a lack of understanding in the field of CRP. Ladson-Billings' (1994) term, CRP, is only one of the many terms used to explain an aspect of multicultural education.

Question #3: Do you believe pre-service teachers need a course in multicultural education? All three chair/deans admitted that instruction in cultural diversity was a necessary requirement in TEPs. Stronge (2006) accurately predicted that as public schools are becoming increasingly diverse, teachers will be held responsible for providing an equitable education for all students. Hayes and Juarez (2012), NCATE standards (2008) standards, and Rabin (2008), who all believed that cultural sensitivity must be taught to pre-service teachers, supported the three chair/deans' unified response. In light of Hayes and Juarez's (2012) warning that all professors in TEPs are not in favor of

multicultural education and may force their beliefs on their pre-service teachers if not for the federal and state mandates, the three chair/deans favorable responses to this question may not reflect the beliefs of all TEP professors.

Question #4: Do supervisors who go into the classroom to observe pre-service teachers have post-secondary classroom teaching experience and experience in CRP?

Each of the three chair/deans acknowledged that all supervisors who go into the classroom to observe pre-service teachers have post-secondary classroom teaching experience and are knowledgeable of multicultural educational practices that incorporate elements of CRP.

According to Dr. Winston, the supervisors' training may not specifically be called CRP, but they do have training and experience in cultural diversity; however, not all supervisors have experience teaching cultural diversity in the TEP post-secondary classroom. Dr. Lindsey and Dr. Samuels work closely with the pre-service teacher supervisors and have tacitly approved their classroom observation forms. Anderson and Ackerman-Anderson (2010) reinforced the need for training members of the organization to bring about the desired change, and therefore would support ensuring pre-service teacher supervisors are educated and experienced in CRP even if they do not teach cultural diversity in the TEP program. Further, in keeping with Anderson and Ackerman-Anderson (2010), TEP chair/deans should ensure the observation forms include behaviors that demonstrate the pre-service teachers' understanding and application of CRP in the classroom. If the supervisors in charge of pre-service teachers during field experiences were required to prepare pre-service teachers for CRP or cultural diversity, they may be

better able to recognize early intervention opportunities for pre-service teachers who have dispositions and cultural consciousness problems.

Question #5: Based on your knowledge of pre-service teachers' performance during field experience, what are the most common components of CRP that most pre-service teachers implement during field experience? The responses of the three chair/deans of the universities varied. Dr. Lindsey communicated the dispositional skill of relationship building as the most common component of CRP observed in pre-service teachers during observation. Dr. Samuels listed the CRP component of cultural enrichment as a strength of pre-service teachers. Dr. Winston believed that the pre-service teachers exhibit competence in areas of academic skills such as age appropriate curriculum and instruction.

Question #6: What is your experience with teaching a diverse student population? What are some examples of CRP that you have employed? Dr. Lindsey had extensive experience in teaching diversity in working with K-12 in three different school districts. Dr. Samuels also worked in a K-12 setting, and although she was not familiar with the concept of CRP, she employed many of the components. Dr. Winston's experience in teaching students from diverse populations was acquired in parochial school. She was amazed at the levels of economic, social, cultural, and ethnic differences among students that created rewarding experiences for her. In keeping with Anderson and Ackerman-Anderson (2010) who found that employees of higher learning organizations tend to create a more rewarding and successful learning environment for their students when adequate training, motivation, and resources are provided, the experiences of the TEP chair/deans may have resulted in them being more capable of

integrating their experience and theory into creating meaningful coursework and field experiences for the preparation of pre-service teachers in CRP. The ability of TEP professors or instructors to effectively empower pre-service teacher performances is often a direct or indirect result of the decisions of higher learning organization leaders, and the experience and expectation of those employed by them (Anderson & Ackerman-Anderson, 2010).

Question #7: How common are issues of disposition encountered? Each of the three chair/deans had minor issues with the disposition of pre-service teachers. They believed that it was heavily stressed and that the pre-service teachers at the end of their program had accepted the expectations and conducted themselves accordingly. In support of this finding, Darling-Hammond (2008) argued that disposition is the key to success for individuals in education, building relations and treating individuals with respect and dignity regardless of the cultural or ethnic background and experience. Darling-Hammond (2008) provided further support for the importance of pre-service teacher disposition with the proclamation that it is imperative for TEPs to balance the teaching of academic skills and disposition in teaching.

Aligning the emerging themes with the literature review.

The following section provides a discussion of the linkage between the emerging themes from the chair/dean interviews and the literature review from Chapter 2.

Emerging theme: Caring. My experience as a substitute teacher in a very diverse classroom setting in an inner-city urban school district validated these findings. I began working as a substitute teacher before receiving any formal training in a TEP. The student population was diverse in culture, ethnic backgrounds, and experiences. My level

of success surpassed the success of many of the veteran teachers, based on academic performance of the students according to student growth on the state standardized test. My self-efficacy and ability were a result of what Ladson-Billings (1994) referred to as CRP instructional method, and what Nodding (1984) defined as the theory of caring. My teaching practices at that time reflected the teaching styles of CRP methods in a diverse classroom. I tailored my lessons to meet the diverse needs of the students. My genuine caring for the whole child, building healthy relationships, and not just focusing on their academic ability, as stated by Rabin (2008), enabled me to inspire the students to perform to the best of their academic ability.

Emerging theme: Respect. Dr. Lindsey of Leninya University emphasized the importance of respect in disposition, by explaining that during the teaching and learning process, although mainstream educational values are inherent, it is important “not to take away what we are and who we are, but at the same time, we don’t want to diminish the students cultural practices, values, and beliefs.” Her responses echoed the sentiments of Ladson-Billings’ (1994) theory of CRP. Although the ethic of caring has been found to produce respectful relationships between teachers and students, Nodding (2005) warned that it may be difficult for some teachers to implement. For pre-service teachers to “not take away what [they] are and who [they] are” (Dr. Lindsey of Leninya University) means being aware of personal biases while at the same time not giving the appearance of being disrespectful. Dr. Samuels from Hoercher University and Dr. Winston from Mulvaney University explained the disposition of respect from the perspective of ensuring that all ethnicities and cultural groups are represented during instruction topics

pertaining to cultures. Rabin (2008) affirmed that teachers who respect the differences in their students are careful to differentiate cultural as well as academic diversity.

