

PRESERVICE TEACHERS' ATTITUDES TOWARD THEIR PREPAREDNESS
TO TEACH CULTURALLY DIVERSE STUDENT POPULATIONS

by

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A DISSERTATION

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ABSTRACT

The United States is a nation of many diverse cultures. Recent demographics suggest that public school enrollment has increased 73% over the past two decades for both secondary and elementary schools. By the year 2020, minority students will comprise 44% of the public school enrollment (National Center for Educational Statistics, 2008). The public school is faced with an increased enrollment of students from diverse social, cultural, political, and economic groups. This change in demographics within the nation suggests that many preservice teachers in the K-12 setting will be teaching students from cultural backgrounds that differ from their own.

The decrease in academic achievement among minority students and the overall poor academic performance of secondary students have forced the country to address the challenges of education and how to educate our nation's children (Berresford, 2008). A critical issue challenging the field of education is the preparation of preservice teachers for multicultural, multiethnic settings. Research studies have shown that many preservice teachers enter the field of teaching lacking the knowledge, skills, and dispositions to effectively instruct culturally diverse students (Gay, 2000).

This study examines the attitudes of student teachers completing their student teaching experience and how they perceive their ability to teach culturally diverse student populations. Two four-year institutions located within the northern region of Alabama were selected for the study. The methodology for the study included both quantitative and qualitative data. A survey was collected to evaluate the attitudes of student teachers on their ability to teach culturally diverse student populations. Analysis of the quantitative data did not show any

statistical gains in student attitudes toward their preparedness to teach culturally diverse student populations. An interview was conducted with the participants and transcribed for emerging themes to support the questions guiding the research study. All of the participants indicated the need for teacher education programs to initiate changes that would provide opportunities for preservice teachers to enhance their multicultural skills and knowledge.

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CHAPTER 1

INTRODUCTION TO THE STUDY

American society is one of the most multiethnic, multicultural societies of any nation in the world. Currently, minority students comprise a third of the student population across the United States. By the year 2035, minority students will represent over one-half of the K-12 enrollment in public schools (National Center for Educational Statistics, 2008).

A problematic issue for teacher education programs across the nation is one in which the majority of American students are being taught by a teaching force that is comprised mostly of Euro-American female teachers (Artiles & McClafferty, 1998; Lopez-Torres, 2000). The problematic issue for teacher education is that these White middle class teachers possess very limited intercultural experiences to bring into the classroom that will provide students with the knowledge and skills to work for a more just society (Jenks, Lee, & Kanpol, 2001). Preservice teachers often possess preconceived notions about education and diversity that typically develop from their values, cultural environment, and experiences from the past (Garmon, 2004).

The major shift in the demographics of the United States with the increase in minority enrollment in public schools continues to place an enormous challenge for teacher education and teacher education programs to produce teachers who are both culturally sensitive and literate. The most complex goal in the field of education is preparing new teachers to work with students who are racially, ethnically and economically different from themselves (Gay, 2002). In order to adequately prepare our teachers for the challenges of culturally diverse classrooms, teacher education programs have to develop a mission to address education equity for all students

regardless of race, gender, or sexual orientation (Banks, 2004). Therefore, teacher education programs must provide teachers with the appropriate skills and knowledge to ensure equitable academic opportunities and personal growth for all students and their families (Lenski, Crumpler, Stallworth, & Crawford, 2005).

Teacher education programs across the nation should equip preservice teachers with the necessary tools to effectively address the needs of culturally diverse students (Gay & Howard, 2000). Teacher education should provide preservice teachers with intercultural experiences that enable students to develop an understanding and appreciation of cultures other than their own and to possess the necessary skills that allow them the opportunity to function in culturally diverse societies (Jenks et al., 2001; Ladson-Billings, 2004). Programs developed for teacher certification must assist students in their conceptualization of and critical reflection on multicultural education, and such development can occur by capitalizing on opportunities throughout the students' experiences for them to critically reflect and examine their own and others' experiences regarding diversity (Reiff, Neuharth-Pritchett, & Pearson, 2000).

Two critical issues facing university teacher certification programs involve the (a) need for the implementation of a multicultural component into teacher education programs across the nation and (b) preparing teachers for multiethnic classroom settings (Ukpokodu, 2002).

A study was performed by Evans, Torrey, and Newton (1997) that assessed whether teacher education programs were meeting the NCATE requirements in multicultural education for certification licensure. The study revealed that 25 of the 50 state departments of education were not meeting the necessary requirements. Therefore, the study recommended that the priority of teacher education programs should center on providing teachers with an enriched curricula throughout the undergraduate teacher education program that prepares teacher candidates to

work with multicultural students. Ambe (2006) states that “teacher preparation institutions have the responsibility of providing prospective teachers with the skills necessary to meet the intellectual, social and personal needs of diverse learners” (p. 694). In order for all students to achieve a quality education, teacher education programs must prepare teachers to develop their knowledge of diversity, skills for interpersonal communication, and appropriate dispositions to work with students and parents from different backgrounds (Ukpokodu, 2002). Ukpokodu discusses a field study on her experiences as a professor teaching multicultural education and diverse concepts to White preservice teachers at two Midwestern universities. The study examines the defensive dispositions employed by students in terms of multicultural education and the concept of diversity. The participants in the study were students enrolled in Ukpokodu’s multicultural courses at both a rural and an urban Midwestern university. Ukpokodu’s multicultural course was an in-depth class that examined, from a cultural perspective, the issues of oppression, power, privilege, educational equity, and diversity due to race, gender, class. Results from the study revealed that most of the students, by the end of the semester, were defensive in their responses to the multicultural assignments given by the instructor and that the students’ literacy on the topic of multicultural education had not increased at all. The findings of the research suggest that it is important for teacher education programs to create opportunities for a learning environment composed of respect crucial for successful teaching and learning, allow students to express themselves in multicultural courses in an open positive manner, and to incorporate strategies instrumental in breaking down the defensive dispositions of preservice teachers.

Statement of the Problem

The purpose of this research study was to examine how student teachers beginning their student teaching experience perceived multicultural education and their preparation to teach culturally diverse students within the K-12 settings according to the attitudes of preservice teachers. The participants are elementary and secondary students enrolled in two universities located in the northern region of Alabama.

Research Questions

The following research questions guided the study:

1. According to student teachers, is there a change in student teachers' preparation to teach culturally diverse student populations from Time I to Time II?
2. Is there a relationship between age, gender, university, race, and students' perceptions of their ability to teach culturally diverse student populations?