Emerging theme: Trust. When teachers show consideration for whom or what the child is or is not, students tend to feel more confident in allowing that teacher to enter their personal space, and they become more trusting. Recall that Dr. Lindsey from Leninya University stated, “The most important aspect of [school] culture would be to build trusting relationships, getting to know the families, getting involved with them.” Rabin (2008) agreed that trusting relationships increases student confidence, which improves academic performance. Dr. Samuels from Hoercher University identified trust as pre-service teacher attitudes or behaviors in response to their students’ conduct in the classroom.

Dr. Winston stated that protecting students from others who may target students of culturally diverse groups promotes trust. Protecting students builds a sense of trust between teachers and students. Keengwe (2010) added to the discussion of trust by acknowledging that although some teachers naturally possess a trusting disposition, some pre-service teachers may experience difficulty, and must be taught how to trust.

Emerging theme: Relationships. Dr. Lindsey from Leninya University believed that the teacher’s attitude toward the student plays an important role in building relationships with students. Novice teachers who lack these dispositional traits may often be satisfied by superficially employing what they deem as CRP. This may involve the implementation of what is termed *visible cultural* characteristics such as focusing on holidays, foods, music and other visible tenets. Dr. Lindsey’s response is in keeping with Ladson-Billings (1994) who posited that the true tenet of CRP begins with high

expectations of all pre-service teachers. Instructing pre-service teachers in CRP involves implementing strategies and skills that prepare pre-service teachers to look at and connect to the sociopolitical, economic, and cultural aspects associated with the teaching of injustices. Injustices such as inequities and inequalities in education and society as a whole calls for TEPs to stress the importance of CRP, to prepare pre-service teachers for social justice and democracy which are critical elements in CRP (Ladson-Billings, 1994).

Aguirre and Martinez (2002) understood the importance of contributing to pre-service teachers' change in attitude and willingness to build relationships with students from diverse cultures and backgrounds. Aguirre and Martinez (2002) would support ongoing TEP discussions of teacher beliefs and attitudes as an instructional strategy that could help TEPs move away from the traditional conservative practices of addressing diversity (e.g., posters on the wall, music, and holidays).

Dr. Winston from Mulvaney University described relationships as the teacher's belief and attitude towards students, which improved in some of the pre-service teachers after field experiences in diverse schools. Unfortunately, in a survey conducted by the U.S. Department of Education (2010) numerous pre-service teachers admitted that after completing their TEP and working in districts with diverse student populations, they felt inadequately prepared to meet the relationship needs of all students in the classroom. Rabin (2008) lent support to this finding with his research that found teachers who are mindful of the students' ethnic, cultural life-style, and socioeconomic status, foster caring relationships with their students. By limiting the teaching of cultural diversity to one course, pre-service teachers' perception of its value may become distorted, thus hindering the effectiveness of pre-service teachers' ability to positively develop professional

dispositions towards culturally diverse students (Lowenstein, 2009). The more knowledge and understanding pre-service teachers gain in their courses, the better prepared they may be going into field experience when actually teaching diverse populations of students.

Emerging theme: Student diversity. Interview responses from all three chair/deans provided evidence of their level of attention given to student diversity, a student-centered approach. Leninya University assumes student diversity by creating two new courses for pre-service teachers, one titled Classroom Teaching Technology Management and Differentiation. This course title is in keeping with Ginsberg and Whaley (2006) who claimed that student-centered differentiation is the most important aspect of culturally responsive teaching. Dr. Samuels defined student diversity in reference to lesson planning that reflects the cultural make-up of the class. Although Mulvaney University did not have a cultural diversity course, a methods course teaches pre-service teachers how to engage diverse students in conversations about cultural differences.

According to Fuchs and Lemons (2010), the segregated coursework method used by two of the three universities (Leninya has two new courses and Hoercher has one) may diminish the importance of cultural diversity. By limiting the teaching of cultural diversity to one course, pre-service teachers' perception of its value may become distorted, thus hindering the effectiveness of pre-service teachers ability to successfully teach and develop professional dispositions towards culturally diverse students (Lowenstein, 2009). However, Lowenstein (2009) may agree that all three TEPs help pre-service teachers learn how to teach diverse students that goes beyond one course with

a cultural diversity title when they each defined the term student diversity—through a methods course, lesson planning, and teaching a differentiation course.

Emerging theme: Family values. Dr. Lindsey from Leninya University understood that family values vary and must be considered during instructional planning for diverse student populations. Dr. Samuels from Hoercher University believed that attending to varying family values is critical to the success of students. At Mulvaney University, a methods course teaches pre-service teachers how to incorporate family traditions and family values into lessons.

In light of Banks' (1993) finding that the macroculture often experiences difficulty in its effort to understand the norms, ideas, values and beliefs that characterize the microculture, the three university chair/deans seemed to make the understanding of family values of diverse students a critical component of good teaching. By doing so, Banks (1993) might agree that such a foundation will help schools avoid the misunderstanding and misinterpretation of the behaviors of the microcultural groups that create "cultural discontinuity" (Ogbu, 1992) and a path to institutional discrimination defined by Banks (1993) as "institutional policies and practices that have different and negative effects on subordinate groups" (pp. 11-13).

Emerging theme: Sensitivity to cultural differences. All of the chair/deans agreed that pre-service teachers should be taught sensitivity to cultural differences through critical consciousness, albeit different strategies. Dr. Lindsey (Leninya University) advocated the teaching of events in history such as the Holocaust and African American slavery to promote sensitivity to cultural differences. Dr. Samuels (Hoercher University) advocated TEP instructor modeling of cultural sensitivity. Dr. Winston

(Mulvaney University) advocated addressing sensitivity to cultural differences through dialog among pre-service teachers and among diverse student populations.

Ladson-Billings (1995) warned that novice teachers who lack dispositional traits are often satisfied by superficially employing what they deem as CRP. This may involve the implementation of what is termed *visible cultural* characteristics such as focusing on visible tenets (e.g., holidays, foods, music, and art).

Emerging theme: Student centeredness. Each of the three chair/deans said that student centeredness was an asset to pre-service teacher preparation in CRP. Teaching pre-service teachers to critically think about how to connect with each individual student shifts their thinking from a teacher task orientation to a student-centered orientation, which may enable pre-service teachers to view education through social justice and democratic perspectives. This would be a step in the right direction according to Nagda et al. (2003)—and a step away from their own personal values toward more well-rounded values. Support for this finding can be found in Nodding (2005) who said teachers who display genuine care and concern for the overall well-being of individual students differentiate instructional methods in order to meet the diverse needs of the culturally diverse students. Dr. Winston from Mulvaney University spoke to the importance of using a strategy entitled Know, Want to Know, and Learned (KWL) a graphic organizer, as a student centered approach to access background knowledge. In light of the findings of McAllister and Irvine (2002), this strategy is likely to create empathy among pre-service teachers that leads to them becoming more emotionally and mentally connected to their diverse students.

Emerging theme: Vicarious experience. The three chair/deans interviewed from each of the three universities agreed that vicarious experience of CRP through such things as books, videos, and speakers is a viable method of preparing pre-service teacher in the absence of real-life experiences. Dr. Samuels from Hoercher University indicated that vicarious experiences develop within pre-service teachers a conscious awareness of diversity issues. However, awareness does not necessarily lead to learning. In keeping with *Hopwood v. State of Texas* (1996) which contended that vicarious experiences in classroom diversity yield limited results, Pinker (2012) stated that “The search for empathy in the human brain has confirmed that vicarious feelings are dimmed or amplified by the rest of the empathizer’s beliefs.” Saying it in another way, unless the pre-service teachers already empathize with students in a diverse classroom in which case, their empathy would be amplified by a video about CRP or a speaker talking about it, the pre-service teachers’ vicariously-created empathy would be dimmed by their existing beliefs. TEPs would seem to benefit greatly by providing real-life experience in diverse classrooms as much as possible and as early as possible. Erikson (1956) provided further support for more and early real-life diverse classroom experience for pre-service teachers in his social identity theory that young college-age adults develop their identities better when given the opportunity to interact with others different from them before making a “permanent decision about occupations ” (p. 68). In light of Erikson (1956), perhaps fewer teachers would leave the teaching profession after their first year of teaching if they had experienced more and early diverse classroom experiences as a part of their TEP. In other words, this strategy may lead to an increase in pre-service teachers dropping out of TEP programs, but a decrease in teachers dropping out of the profession.

Emerging theme: Infusion of CRP in TEP. According to Robinson and Clardy (2011), many TEPs across the country attempt to meet the diversity standard in one of three ways: (a) the segregated course approach (one course taught by one instructor), (b) programmatic diversity integration approach (all instructors are knowledgeable of CRP, but no one course is taught), or (c) combination approach (one course that could be taught by any instructor). Although various results are achieved by each approach, none of the approaches are without fault.

Each of the three chair/deans proposed that all TEPs consider the infusion of CRP throughout the program. The third approach, *the combination approach*, provides pre-service teachers with a more comprehensive approach to providing culturally relevant instruction (Robinson & Clardy, 2011). This method is the combination of separation and programmatic. It is considered to be the most effective of the three methods. However, in order for this method to be effective, a diverse teacher education faculty would be beneficial, in addition to administrative support and a professional development team. Every TEP is mandated by NCATE to successfully prepare pre-service teachers in providing culturally relevant instruction to culturally diverse students.

The chair/deans all agreed that preparing pre-service teachers by infusing CRP throughout the TEP would enhance academic achievement of culturally diverse students. Leninya University is implementing two new courses because the infusion of CRP in TEPs is critical. Keengwe (2010) would agree that the components and disposition of CPR must be taught for some pre-service teachers who are not naturally caring, trusting, empathetic, and nurturing. Dr. Samuels from Hoercher University was supportive of CRP being infused throughout the TEP instead of being taught as a single course.

Keengwe's (2010) research aligned with Dr. Samuels' statement, "the person teaching the course is more important than the course itself."

Dr. Winston from Mulvaney University thought it important to permeate CRP by infusing it throughout the entire TEP (programmatic diversity integration method). In keeping with Fasching-Varner and Dodo-Seriki, (2012) an attempt to implement the practice of CRP without a thorough understanding of its foundation, will be counter-productive. Therefore, all TEP faculty members must be educated in CRP, not just those members teaching a multicultural course. Failure to connect lessons to real-world cultural issues may limit the effectiveness of the course work and experiences of the pre-service teachers (Fasching-Varner & Dodo-Seriki, 2012). In summary, the importance of infusing CRP into TEPs was common among the three university TEPs; however, the strategies to do so were varied and creative.

Aligning pre-service teachers' survey responses with the literature review.

The responses to the CRTSE survey developed by Siwatu (2007) that assessed pre-service teachers' level of self-efficacy and confidence in teaching students from diverse populations were aligned with the literature review in Chapter 2. Recall that Mulvaney University had too few respondents to be included in this portion of the study. Only survey responses from Leninya University and Hoercher University were used for the quantitative analysis. The mean survey responses and the SDs reveal a more accurate description of the results. The mean is the average of all the responses to one survey statement and the SD indicates how near or far the responses are from the mean. In other words, a mean score with a narrow SD is a more positive result than a mean score with a wide SD.

The aggregate of survey responses from Leninya University and Hoercher University pre-service teachers' perceptions of their ability to implement the curriculum and instruction category of CRP was above average (see Table 1). This finding is in contrast to the research of Darling-Hammond (2008) who found that pre-service teachers lacked the confidence to implement instruction to students from diverse populations. Perhaps over time since 2008, pre-service teachers are encountering more diverse student populations in their practicum experiences that give them more confidence or perhaps a larger sampling would have resulted in an outcome more aligned with the literature.