Theoretical Framework

This research study draws upon the theoretical framework of social reconstructivism due in part to its focus on the theory of challenging individuals to become social reformers and change agents. The theory is embedded with the assertion that society needs to be reconstructed through the complete control of education (Ozmon & Craver, 1999). Social reconstructivist theory believes that changes will occur as a result of education challenging outdated conceptions of schooling and implementing instruction that facilitates change that directly impacts social, economic, educational, and political aspects of society (Ornstein & Levine, 2006). Building on the ideas of Brameld (1956), Ozmon and Craver (date) argue that social reconstructivists' focus on how groups can change structures and power dynamics in an attempt to reach equity and

excellence for all. By infusing this theory into teacher education, preservice teachers are encouraged to commit to the reconstruction of society through the redistribution of power, to address the needs of diverse students, and to promote social and political equity. This research study examines how the preparation of preservice teachers, through multicultural education, can provide experiences that foster a disposition toward challenging inequitable practices and the development of new ways of thinking and possibilities in education.

Significance of the Study

A study to examine the perceptions of student teachers completing their student teaching experience on their preparedness to teach culturally diverse student populations is important for several reasons. According to the National Center for Education Statistics (2007), 64% of public school students are White, 17% are African American, 14% are Hispanic, 4% are Asian/Pacific Islander, and 1% are Indian Alaskan native. According to Sleeter (2001), "Education in many communities of color as well as poor White communities is in a state of crisis" (p. 94). By the year 2020, one third of the student population will be non-White, and almost one-fourth will live in economic poverty (Carnignan, Sanders, & Pourdarrod, 2005). Based on data retrieved from the National Center for Educational Statistics (2008), the enrollment of all students in public elementary and secondary schools increased 28% between the years 1985 and 2007. The fastest public school growth occurred in kindergarten through eighth grade. In more recent years, secondary school enrollment has been increasing at a more rapid pace, with an 11% increase in secondary school enrollment compared to the current enrollment in elementary schools. According to the National Center for Educational Statistics, public elementary school enrollment is projected to increase by 10% between the years 2007 and 2016, while secondary enrollment is

projected to increase by 2% (Digest of Educational Statistics, 2008). This increase in enrollment of students, along with the disparities that exist in educational attainment, among a range of ethnic groups supports the need for educational reform that addresses diversity. Preservice teachers enrolled in teacher education programs across the nation will continue to be directly affected by the cultural and ethnic distribution of students in public schools (Gay & Howard, 2000; Villegas & Lucas, 2002).

Therefore, a large number of preservice teachers entering the field of education are predominantly White, encompassing very little cross-cultural background knowledge and experiences (Sleeter, 2001). Problems eventually develop within the classroom environment because many preservice teachers maintain stereotypic beliefs about diversity and often occupy limited visions of multicultural teaching (Carpenter, 2000). Researchers Carnignan et al. (2005) conducted a study of preservice secondary teachers in an attempt to analyze the social representations on race and ethnocentrism. The study found that among preservice teachers there was a need to develop a greater awareness of the significance of racism and the direct impact of ethnocentrism on the lives of culturally diverse students (Carnignan et al., 2005). Additional studies conducted on the lack of intercultural experiences among preservice teachers reported by Ladson-Billings (2001) suggested that there is an imminent need to prepare teachers for a culturally relevant pedagogy in order to teach culturally diverse student populations (Ambe, 2006; Gay, 2002; Nieto, 2003). According to Ambe (2006), "Culturally relevant pedagogy is founded on the premise that rather than being considered deficits, students' cultural backgrounds can be used to serve and enhance their learning" (p. 692). Ladson-Billings argues that culturally relevant pedagogy is important because students can use their own cultural referents to convey

knowledge and promote educational equity for all students. Gay (2002) argues that culturally relevant pedagogy is

using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively. It is based on the assumption that when academics, knowledge, and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly. (p. 106)

In her book, *Culturally Responsive Teaching: Theory, Research and Practice*, Gay (2002) identifies five critical elements of culturally responsive teaching: (1) the development of a culturally diverse knowledge base, (2) the immersion of ethnic and culturally diverse content within the curriculum, (3) demonstrating learning communities built on caring, (4) communicating and collaborating with ethnically diverse students, and (5) enacting a responsibility to ethnic diversity through instruction. These five elements are important as they prepare preservice teachers to become culturally responsive to the needs of ethnically diverse students through instruction and provide opportunities for preservice teachers to address these needs from the cultural frames of reference of diverse students.

Teacher education programs are faced more than ever with the enormous challenge of establishing a multicultural education curriculum that addresses educational, social, and economic equity; these programs cannot continue to graduate students lacking the knowledge, dispositions, and skills needed to teach students within certain contexts (Sheets, 2000).

According to the National Association of Multicultural Education (2001),

multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents such as the United States Declaration of Independence, Constitution of South Africa, and the United States, and the Universal Declaration of Human Rights adopted by the United Nations. It affirms our need to prepare students for their responsibilities in an interdependent world. (p. 1)

By adequately preparing teachers, through multicultural education, to be culturally responsive to the diversity within student populations, teacher candidates can make appropriate instructional decisions based on the individual needs of students. Ambe (2006) states, “By providing teacher candidates with the necessary competences through transformative approaches teacher candidates can meet the challenges of the changing school demographics” (p. 694).

This research study will examine how student teachers completing their student teaching experience perceive their preparation to teach culturally diverse students within the K-12 settings at two universities located in the northern region of Alabama according to the attitudes of preservice teachers. This study should initiate a process that identifies any observed deficiencies of teacher education programs according to the responses of preservice teachers in their preparation to teach diverse student populations. From the data provided by preservice teachers, a plan of action should be developed to ensure the acquisition of knowledge and skills necessary to promote social equity, develop cultural awareness, and provide the best educative environment for all students.

Definition of Terms

Culture: Cunningham and Cordeiro (2006) define culture as “the sum total of ways of living built up by a group of human beings and transmitted from one generation to another” (p. 93). The term culture has many connotations but for the purpose of this research study the term will encompass race.