Both universities' pre-service teachers' above average perception of how well they implemented the second category, student assessment, confirmed that the TEPs were in compliance with the standards of NCATE (2008) which proclaimed that all pre-service teachers should be adequately prepared to meet the cultural and academic needs of students from diverse student populations. In addition to meeting the federal and state diversity standard guidelines, Ladson-Billings (1994) asserted that culturally relevant teachers are successful in bridging the gap between home and school and this enhances the academic performance of many students.

The scores of the third category, classroom management, of the CRTSE survey, were not only above average (see Table 3), they were the highest average scores of all four CRT categories for both universities. Additionally, each university's highest statement score was in the third category, classroom management. Leninya's pre-service teachers felt most confident in *developing a personal relationship with their students* (95.19%) and Hoercher's pre-service teachers felt most confident in *building a sense of trust in their students* (85.7) (see Table 3). In keeping with this finding, Ladson-Billings

(1994) found that teachers of diverse populations foster trusting relationship with their students (see Table 3). In contradiction of this finding, Foster (as cited by Ogbu, 1992) argued that the cultural difference among various ethnic groups often results in the misinterpretation of behaviors of the diverse population of students, which could result in poor classroom management.

The scores of the fourth category, cultural enrichment, of the CRTSE scale component, suggested that the pre-service teachers' self-efficacy perception in their ability to provide a diverse population of students with a culturally enriched experience were above average, but were the lowest total averages for both universities of all four CRT categories of survey statements. In fact, each university's lowest statement score was in this category. Rabin (2008) may be concerned with this finding based on his research. He found students to be deprived of culturally rich learning experiences when they experience poor teaching from uncaring teachers for too long.

Overall, the results of the CRTSE survey indicated that pre-service teachers from both universities that returned adequate numbers of surveys are being adequately prepared by their TEPs. The preparation by their TEPs provides the training and skills both academically and in the area of dispositions to increase self-efficacy and confidence to successfully instruct students from diverse backgrounds.

Aligning chair/deans interview results with pre-service teacher survey results.

There is one positive alignment between the chair/deans interview results and the pre-service teacher surveys results. Two of the emerging themes from the chair/deans interviews were relationship and trust. Trust, was aligned with one of the six CRP

components, disposition (see Table 6); and Ros-Voseles and Moss (2007) suggested that professional disposition standards are the key to getting the results in a culturally diverse population. The two highest survey statement scores were in one of the two smallest CRT categories (six statements), classroom management, and include these same two words, relationship and trust. Leninya's highest scoring statement indicated pre-service teachers were most confident in developing relationships with students and Hoercher's highest scoring statement indicated per-service teachers were most confident in building a sense of trust in their students. This is evidence of a possible connection between what pre-service teachers say they are learning and what the TEPs say they are teaching.

There is one mal-alignment between the chair/deans interview results and the pre-service teacher survey results. One of the emerging themes from the chair/deans interviews was *sensitivity to cultural differences*. The lowest scoring statements, the lowest overall average score, and the lowest individual statement scores for both universities were in the largest CRT category (21 statements), cultural enrichment. In other words, pre-service teachers were least confident in their ability to succeed in attending to cultural enrichment. This is evidence of a possible disconnection between what pre-service teachers say they are learning and what the TEPs say they are teaching.

This mal-alignment is in keeping with Bandura (1997) who believed self-efficacy (one's belief in one's ability to succeed in certain situations) is a predictor of behavior and Darling-Hammond (2008) who warned that pre-service teachers with low self-efficacy when instructing diverse students, reflect their attitude and behavior in their teaching practices which will inadvertently hinder student academic performance and achievement, further exacerbating the issue of inequality and injustice (what CRP is all

about). Though only a small sample study with very limited ability to generalize findings to all TEPs, perhaps these results may contribute to an understanding of why there are still so many students from diverse school districts across the nation who score below average on the standardized state test (Kane et al., 2011). The contrast in teaching and learning indicates that being highly qualified in diverse school districts may require more than academically strong teachers. Bull (2006) stated that increasing pre-service teachers' knowledge and practice of dispositional skills could increase teacher performance, which may lead to an increase in student performance. Perhaps the positive alignment between chair/deans and pre-service teachers related to the disposition, trust, and the related emerging theme, relationship, could be built upon in these study universities to limit the effect of the mal-alignment—the disconnect between chair/deans perceptions on the importance of pre-service teachers being sensitive to cultural differences and the pre-service teachers' perception of being least confident in attending to cultural enrichment. As I see it, the “what” is cultural enrichment and the “how” is sensitivity to cultural differences. With confidence in knowing “how” to develop trust and relationships with all students already strong among pre-service teachers, it seems like a short reach and very doable for chair/deans to help pre-service teachers learn “how” to be culturally sensitive so they can feel more confident attending to cultural enrichment.

Answering the Research Questions

The main research question: How do the three university teacher education programs prepare pre-service teachers to teach CRP? Although all three universities are required by federal and state accrediting agencies to address the diversity standard, all

three university TEPs varied in the way in which they prepared pre-service teachers for CRP. After interviewing each of the three chair/deans of the TEPs, the results of the interview revealed that although the university curriculum choice varied, the three department chair/deans agreed that the infusion method, a method in which CRP is permeated throughout the TEP, was the best method to employ when implementing CRP. However, the decision to select a specific approach to meet the diversity tenet for accreditation can be accomplished in one of three ways, the programmatic or integration approach, segregated approach, or the combination approach. Leninya University's TEP at the time of the study used the combination method or segregated plus programmatic diversity integration method (one course that can be taught by any instructor). Leninya was planning to implement two new courses in differentiated instruction. Hoercher University's method of implementing coursework to meet the diversity standard at the time of the study was the segregated method (one course taught by one instructor). Mulvaney University implemented the programmatic diversity integration method at the time of the study (all instructors are knowledgeable of CRP but no one course is taught).

Although the survey responses from the pre-service teachers at Leninya and Hoercher University revealed an above average level of confidence, which indicated that they believed that they were adequately prepared by their TEP to teach CRP to students from culturally and ethnically diverse backgrounds, their appears to be a disconnection between the perception of the pre-service teachers belief and the national statistics. As a result of the limited time in field experience, and the fact that pre-service teachers do not assume total responsibility for the classroom in their student teaching practicum, their

perception in their ability to teach students from culturally and ethnically diverse classes may be distorted (falsely positive).