Culturally relevant pedagogy: Gay (2002) defines culturally relevant pedagogy as using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively. It is based on the assumption that when academics, knowledge, and skills are situated within the lived experiences and

frames of reference of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly. (p. 106)

Diversity: According to NCATE (2002), diversity is defined as “the differences among groups of people and individuals based on ethnicity, race, socioeconomic status, and gender” (p. 6). The term diversity has many connotations but for the purpose of this research study the term will encompass race.

Dispositions: NCATE (2002) defines dispositions as “the 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” (p. 20). Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

Educational equity: According to Banks (2000), educational equity includes

the educational policies, practices, and programs necessary to: (a) eliminate educational barriers based on gender, race/ethnicity, national origin, disability, age or other protected group status and (b) providing equal educational opportunities and ensure that historically underserved or under represented populations meet the same rigorous standard for academic performance expected of all children and youth. (p. 6)

Knowledge: “Knowledge refers to understandings that have been agreed on within a community of scholars as worthwhile and valid” (Richardson, 1996, p. 104).

Multicultural education: According to the National Association of Multicultural Education (2003), multicultural education is defined as

a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents such as the United States Declaration of Independence, Constitution of South Africa and the United States, and the Universal Declaration of Human Rights adopted by the United Nations. It affirms our need to prepare students for their responsibilities in an interdependent world. It recognizes the role schools can play in developing the attitudes and values necessary for a democratic society. It values cultural differences and affirms the pluralism that students, their communities, and their teachers reflect. It challenges all forms of discrimination in

schools and society through the promotion of democratic principles of social justice. (p. 1).

Limitations of the Study

Several limitations exist in the present study. First, the sample consisted of only individuals participating in the teacher education programs at two four-year colleges located in northern Alabama.

Second, the participants for the research study were student teachers completing their student teaching experience as a requirement for the teacher education program.

Finally, researchers can seek to develop sensitive instruments to assess the attitudes of preservice teachers towards issues surrounding diversity and their preparedness to teach culturally diverse student populations.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

The literature review is focused on topics that are important in understanding the history of multicultural education, the need for multicultural education, current research on preparing teachers for culturally diverse students and preservice teachers' attitudes toward diversity. The aforementioned topics are discussed in the literature review in order to emphasize the need for multicultural education and the challenges faced by teacher education programs to adequately prepare preservice teachers for culturally diverse student populations.

The United States is the first nation in the world to have an individual present from every country living within its borders (United States Census, 2000). Living in such a diverse society requires both an awareness of and an understanding of the cultural differences not only of the majority but also the minority cultural groups that comprise American society (Evans et al., 1997).

As the dynamics of society changes, the dynamics of the K-12 settings will have to undergo systemic changes as well. The classroom configuration must be transformed into a culture that becomes more responsive to meeting the needs of a diverse student population (Rao, 2005). Pedagogical strategies traditionally outlined in teacher education programs are incapable of meeting the needs of school children (Ambe, 2006). In order to prepare preservice teachers to work with culturally diverse students, a strong multicultural component must be incorporated into teacher education programs. The multicultural component should be designed to provide

preservice teachers with experiences that both heighten their awareness of diversity and foster a deep appreciation of respecting the diversity of others. Multicultural components that refer to one's awareness to interact with diverse populations should be a requirement for teachers as they provide instruction to their students (Bennett, 2001). Multicultural education must include the social, political, and economic realities related to schooling and teacher preparation (Banks, 2004).

Statement of the Problem

The purpose of this research study is to examine how preservice teachers beginning their student teaching internship perceive multicultural education and their preparation to teach culturally diverse students within the K-12 settings at two universities located in the northern region of Alabama according to the attitudes of preservice teachers.

The following topics will be discussed in the chapter: the history of multicultural education, the need for multicultural education in teacher education, the goals of multicultural education in teacher education, the impact of culture on the educative environment, preparing teachers for culturally diverse students, and preservice teachers' dispositions/attitudes toward diversity.

History of Multicultural Education

Multicultural education emerged to address the educational needs of a society that continues to struggle with the realization that it is not monocultural but rather an amalgamation of many diverse cultures (Hanley, 1999). Multicultural education is a theoretical idea that seeks to accomplish plurality through education and social change. This concept requires a profound

commitment to understanding the differences among individuals as individuals work toward fulfilling democratic ideals and policies.

Multicultural education, according to the National Association of Multicultural Education (2003), is as follows:

a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents such as the United States Declaration of Independence, Constitution of South Africa, and the United States, and the Universal Declaration of Human Rights adopted by the United Nations. It affirms our need to prepare students for their responsibilities in an interdependent world. It recognizes the role schools can play in developing the attitudes and values necessary for a democratic society. It values cultural differences and affirms the pluralism that students, their communities, and teachers reflect. It challenges all forms of discrimination in schools and society through the promotion of democratic principles of social justice. (p. 1)

The Civil Rights Movement of the 1960s identified America's most neglected aspects of society. The 1960s was a period of civil unrest due primarily to social injustice, discrimination, and segregation of the minority represented individuals in America. One major injustice of this decade was the educational inequality widespread throughout our nation's schools (Banks, 1989). Discrimination and segregation were rampant throughout the halls of educational institutions as minorities were seeking access to an equal opportunity to learn. Court cases such as *Brown v. Board of Education* and protests such as the Little Rock Nine were all public outcries for disenfranchised students seeking educational equity within our nation's schools (National Education Association, 2004).

By the late 1970s, there was an emergence of a growing number of groups that fought for reform and change in the method by which minorities were treated socially, politically, ethnically, and economically (Gorski, 1999). As a result of this social reform movement, advocates for cultural diversity began to publish a body of multicultural education literature to effectively address the issue of diversity in our nation's schools (Sleeter & Grant, 1998). An

advocate for multicultural education and a major pioneer within the field, James Banks, was one of the first individuals to address the idea of schools as a social impediment from a multicultural perspective (Banks, 2001). Bank's theory of multicultural education was grounded in the principle of educational equality and that schools should provide a level playing field affording each student, regardless of orientation, the same opportunities to learn. His research on multicultural education focused on examining America's schools. Banks (1999), through his research, argues that all dimensions of the school, including the attitudes of teachers, materials utilized for learning and instruction, assessment methods/techniques, and the policies of the schools, had to be changed in order to provide educational opportunities for all students.

Additional pioneers, such as Geneva Gay and Sonia Nieto, deepened the rationale for multicultural education by creating theoretical frameworks that provided a relationship between social change and school transformation (Gay, 2002). Building upon the theory of Banks, Gay and Nieto's work encompassed investigating other components of the school that contribute to educational inequality for students. Among the components mentioned in their research were allocation of school resources, the pedagogical styles of teachers, and inequitable assessment methods (Nieto, 1999).

By the close of the 20th century, additional models of multicultural education were evolving that not only analyzed the components of the school as contributing factors to educational inequity but also provided research on the impact of external components. Ovando and McLaren (2000) discussed the impact of globalization, privilege, class, and economic status on educational inequity in our nations' schools and how the dynamics of the relationship between these entities impacted academic achievement. Through their research they concluded that educational, social, and economic equality could only be attainable for minorities when the

components of the capitalist system of privilege and class, by which our government was founded, ceased to dominant America's culture (Ovando & McLaren, 2000).

The Need for Multicultural Education in Teacher Education

The majority of United States history is predicated on the superior Eurocentric culture that has dominated and weakened the status of other cultures. The suppression of cultures has weakened the society of the United States and created tension on issues such as race, poverty, and gender (Varnas, 2002). Multicultural education is based upon the premise that society must begin to address the issues of injustice, exploitation, and capitalism (Cummings-McCann, 2003). Hanley (1999) states, "The imbalance of power between the dominant culture and subjugated cultures has created centuries of aggression, antagonism and resistance" (p. 1). Multicultural education is an important component of the curriculum. Preservice teachers should be aware of the diversity present in classrooms across the nation and how the sociocultural factors impact learning and student achievement. According to Gay (1994), it is important that all educators understand that "teaching the culturally different is more process oriented than content oriented. Therefore, the center of attention for preservice teachers should focus on establishing more effective instructional relationships with students from different ethnic, cultural and racial backgrounds as a basis for improving educational opportunities and outcomes" (p.75).

The United States Department of Education (2007) reports that over 70 of the 130 school districts with 36,000 students or more, in the United States, are comprised of minority students. Minority students comprise 55% of the student enrollment in school districts with a population of 15,000 or more. Additional demographic data reports the student population in large school districts is comprised of the following: 33% Latino, 6% Asian American, and 1% Native

American (National Center for Educational Statistics, 2007). Based on this data, the dynamics of school systems across the nation and K-12 classrooms are changing to reflect the increase in students of color. The diversity, apparent in our nations' schools, reveals that minority students are heavily concentrated in urban areas or large cities with very few teachers that are representative of their culture and bring limited cultural knowledge to the experiences in the classroom (Nieto, 2006).

The National Council for Accreditation of Teacher Education (NCATE) is an authorized accrediting body for schools, colleges, and departments of education across the nation (NCATE, 2007). The United States Department of Education recognizes this accrediting organization's role in determining which schools, colleges, and departments of education meet rigorous national standards in preparing teachers for the classroom. Embedded within NCATE's standards is an integral component that is centered on the need for culturally sensitive teaching and learning (Smith, 1998). There are six unit standards that identify both the knowledge and skills expected of all professionals entering the field of education. The unit standards include off-campus programs of learning, alternative certification programs, distance learning programs, and teacher preparation programs (NCATE, 2007).

NCATE (2007) unit standard four addresses the issue of diversity. This unit standard "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" (p. 13). NCATE emphasizes that teacher candidates must recognize the need for multicultural education by understanding diversity and the impact diversity has on the academic environment. According to the standards set forth by NCATE, preservice teachers must possess a clear understanding of diversity including ESOL students and students with disabilities. Teacher

candidates must be able to communicate with students and their parents and adapt instruction so that all students can learn (Edwards, 2004).

The disjunction between the composition of society and that of teacher education programs creates an atmosphere by which multicultural education is often viewed by preservice teachers as irrelevant within the realm of education (Gay & Howard, 2000). Research published by the National Association of Multicultural Education details the need for multicultural education in teacher education due to the increase of White middle-class individuals who will become the primary instructors in K-12 settings for students of color by the year 2020 (National Association of Multicultural Education, 2003). These preservice teachers will enter public classrooms lacking the knowledge, skills, and experiences needed to adequately prepare students for a global, intercultural society (Gay & Howard, 2000). In order for preservice teachers to teach culturally diverse student populations, education must address the social, political, and economic aspects of student lives. Multicultural education assists individuals in learning to deal with students in all settings and helps preservice teachers examine their own subjectivities as they relate to cultural diversity (Sleeter, 2001).

According to Cho and Ambrosetti (2005), “Teacher education programs need to develop students’ awareness of the organization and function of societal structures that foster and maintain disparity” (p. 75). Cho and Ambrosetti (2005) conducted a study to examine the impact of a multicultural course on the attitudes of preservice teachers and the values placed on multicultural education by preservice teachers. In order to address the challenging demands of society the teacher preparation program at the university mandates that all preservice teachers must attend and complete a multicultural education course prior to the student teaching internship. The participants in the study were 25 secondary education preservice teachers

enrolled in a multicultural course at the university. The authors examined the preservice teachers in two phases. The first phase analyzed the beginning attitudes of preservice teachers as an experimental group before completing the multicultural education course. The second phase of the study examined the impact of the multicultural education course on the attitudes of the preservice teachers. A mixed methodology was used for the study. Quantitative data were analyzed using frequencies and *t* tests, and qualitative data were coded based on student responses to the open-ended component of the post-survey. The results of the study concluded that preservice teachers reported that their attitudes toward working with culturally diverse students were positively influenced by completing the multicultural education course. The participants noted an increased awareness of diversity in understanding cultural differences than their own after the completion of the course. Data also revealed that many preservice teachers stated that the multicultural education course helped to reinforce their positive attitudes. Further analysis of the qualitative data illustrates that the preservice teachers had acquired knowledge from the diversity course but reported limited experiences with culturally diverse students (Cho & Ambrosetti, 2005).

Due to the major demographic trends challenging teacher education in the 21st century, the National Council for the Social Studies published a curriculum guideline for multicultural education. According to the National Council for the Social Studies (2000), “schools today are unable to help most low-income students and students of color attain the goals of participating in the work force and society” (p. 1). Secondary schools are not prepared to assist diverse students to achieve academic success within our nation’s schools (Lalik & Hinchman, 2001). In order to prepare our students for a culturally diverse society, universities and colleges must transform

educational programs that encompass the knowledge and skills to teach diverse student populations (Wasonga & Priveral, 2004).