TEPs and pre-service teachers may fail to be mindful of the fact that many aspects of teaching and learning can only come through real experience. Vicarious experience, videos, and books cannot reveal nor predict the outcome of relationships when dealing with human behavior. It has been my experience as a veteran teacher for the past 20 years that no university coursework, conferences, seminars nor professional development can prepare individuals for the multitude of behaviors and personalities that pre-service teachers will encounter as they transition into full-time status. My ability to teach students from culturally and ethnically diverse backgrounds developed as a result of the fact that I had the opportunity to concurrently attend a TEP, while working as a substitute teacher. Working as a substitute teacher helped me to realize many of the positive and negative aspects of teaching in diverse classrooms. I learned over time how to successfully teach students from diverse populations through real-life experience using trial and error, not in the TEP. The TEP provided me with theory and information regarding situations that I might encounter, but many of the instructors had never worked in the environments in which I had worked to learn the skill or “how to” teach in a diverse environment. Spending time getting to know the students, listening to the students explain their cultural values, belief and customs, learning from them about what is important to them, how they learn, and desire to be taught, contributed to my success. I learned what worked and what did not work. In addition, I had to adjust my thinking and attitudes towards people I did not understand or know.

Because teaching is subjective as well as objective, predicting the outcome of human behavior in any given situation may be extremely challenging. In addition to my professional experience in teaching students from diverse cultures and ethnicities, I have also informally asked my colleagues, how their TEP classroom and field experiences prepared them for teaching students from culturally diverse backgrounds. All of the teachers' responses were that they were *not* prepared by their TEPs and that learning from experience was the only way to gain the understanding of how to be a successful teacher of students from diverse populations.

Veteran teachers who learned how to successfully teach students from diverse backgrounds stated that working in an environment or school district different from their own over time allowed them to meet people, faculty and students alike, get to know them, and dispel many of the stereotypes and they had learned as a result of never having the opportunity to learn for themselves. Teaching in a new community provided the learning opportunities for teachers to judge for themselves, which results in transformational and sustained learning (Dewey, 1933).

Sub Question #1: How do three university teacher preparation programs compare regarding how they prepare pre-service teachers to teach CRP? In comparing how the three university TEPs prepare pre-service teachers to teach CRP, all three universities adhered to the federal and state standard to address the diversity standard. Invariably, they all employed various best practice approaches to implement CRP within the TEPs. The way they are alike is they all are in compliance with meeting the state mandating diversity standard, but each took a different approach to doing the same thing. The way they are different is the way they approached CRP. Though

different (Leninya and Mulvaney, both private, both with predominately Caucasian faculty and students; and Hoercher, public, with predominately African American faculty and students), the three schools' interview and survey data resulted in no meaningful differences among them.

Sub Question #2: How do the mission statements from each university's public website compare with the CRTSE self-assessments and interviews the deans/chairs regarding pre-service teachers' readiness to respond to the needs of a culturally diverse student population? The content of each of the three mission statements accessed from the websites of the three universities indicated that a common goal was to address the academic needs of a community. Most institutions or organizations require that employees are knowledgeable of the mission. According to Morpew and Hartley (2006), the mission statement has been known to shape behavior and attitudes of employees of an institution/organization, in hopes that the belief of the organization will be communicated to the customers (i.e., students). As evidenced by the responses of the pre-service teachers on the self-efficacy survey, and the interview responses of the chair/deans, the mission statements aligned with the beliefs and values of the participants from the respective university. All three universities complied with the state's mandated diversity standard, but the mission statements of the private universities (Leninya and Mulvaney) focused on the whole student (academic needs and disposition), and the mission statement of the public university (Hoercher) focused on the academic needs only. Because the survey data was incomplete (Mulvaney was missing), it was not possible to answer this question with any certainty. However, in keeping with Morpew and Hartley (2006), the mission statements of the two universities with complete data sets

(Leninya and Hoercher) did seem to contribute to the overall understanding of each institution's purpose and distinctiveness. No meaningful differences were found between the two universities, Leninya's pre-service teacher's total average confidence levels were higher in all four CRT categories than Hoercher's. However, perhaps Leninya's inspirational whole person mission statement that focuses on academics and disposition gives its TEP the edge over Hoercher, whose mission statement only focuses on academics.

Implications

The student population in today's public school settings is progressively growing in diversity. According to Ladson-Billings (1994), many TEPs across the nation are struggling in their effort to prepare pre-service teachers to teach CRP. Many students from diverse populations continue to lack the adequate skills needed to successfully meet the standards on the state standardized test. The survey results of the pre-service teachers based on the responses to the 40 CRTSE survey statements organized using the four CRT categories indicate that pre-service teachers believed they were adequately prepared by their TEPs to teach students from diverse backgrounds. The interview responses from the chair/deans of each of the three universities also believed that their TEP programs were adequately preparing pre-service teachers. In contrast, Darling-Hammond (2008) stated that many pre-service teachers throughout the nation believed that they were not being adequately prepared to effectively teach students from diverse backgrounds. This discrepancy between the literature and the study's pre-service teachers' and chair/deans' perceptions have implications for the study TEPs.

The mal-alignment that was found is an opportunity for the study schools to improve their TEPs (attend to the sensitivity to cultural differences focus among the chair/deans and lack of focus on cultural enrichment among the pre-service teachers). There was a positive alignment between chair/deans and pre-service teachers regarding disposition (relationships and trust), but perhaps it is a false positive because the pre-service teachers' confidence may not, in fact, be based on experience with diverse student populations, but instead based on limited experience with students who are just like them.