One of many organizations that have articulated the need for multicultural education is the NCSS. This organization charges that multicultural education is important for three reasons. First, ethnic pluralism is a growing reality that is influencing our lives. Second, knowledge and beliefs about ethnic groups are acquired and processed based on past experiences. Third, some knowledge and beliefs may limit one's perspective on addressing diversity issues (NCSS, 2000). The NCSS reiterates the need for multicultural education in teacher education because it helps to liberate students from cultural restraints allowing them the opportunity to form community relationships that work for the civic good, encourages one to relate to historical and contemporary stories, and listen to the voices of others. By transforming teacher education programs to address the need for multicultural education, teacher candidates can begin to establish a safe world in which one can walk within, between, and among culturally diverse communities both at home and abroad (NCSS, 2000).

Due to the change in the demographics of our nation's schools, it is important that institutions of higher learning develop teacher certification programs that digress from traditional standards in order to provide preservice teachers with the knowledge, experiences, and skills needed to address issues of diversity. Because teacher education programs that implement multicultural education programs continue to utilize traditional methods that are often limited and lack actual field experiences, teachers are often unsuccessful in K-12 classroom environments. Recent studies have examined the impact of field experiences on attitudes of preservice teachers, who are enrolled in teacher education programs, toward diversity. Results from the studies revealed that that the exposure to field experiences by preservice teachers has

reported significant changes in the attitudes of preservice teachers towards multicultural education and their preparedness to teach diverse student populations. Capella-Santana (2003) conducted a study to explore changes in teacher candidates' multicultural attitudes and knowledge as well as the factors that contributed to these changes. Teacher candidates were followed during their teacher preparation program. Data were collected from two questionnaires and nine interviews. The author used repeated measures analysis to explore changes in multicultural attitudes and percentages to identify factors that the participants believed influenced their changes. The results revealed that teacher candidates' multicultural attitudes and knowledge changed in a positive direction while the candidates attended a teacher preparation program. The changes experienced by teacher candidates were influenced by fieldwork, experiences in culturally/ethnically diverse settings and courses in multicultural and bilingual education and classmates.

Multicultural education is a necessary component of teacher education programs because it serves as a body of knowledge that can enhance teachers' knowledge base as they serve multiethnic student populations (Rios, 1999). The knowledge base in multicultural preservice teacher education programs across the country is not able to provide basic answers to practical questions, such as what is the most successful way to prepare teachers to work with students from both cultural and linguistic backgrounds different from their own (Dominguez, 2003). Multicultural education can promote understanding, academic achievement among school children, and respect for diversity (Gay, 2002). In order to promote cultural awareness, preservice teachers must engage in culturally responsive teaching practices that are inclusive of the cultural norms of all student populations (Salzman & D'Andrea, 2001).

The Goals of Multicultural Education in Teacher Education

The overall purpose of multicultural education is to adequately prepare students to become future citizens capable of reconstructing society in such a way that it can serve the interests of all groups of people (Banks, 2008). Embedded within this purpose are several goals committed to addressing issues of oppression and social equity that are defined by ethnicity, social class, gender, and disability. For this reason, multicultural education should continuously focus on social equity, educational equity, and social justice to ensure that all students maximize their full potential as student learners (Lee & Dallman, 2008).

The first goal of multicultural education includes requiring critical thinking, research, and the incorporation of multiple perspectives into the academic environment of all students. With the implementation of the first goal, multicultural education can focus on challenging all forms of discrimination in society by promoting democratic ideals and social justice, helping students to develop a positive self-concept, and preparing all students to work towards structural equality (National Association of Multicultural Education, 2003).

The second goal of multicultural education is the transformation of society through education. By transforming schools, education maintains a proactive position in eliminating oppressive foundations of society and examines all educational practices that impact the learning of all students (Gay, 2000). According to Sleeter (2001), transforming society through education provides preservice teachers with the ability to ensure that all students are afforded the opportunity to maximize their potential and compete in a multicultural global society.

The third goal of multicultural education is the focus on helping students from diverse cultures learn how to surpass cultural borders and engage in dialogue essential for the survival of our democratic society. This goal is important because it assists preservice teachers in the

development of cross-cultural competencies within the American national culture that help them adapt and adjust to their own subculture and different subsocieties (Banks, 2004).

Most recently, Banks (2000) has identified five dimensions of multicultural education for teacher education programs that seek to establish educational opportunities for all students by creating an environment that is reflective of diverse student populations. Banks multicultural theory can be applicable to teacher education programs because this approach includes the components of partnership, teamwork, and critical thinking. These dimensions are content integration, knowledge construction, prejudice reduction, equity pedagogy, and empowering school culture. Content integration means incorporating a variety of content from a variety of sources to facilitate learning and growth. Knowledge construction seeks to motivate students to think of knowledge construction from perspectives that are different from their own. Prejudice reduction encourages the incorporation of cooperative learning groups to foster the building of relationships among students from different backgrounds promoting congeniality and respect for difference. Equity pedagogy encourages teachers to design pedagogy around the diversity in their classroom, understand that children learn in different ways, and that pedagogy should be modified to address these differences. Empowering school culture develops a positive learning environment for all students by promoting equality throughout the school and ensuring that all students have equal opportunities to learn regardless of orientation (Banks, 2000).

Organizations such as NCSS believe that schools should demonstrate a commitment to ethnic diversity, societal cohesiveness, equality for all, and societal change on all levels. In order to promote freedom, equality, and justice, schools must embark upon a vision that emphasizes ethnic diversity and establishes curricula that assist students in socialization practices that promote ethnic diversity and unity. By accepting this challenge purported by organizations such

as the NCSS, schools become change agents promoting democratic ideals and social practices (Gay, 2005).

Impact of Culture on the Educative Environment

This section of the literature review will discuss the impact of culture on the educative environment. According to Gay (2002), culture has a strong influence on the attitudes preservice teachers bring into the academic environment. Therefore, preservice teachers must acquire knowledge of diversity, understand how diversity impacts learning, and recognize the relationship between classroom interactions and classroom success.

Recent data published by the United States Department of Education (2007) reports that 86% of all elementary and secondary teachers are Euro-Americans. The majority of these teachers will enter classrooms with student populations with whom they share limited cultural knowledge or intercultural experiences. This discontinuity between the cultures of the teachers and the students will become a critical issue for teacher certification programs. Cunningham and Cordeiro (2006) define culture as “the sum total of ways of living built up by a group of human beings and transmitted from one generation to another” (p. 93). Cultural knowledge and values must be developed and experienced by preservice teachers (Sleeter, 2001). According to Cushner (2003), there are 12 sources of cultural identities that are universal, present in every culture, and have a direct impact on teaching, learning, and teacher education. The sources include race, social class, gender, health, age, geographic region, socioeconomic status, sexuality, religion, language, disability, and ethnicity. It is important for preservice teachers to understand the concept of diversity and the role diversity plays in the uniqueness of individuals.

Cultural differences represent a critical component in the United States educational system. Therefore, teacher education programs must provide preservice teachers with the knowledge and skills to effectively accommodate the economic, social, and political demands of cultural differences present in society. In order to focus on whether teacher education programs are preparing teachers in meeting the challenges of diverse classrooms, the concept of diversity must be examined in order to determine how diversity is being addressed in these programs. According to NCATE (2002), diversity is defined as “the differences among groups of people and individuals based on ethnicity, race, socioeconomic status, and gender” (p. 6). Teacher education programs across the country that are accredited by NCATE employ this definition of diversity as they train preservice teachers. Locke (2005) adds that preservice teachers do not enter classrooms with objectiveness but “rather, they hold preconceived notions of education and diversity that have developed from a variety of perspectives and values, shaped by past experiences and cultural environment” (p. 20). Locke (2005) conducted a study to examine the perspectives of preservice teachers enrolled in a multicultural course. The participants in the study were 13 preservice teachers attending a Midwestern university enrolled in multicultural education courses as a requirement for the teacher education program. The data for the study were collected over a 1-year period by the researcher using formal and informal classroom observations. The researcher collected additional data from the participants through weekly classroom observations and observations of individual participants during individual class meetings. Interviews were conducted with the participants in order to clarify discussions and reactions by students to classroom assignments and topics. Data from the interviews were transcribed and classroom observations of the participants were noted in field logs. Data corpus were analyzed for emerging themes. Further data analysis revealed the use of triangulation to

cross-check data and involved the comparing of data collected from participants' interviews as well as data collected from written assignments and classroom observations. The findings from the data revealed that due to the social and educational backgrounds of the students, the multicultural education course at the Midwestern university appeared to have minimum if any impact on the perspectives of preservice teachers toward diversity.

Teachers enter into the academic environment with preconceived notions about diversity issues such as race, gender, disability, language, and socioeconomic status (Lee & Dallman, 2008). Studies reveal that many of the perceptions held by preservice teachers on student success are often influenced by preservice teachers' lack of cultural knowledge and by their own ethnic heritage (Middleton, 2002). Middleton's (2002) research on the relationship between the expectations of teachers and the academic achievement of students revealed that the beliefs often held by teachers about students are reflective of their lack of cultural knowledge and influenced by their own cultural heritage. The participants in the study were preservice teachers enrolled in a diversity course as a requirement for the teacher education program. The required diversity course convened 3 hours per week during a semester that lasted for 15 weeks. The 104 participants were both male and female undergraduate and post-bachelor students. The methodology was a mixed methodology consisting of both qualitative and quantitative methods. The Beliefs about Diversity Scale (Pohan & Aguilar, 1995) was used to measure self-reported attitudes and beliefs about diversity and was collected as pre- and post-test measures at the beginning of the diversity course and at the conclusion. Data analysis compared pretest and posttest data on the dependent variable of both personal and professional beliefs about diversity. The independent variables in the study included the course section enrolled and the diversity course (intervention). Written journals and oral discussions with the participants on topics such

as attitude, beliefs, and change were collected as qualitative data. The Beliefs about Diversity Scale (Pohan & Aguilar, 1995) consisted of 39 items measuring personal and professional beliefs about diversity among the participants using a 5-point Likert-type scale response. Qualitative data for the study were collected primarily from participants enrolled in Section 2 of the requirement diversity course. Data for triangulation, clarifying, and generalizability were submitted by the three sections of the diversity course excluding Section 2. Pretest and posttest means for research question 1 revealed that preservice teachers' attitudes and beliefs were found to be more in agreement than disagreement with issues of diversity. Spearman correlation coefficient revealed a correlation of .7185 between pretest personal and professional beliefs and scores. Paired analysis results from research question 2 revealed changes among the preservice teachers from the pretest to the posttest, which represented significant differences on personal and professional beliefs for the group means of the preservice teachers. The findings from the study revealed a desire among the preservice teachers to teach from a culturally diverse perspective while employing misunderstandings of the concepts of multicultural education diversity and the application skills needed for teaching diverse student populations.

Teacher's preconceived notions about diverse students often impede their ability to effectively instruct diverse student populations (Gay, 2002). Therefore, it is important that teachers recognize the importance of teacher attitudes on student achievement (Sharma, 2005). Teacher education programs are obligated to address the needs of children typically marginalized by a dominant Euro-centric society (Gay, 2002). Teachers' beliefs and values influence their theory and practice and have a direct impact on their overall expectations for student learning and student achievement (Gay, 2000). Tatto (1996) adds that "not only do teacher beliefs influence their teaching practices, their beliefs are relatively stable and resistant to change" (p.

157). Ambe (2006) reiterates by stating that “one of the reasons why schools have not successfully met the literacy needs of students of diverse cultural backgrounds is due to a mismatch between the home, culture of students and that of the school “(p. 691). This mismatch is often referred to as cultural discontinuity. Cultural discontinuity results in misunderstandings between classroom teachers and students based heavily on cultural differences and cultural influences (Ambe, 2006). This discontinuity is evident in instructional strategies that reinforce stereotypes and prevent teachers from recognizing the cultural values of their students (Barnes, 2006).

Preparing Teachers for Culturally Diverse Students

Research studies have revealed the impact of knowledge on educating students from culturally diverse populations. The general findings across the studies reveal that many preservice teachers enter the field of education with limited cultural knowledge on multicultural issues. Therefore, the findings suggest that in order to increase the potential for academic success within the classroom preservice teachers should have more exposure to multicultural issues and educating students with cultures different than their own.

According to Lenski et al. (2005), “educating students for a multicultural, multiracial world by including the voices of those who have not been traditionally included is a complex endeavor” (p. 87). Research published by Capella-Santana (2003) supports the fact that teachers’ limited knowledge of the cultural background of students and their lack of diversity impacts teachers’ ability to teach and the overall academic achievement of students. The restructuring of teacher education programs that infuse multicultural course content or the development of

collaborations between the university and schools with ethnic populations might improve the preparation of teachers to work in culturally diverse environments (Locke, 2005).