Recommendations for Study TEPs

The gravity of leadership to the success of organizational change at higher learning institutions calls for a more precise explanation of goals and decision-making (Kotter, 2010). Boyce (2003) asserted that decision-making and goals of higher learning institutions have often been defined as vague and wide. Kotter (2010) also stated that institutions of higher learning often experience difficulties as a result of widespread decision-making, autonomy, and independence within the different departments. Because institutions of higher learning operate in a divided manner, the vision is made without the input of certain individuals and groups within the organization (Cargyris, 2007). In order to gauge or measure institutional change, careful attention to the attitudes, beliefs, and values of individuals and groups must be analyzed.

In addition to the academic knowledge needed to be highly qualified teachers, pre-service teachers should be equally qualified with the skills needed to meet the needs of students from diverse populations. Chubbuck (2010) provided insight into what pre-service teachers value during their pre-service experiences: (a) cross-cultural simulation, (b) cultural immersion trips, and (c) their own experience as minorities. These three

elements are recommended as additions to the study TEPs to help pre-service teacher educators create a classroom environment in which pre-service teachers will have the opportunity to display nurturing empathetic dispositions (Chubbuck, 2010). As the teaching and learning process does not begin and end with the academics of education, TEPs must stress the importance of not only disposition, but skill in applying their dispositions to solve problems in diverse student learning. This recommendation is aligned with NCATE (2008) that declared teacher disposition, which consists of beliefs, values, and attitudes, often determines the success or failure of the teachers and/or students. When the teacher shows respect for the beliefs, values, and attitudes of the students, this positive disposition may create a trusting and caring relationship (Noddings, 2011). As the topic of relationships continued to surface during the interview process, this also indicated that teachers who foster healthy positive relationships with students have the opportunity to successfully impact the learning experience of culturally diverse student populations. TEP instructors must help develop pre-service teachers' critical and creative thinking skills to help them view education through social justice helping students to understand and challenge injustices in education and society, in addition to understanding the democratic process in school and in society (Nagda et al., 2003).

An issue with pre-service teachers acquiring the understanding and proficiency in CRP is the need to experience CRP in action by a novice or veteran teacher. Many pre-service teachers have expressed a concern about not having the opportunity to observe veteran teachers implementing CRP in a classroom with students from diverse backgrounds. Veteran teachers' instructional methods may contradict what pre-service

teachers have learned in theory. If the school district, individual school, and cooperating teacher in which the pre-service teacher may be assigned are not practicing CRP, this will limit the experience of the pre-service teachers in their development as a culturally relevant teacher. During field experience, pre-service teachers are limited in their exposure to the modeling of CRP to the extent of the teaching style and practice of their cooperating teacher. As many teachers are consumed with the need to prepare students with the skills and knowledge to meet the standards on the mandated state assessment, employing CRP may seem unimportant. Unless the teachers view CRP as a natural way of teaching, the opportunity for pre-service teachers to experience CRP being modeled by some teachers during field experience may not become a reality. Based on the findings of this study, pre-service teachers should start practicums earlier and continue them longer, in order to have more time and opportunities to work with diverse student populations. Perhaps field experience at some level should begin when pre-service teacher candidates are accepted into the TEP. Maybe this would provide the pre-service teachers with a more realistic view and opportunity to determine if teaching is the profession for them. Providing the pre-service students with this opportunity may provide insight into improving the profession's retention and decreasing the attrition rate.

The survey responses of the pre-service teachers' confidence levels in CRP were all above average. Although above average, a limitation of the TEP could possibly be the cause of this result not being higher. Because the pre-service teachers were not fully in-charge of the classroom (the cooperating teachers are in charge), and had only a short time to practice their skills in these areas, their perception of their ability to effectively manage a diverse population of students may have been inflated or falsely positive.

During field experience, many pre-service teachers may observe veteran teachers practicing the status quo during the instruction of students from diverse populations. According to Griffin and Adams (2007) because teacher beliefs and values dictate teaching style, many veteran teachers become accustomed to doing what worked in the past. Past experiences often predict how receptive students will be to the teachers' teaching style. This teacher-centered approach versus student-centered approach often yields poor academic performance and results from the students. TEPs may find a remedy for this situation by partnering with schools to ensure that the schools and teachers in which pre-service teachers will be placed are knowledgeable and have experience, and are teaching CRP. Additionally, pre-service teachers must be given the opportunity to work in culturally diverse setting. On-going support (mentoring), professional development, and guidance should be made available (Skepple, 2011). TEPs should engage in partnerships with neighboring diverse school districts, and provide opportunities for pre-service teachers to develop skills and knowledge in working with diverse faculty/staff and students, in addition to recruiting and retaining more pre-service teachers from diverse backgrounds.

Darling-Hammond (2007) acknowledged the disconnection between TEPs and CRP. As the teacher population becomes more monocultural, the student population is becoming more macrocultural. The disproportional student-to-teacher ratio in the public school setting has been an issue in the success of student and teacher performance. As a result, it is imperative that TEPs bridge this gap by assuring that CRP is well understood and practiced by all pre-service teachers. TEPs must help pre-service teachers develop awareness of critical consciousness and self-reflective skills when teaching diverse

student populations. TEPs should also get to know the cultural practices of the families and communities of students from diverse populations. On-going discussions regarding concerns of pre-service teachers should be made available with a diverse faculty and staff, to provide professional development. If pre-service teachers are to experience success, a paradigm shift in the perception of leaders of institutions of higher learning must approach the importance of multicultural education (Boyce, 2003). In alignment with Anderson and Ackerman-Anderson (2010), TEPs should engage in transformational change at the organizational level. TEPs must model the importance of CRP by building a more diverse faculty, which models the concept of multicultural education.

Last, the department chairs/deans must be made aware of what they are communicating and do what they profess to do during the teaching of CRP. Balancing the pre-service teacher's disposition with skills and knowledge may prove to be a worthy approach to TEPs as the demographics of the student population becomes more diverse and the student-to-teacher ratio becomes greater.

To restate recommendations for TEPs, they are as follows: (a) incorporate new TEP classroom experiences that pre-service teachers value such as cross-cultural simulation, cultural immersion trips, and their own experience as minorities (Chubbuck, 2010), (b) stress the importance of teacher disposition, (c) provide more opportunities to practice the skill of CRP in diverse classrooms during field experience, (d) start earlier and extend the pre-service teacher's field experience to include much more time in culturally diverse school environments, (e) give pre-service student teachers much more autonomy in their field experiences without compromising oversight requirements, (f) assess and develop as needed veteran teachers who model CRP for novice teachers, (g) engage in partnerships

with neighboring diverse school districts, (h) get to know the cultural practices of the families and communities of students from diverse populations, and (i) engage in ongoing discussions regarding concerns of pre-service teachers. Most important and based on the study findings, the study TEPs should seek ways to realign the mal-alignment discovered in the interview and survey data by providing pre-service teachers the opportunity to develop skill in being sensitive to cultural differences (doing it) through cultural enrichment (having it). The study results revealed an opportunity for improvement in this area.

Recommendations for Future Study

I propose several recommendations for future studies in order for TEPs to better prepare pre-service teachers to teach CRP. Future studies by investigators in this field should focus on professional dispositions and CRP skill acquisition. Perhaps a study on the relationship between personality and temperament of TEP participants and recruitment and retention of the same participants as novice teachers would add insight to the field of teaching. A comparison of responses to the CRTSE survey and the actual practices of respondents should be conducted to determine if pre-service teachers' beliefs and practices align. Oftentimes, individuals will say what needs to be said to acquire whatever it is they are pursuing. Scenarios depicting actual events in cultural diverse settings between teachers, students, and families could be added to the interview process to assess the pre-service teacher's values, attitudes, and beliefs as it relates to students from diverse cultures and ethnicities and may provide insight into candidate selection. Research on the application of the scenarios may be of benefit. Last, I recommend a

future study that compares varying amounts of practicum time and varying levels of diverse experiences among pre-service teachers.

Conclusion

The results of the study revealed that the three university TEPs, though limited by the lack of pre-service teacher survey results from one of them, (a) comply with the state diversity standard in varying ways; (b) have chair/deans who understand multicultural education and are confident in their TEPs' effort to prepare pre-service teachers to use CRP; and (c) have pre-service teachers who have above average self-confidence in all four categories of CRT, though scored lowest in the category cultural enrichment and highest in classroom management. The only mal-alignment found between the TEP chair/deans and the pre-service teachers was in the category cultural enrichment.

Chair/deans were confident that they were developing pre-service teachers who are sensitive to cultural differences, but pre-service teachers lacked confidence (lowest scores, though still above average) in skill to create a culturally enriched environment.

The inspirational whole-person approach mission statements of the two private universities (Leninya and Mulvaney) may give their TEPs an edge over the public university Hoercher's TEP with the less inspirational academic-only mission statement as evidenced by the highest survey results among Leninya pre-service teachers. Because of the similar inspirational mission statements, one might predict Mulvaney to be more like Leninya than Hoercher, though survey data was not available. TEPs must seek ways to help pre-service teachers critically reflect on their attitudes and beliefs to learn how to be sensitive to their students' cultural differences. Only then can they help all students learn.

Although the results of pre-service teachers' perception of their CRP self-efficacy were above average, this result failed to align with the research literature that pre-service teachers throughout the country admitted that they felt inadequately prepared to teach students from culturally diverse backgrounds. The responses from the interviews of the chairs/deans of each of the three universities, and the one pre-service teacher supervisor, also stated they were familiar with CRP. They believed that they were adequately preparing pre-service teachers to be effective teachers of students from culturally diverse backgrounds. There appeared to be a discrepancy in what they believe they are doing and what they are actually doing. Based on the responses in reference to their definition of CRP, what the chair/deans described was the broader concept, multicultural education, which solidifies the discrepancy. None of the study participants mentioned the relationship between CRP and social justice and democracy, which is the challenging of injustices in cultural relationships and in the educational curriculum. Teaching for democracy in education, another critical aspect of CRP, teaches students civil responsibilities. The understanding of democracy on an individual level in a classroom setting helps prepare students for the democratic process in society.

Social justice and democracy are the foundation of CRP. Teaching for CRP results in the development of the students' critical thinking skills. When students are able to think critically, they become more aware of the inequities and inequalities in education, and the democratic process. As students of CRP prepared pre-service teachers become more informed of the inequities in the educational curriculum and the inequities and inequalities in the democratic process in society, they become more equipped to challenge the status quo. Teaching for social justice produces more informed citizens

who will become positive contributors in the democratic society, and able to compete on a global level. Without the implementation of social justice and democracy, it is not CRP. Failure of TEPs to focus on CRP as the way to have social justice and democracy will result in a continuation of inadequately prepared pre-service teachers, unable to meet the needs of culturally diverse student population, thus impeding the teaching and learning process as a whole. A thorough analysis of the approaches to the CRP aspect of multicultural education, and the method in which it is employed may be in need of further investigation.

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Appendix A

Culturally Responsive Teaching Self Efficacy Scale (CRTSE) Items 1-40 reprinted, with permission, from Siwatu (2007)

Appraisal Inventory

Rate how confident you are in your ability to successfully accomplish each of the task below. Each task is related to teaching. Please rate your degree of confidence by recording a number from 0 (no confidence) to 100 (completely confident). The scale below is for reference only: you do not need to use only the given values. You may assign any number between 0 and 100.

| | | | | | | | | | | |
|---------------|------------------------|-------------------|----|----|------------------|----|----|-----------------|----------------------|-----------------------|
| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
| No confidence | Very little confidence | Little confidence | - | - | 50/50 confidence | - | - | Good Confidence | Very Good Confidence | Completely Confidence |

Prospective Pre-Service School Teachers' Culturally Responsive Teaching Self-Efficacy Beliefs

I am able to:

1. Help students feel like important members of the classroom
2. Develop a personal relationship with my students
3. Build a sense of trust in my students
4. Use a variety of teaching methods
5. Use the interests of my students to make learning meaningful for them
6. Implement cooperative learning activities for those students who like to work in groups
7. Help students to develop positive relationships with their classmates
8. Structure parent-teacher conferences so that the meeting is not intimidating for parents
9. Obtain information about my students' academic weaknesses
10. Communicate with parents regarding their child's educational progress
11. Design instruction that matches my students' developmental needs
12. Design a classroom environment using displays that reflects a variety of cultures
13. Revise instructional material to include a better representation of cultural groups
14. Adapt instruction to meet the needs of my students