Teacher education programs across the nation should encourage, foster, prepare preservice teachers, and emphasize ethnic diversity by implementing the five following goals (Cruz-Janzen, 2000). The first goal of teacher education programs is to focus on a comprehensive view of multiculturalism and the establishment of a guideline during the development process. Due to the recent data revealing the increasing number of minority students in public schools, the second goal of teacher certification should address the demographic profile of the 21st century and how these changes impact the educative environment. The third goal of teacher education programs is to have an intense focus on educating students and meeting their intellectual needs. By implementing the third goal, education focuses not only on educating all students but ensuring academic success in the classroom.

The fourth goal of teacher education is to establish equity (political/social) as a primary issue for education. The research suggests that continuing to allow the dominant culture to dominate and the subordinate culture to remain inferior continues to feed the oppressive nature of society (Darden, Baltodano, & Tines, 2002). Teacher education must become the transformative agent that begins with schooling to transform society (Darling-Hammond & Bransford, 2005). Finally, because education is a continual process of negotiation, teacher education programs must consider the relationship between institutional and societal composition. Teacher education must value this relationship and pursue every effort to maintain a positive relationship between the school, society, parents, and students (Nieto, 2000).

Preservice Teachers' Attitudes toward Diversity

Preservice teachers enter the field of education with preconceived notions of an idealistic United States where equality exists and is given to all (Carpenter, 2000; Causey et al., 2000). Preservice teachers' perceptions and attitudes about culturally diverse students in the nation's classrooms are the key factors in motivating, educating, and making a difference in the lives of students. Preservice teachers need to develop an awareness of their own cultural perspectives and understand how their beliefs about other cultures impact teaching and learning (Gay, 2002).

Research conducted by Haberman and Post (1992) asserts that teacher education programs are limited in their capacity to change preservice teachers' values, attitudes, and dispositions related to teaching culturally diverse students. Lee and Dallman's (2008) research suggests many preservice teachers enter teacher education programs with their own belief systems developed by their sociocultural backgrounds. The authors state that

teachers' belief systems, a subset of their practice knowledge, are not developed separately from the sociocultural context. Therefore, making voices and listening to others' experiences and thoughts about diversity and multicultural education are important aspects of teachers' knowledge constructions, letting them make sense socially. (p. 36)

Dee and Henkin (2002) conducted a study to assess dispositions toward cultural diversity among preservice teachers at an urban university whose graduates work in highly diverse school environments. The authors defined cultural diversity as "being related to perceived differences in skin color, language use, linguistic ability, and socioeconomic status, which may be manifest in the clothes students wear, the words they use, and their attitudes and aspirations related to schooling" (p. 25). The participants in the study included 150 students enrolled in a teacher program at a large urban university beginning a multicultural education course. The participants in the study did not have any prior experience in multicultural education within the context of a

teacher education program. The participants included 55.6% Hispanics, 28.9% White, and 13.4% African American. The independent variables for the study included gender, age, racial identification, intended area of specialization within education, extent of diversity in residential and work environment, and attitudes toward social interaction with diversity. The participants in the study were asked to respond to the extent of cultural diversity in the community where they were raised and in their present community (where they currently reside). The Likert-type response scale was used to measure these items with ranges from 1, *no diversity*, to 5, *highly diverse*. The authors utilized the social distance scale of the Multicultural Attitude Questionnaire (MAQ) to analyze the social interaction attitudes of preservice teachers (Giles & Sherman, 1982). The social distance scale of the MAQ included two components. The first component of the social distance scale included the level of interest among preservice teachers in engaging in casual activities with people from backgrounds different than their own. The second component measured the level of interest of preservice teachers in engaging in personal activities with people from different backgrounds.

The instrument used to measure the dependent variable was Stanley's (1996) Pluralism and Diversity Attitude Assessment (PADAA). The PADAA is a 19-item instrument designed to assess the extent to which a respondent possesses attitudes supportive of cultural diversity in education and the extent of an individual's level of comfort with diversity within the K-12 setting. The Likert-type scale was utilized for the responses with ranges from 1, *strongly disagree*, to 6, *strongly agree*. Data analysis revealed that the alpha reliability coefficient for the PADAA instrument was .91 with a test/re-test reliability of .84. Further data analysis indicated a four-factor solution with internal consistency reliabilities in the range of .72 to .85. There were four identified dimensions of the PADAA, which included appreciation for cultural diversity,

value cultural diversity, implementation of cultural diversity, and comfort with cultural diversity (Stanley, 1996).

The surveys were disseminated and completed by participants during the first session of the first course in the teacher education program multicultural education sequence. The authors used the scree test to determine whether the number of factors within the PADAA's four-factor structure was suitable for the participants in the study. Items that did not load .50 or above on any of the 4-factor structure of the PADAA were eliminated from the study. In order to examine the effects of characteristics and experiences on cultural diversity attitudes the authors used linear regression analysis. Data analysis reflects an alpha of .05 used for all tests of statistical significance.

The results of the study revealed five factors with eigenvalues greater than 1 because the four-factor structure of the PADAA was not supported by the gathered data. The five factors include implementing diversity, equity beliefs, comfort with diversity, social value of diversity, and assimilation. According to the data, the participants in the study strongly agree with equity beliefs ($M = 5.94$, $SD = .20$) and the social value of diversity ($M = 5.61$, $SD = .49$). Results from the data suggest a supportive attitude toward implementing diversity in the curriculum among the preservice teachers ($M = 5.38$, $SD = .67$). Low scores reported on comfort with diversity factor and the assimilation factor suggests that preservice teachers concur that cultural pluralism is important but assimilation to the dominant culture is not a precursor for academic success.

Data analyzed from the social distance scale reflect that almost one-half of the participants reported growing up in a nondiverse community, while 27.3% reported living in moderately diverse neighborhoods. The respondents were asked to describe colleagues in the workplace, and over 50% of the preservice teachers described colleagues as culturally diverse.

Participants in the study reported interest in engaging in casual activities with individuals from backgrounds different than their own, according to the mean score (3.91) of the MAQ. However, the mean score of the MAQ (3.29) of the personal activities component indicates that the preservice teachers were less interested in participating in personal activities with individuals from different cultural backgrounds. The alpha reliability coefficient for both measures of the social distance scale was .92.