15. Identify ways that standardized tests may be biased towards culturally diverse students
 16. Use examples that are familiar to students from diverse cultural backgrounds
 17. Use a learning preference inventory to gather data about how my students like to learn
 18. Determine whether my students feel comfortable competing with other students
 19. Obtain information about my students' home life
 20. Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture
 21. Identify ways how students communicate at home may differ from the school norms
 22. Identify ways that standardized tests may be biased towards linguistically diverse students
 23. Obtain information regarding my students' academic interests
 24. Use my students' prior knowledge to help them make sense of new information
 25. Determine whether my students like to work alone or in a group
 26. Explain new concepts using examples that are taken from my students' everyday lives
 27. Obtain information about my students' academic strengths
 28. Assess student learning using various types of assessments
 29. Model classroom tasks to enhance English Language Learners' understanding
 30. Obtain information about my students' cultural background
 31. Develop a community of learners when my class consists of students from diverse backgrounds
 32. Critically examine the curriculum to determine whether it reinforces negative cultural stereotypes
 33. Use my students' cultural background to help make learning meaningful
 34. Communicate with the parents of English Language Learners regarding their child's achievement
 35. Design a lesson that shows how other cultural groups have made use of mathematics
 36. Identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home cultures
 37. Teach students about their cultures' contributions to science
 38. Praise English Language Learners for their accomplishments using a phrase in their native language
 39. Greet English Language Learners with a phrase in their native language
 40. Design instruction that matches my students' developmental needs
-

Appendix B

CHAIR/DEANS INTERVIEW QUESTIONS

1. What course does the university offer in the TEP to meet the state cultural diversity standard?
2. Are you familiar with the term *culturally relevant pedagogy*?
3. How do you define CRP?
4. Do you believe pre-service teachers need a course in multicultural education?
5. Do supervisors who go into the classroom to observe pre-service teachers have post-secondary classroom teaching experience and experience in CRP?
6. Based on your knowledge of pre-service teachers' performance during field experience, what are the most common components of CRP that most pre-service teachers implement during field experience?
7. What is your experience with teaching a diverse student population, what are some examples of CRP that you have employed?
8. How common are issues of disposition encountered?

Appendix C

Alignment of 40 Statements on CRTSE Assessment Scale (Survey) with the Gay's (2006) Four Categories of CRT

| CRT Categories | Statement # | Assessment Statements: Pre-service teachers are able to: |
|----------------------------|-------------|---|
| Curriculum and Instruction | 1 | adapt instruction to meet the needs of my student |
| | 6 | implement strategies to minimize the effects of mismatch between my students' home culture and the school culture |
| | 11 | use a variety of teaching methods |
| | 38 | use the interests of my students to make learning meaningful for them |
| | 39 | implement cooperative learning activities for those students who like to work in groups. |
| | 40 | design instruction that matches my students' developmental needs. |
| Student Assessment | 2 | obtain information about my students' academic strengths |
| | 4 | determine whether my students feel comfortable competing with other students. |
| | 7 | assess student learning using various types of assessments. |
| | 21 | obtain information about my students' academic weaknesses |
| | 24 | communicate with parents regarding their child's educational progress |
| | 31 | communicate with the parents of English Language Learners regarding their child's achievement |
| | 34 | use a learning preference inventory to gather data about how my students like to learn |
| Classroom Management | 3 | determine whether my students like to work alone or in a group |
| | 9 | build a sense of trust in my students |
| | 12 | develop a community of learners when my class consists of students from diverse backgrounds |

| | | |
|------------------------|----|--|
| | 20 | develop a personal relationship with my students |
| | 26 | help students to develop positive relationships with their classmates |
| | 32 | help students feel like important members of the classroom |
| Cultural Enrichment | 5 | identify ways that the school culture (e.g., values, norms, and practices) is different from my students' home culture |
| | 8 | obtain information about my students' home life |
| | 10 | establish positive home-school relations |
| | 13 | use my students' cultural background to help make learning meaningful |
| | 14 | use my students' prior knowledge to help my students make sense of new information |
| | 15 | able to identify the ways students communicate at home and know they may differ from the school norms |
| | 16 | gain information about my students' cultural background |
| | 17 | teach students about their cultures' contributions in the content area |
| | 18 | greet English Language Learners with a phrase in their native language |
| | 19 | design a classroom environment using displays that reflects a variety of cultures |
| | 20 | develop a personal relationship with my students. |
| | 22 | praise English Language Learners for their accomplishments using a phrase from their native Language. |
| | 23 | identify ways that standardized tests may be biased towards linguistically diverse students |
| | 25 | structure parent-teacher conferences so that the meeting is not intimidating for parents |
| | 27 | revise instructional material to include a better representation of cultural groups |
| | 28 | critically examine the curriculum to determine whether it reinforces negative cultural stereotypes |
| | 29 | design a lesson that shows how other cultural groups have made use of mathematics |
| | 30 | model classroom tasks to enhance English Language Learner's understanding |
| | 33 | communicate with the parents of English Language Learners regarding their child's achievement |
| | 35 | use examples that are familiar to students from diverse cultural backgrounds |
| | 36 | explain new concepts using examples from my students everyday life |
| | 40 | teach students about their cultures' contributions to society |

Vitae

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Yvette has worked as an educator in inner-city urban districts for the past 20 years. She began her career in education as a substitute teacher in the St. Louis Public School District. Her first assignment was at an inner-city urban alternative school. Ms. Lawary attended Harris Stowe State University's teacher education program and earned her teacher certification. Yvette has also worked with the special needs students, gifted and talented students, as well as the general education students. Ms. Lawary has also taught as an adjunct reading instructor at Southwestern Community College, in Belleville, Illinois. Community services and professional organizations include serving on the board of alumni at Harris Stowe State University, a member of the Association and Supervision of Curriculum and Development (ASCD), and the International Reading Association (IRA).