Quantitative data analysis reported that attitudes among preservice teachers toward social interaction was the most important independent variable, explaining 22.4% of the variation in scores on the factor of implementing diversity. According to the comfort with diversity factor, students majoring in elementary education reported higher levels of comfort with cultural diversity than students majoring in special education. The social value of diversity factor revealed that participants with a diverse set of friends reported a strong agreement with the social value of diversity. Students majoring in elementary education reported higher levels of agreement with the assimilation factor than students majoring in special education, according to 17.7% of the variation in scores.

The findings of the study are meaningful because they indicate the lack of cultural knowledge among preservice teachers and their limited exposure to different components of diversity. Findings from the study support Gudykunst's (1993) research, which developed a rationale for creating opportunities within teacher education programs that allow preservice teachers to engage in social relationships that promote intercultural communication. By providing learning opportunities that support social interaction attitudes, preservice teachers can increase opportunities for intercultural communication and develop positive attitudes toward cultural diversity. The emphasis on assimilation among preservice teachers is important because

it promotes social cohesion and provides opportunities for students from all content areas to expand viewpoints on diversity.

Sogunro (2001) argues that even though preservice teachers are knowledgeable within their content area, they often lack the knowledge (of cultural diversity), skills (for interacting and communicating), and attitudes (dispositions) needed to successfully teach students from different racial, class, and language backgrounds. Several studies in recent years have concluded that including field experiences, courses, and seminars in teacher education programs has resulted in positive changes in the attitudes of preservice teachers and their preparedness to teach culturally diverse students (Artiles, Trent, & Stanley, 2000; Gay, 2002; Keim, Warring, & Rau, 2001; Rao, 2005; Schoorman, 2002; Sleeter, 2001). Sparks and Butt (2000) conducted a study to determine whether field experiences and coursework had an impact on the cultural sensitivity of preservice teachers. The authors assessed the cultural sensitivity levels of the preservice teachers to teach diverse student populations by analyzing critical incident logs, evaluating critical thinking skills, and observing collaborative action research. The findings of the study revealed that the practicum experiences and multicultural education workshop had a significant impact on preservice teachers' ability to teach culturally diverse student populations.

Keim et al. (2001) examined the significance of a multicultural course offered during a teacher education program for preservice teachers on diversity and multiculturalism. The researchers used a quantitative paradigm to assess the preservice teachers at the completion of a 15-week undergraduate required multicultural course to determine whether a course on multicultural education/diversity would impact the attitudes of preservice teachers toward teaching culturally diverse student populations. The findings of the study suggest considerable

increases in multicultural awareness knowledge among the preservice teachers after the completion of the multicultural course.

Some researchers have reported that preservice teachers' cultural awareness has been changed by a course and/or seminar in multicultural education (Brown, 2004; Milner, Flowers, & Moore, 2003; Locke, 2005;). Cho and Ambrosetti (2005) conducted a study to examine the impact of a multicultural course on the attitudes of preservice teachers and the values placed on multicultural education by preservice teachers. In order to address the challenging demands of society, the teacher preparation program at the university mandates that all preservice teachers must attend and complete a multicultural education course prior to the student teaching internship.

The purpose of the course is to explore theories related to multicultural education that include historical perspectives of cultural diversity, definitions of culture, and strategies implemented for teaching culturally diverse students. The authors examined the preservice teachers in two phases. The first phase analyzed the beginning attitudes of preservice teachers as an experimental group before completing the multicultural education course. The second phase of the study examined the impact of the multicultural education course on the attitudes of the preservice teachers. The participants in the study were 25 secondary education preservice teachers enrolled in a multicultural course. Of the participants in the study, 56% were female and 44% were male.

The instrument used for the study was an anonymous attitude survey consisting of 17 demographics questions and 25 items concerning multicultural curricular issues. Nineteen of the questions were reverse coded. The participants responded to the survey using a 5-point Likert-type scale. According to the authors, the survey was based theoretically on the published work of

researchers concerned with issues relating to multicultural education (Banks, 1997; Nieto, 2000). Quantitative data were analyzed using frequencies and *t* tests, and qualitative data were open-ended questions coded and categorized for emerging themes. Participants responded to an open-ended question on Posttest 2 of the MAS. The steps outlined by Strauss and Corbin (1998), which included conceptualizing, defining categories, and the development of categories, were used to group the open-ended responses in Posttest 2. Strauss and Corbin define conceptualizing as “the process of grouping similar items according to some defined properties and giving the items a name that stands for that common link” (p. 121).

Descriptive statistics were used to analyze research question 1. The results from research question 1 indicate that the means on posttests 1 and 2 were significantly higher than the means calculated on the pretest therefore suggesting that teachers’ attitudes toward diversity changed in a positive direction after participating in the intervention. The results of the study concluded that preservice teachers reported that their attitudes toward working with culturally diverse students were positively influenced by completing the multicultural education course. The participants noted an increased awareness of diversity in understanding cultural differences than their own, after the completion of the course. Data also revealed that many preservice teachers stated that the multicultural education course helped to reinforce the positive attitudes developed by the preservice teachers. Further analysis of the qualitative data illustrates that the preservice teachers had acquired knowledge from the diversity course but reported limited experiences with culturally diverse students.

Recent research suggests that the integration of coursework in multicultural education and field experiences can have a significant impact on preservice teachers’ attitudes toward diversity and issues in multicultural education (Ahlquist, 2000). Mysore, Lincoln, and Wavering

(2006) conducted a study to examine the attitudes of preservice teachers toward issues in multicultural education and to assess the impact of a multicultural education seminar and teaching internship on the attitudes of preservice teachers. The participants in the study were 48 individuals comprised of both elementary and middle-level teacher candidates enrolled in the Masters of Arts in Teaching program in the Department of Curriculum and Instruction. The demographics of the participants included 45 White participants, 1 Black participant, and 2 participants who reported more than one race. The M.A.T. is a fifth-year licensure program in which students spend the fifth year of the program teaching in partnership schools as interns under the supervision of university liaisons and public school mentor teachers. The instrument used for the study was the Multicultural Attitude Survey developed by Mysore (2004). The survey instrument consisted of three subscales. The first subscale was the contributions and additive approaches. The second subscale was the transformation and social action approach, and the final subscale was general.

The participants in the study responded to 30 statements using a 5 point Likert-type scale. The second component of the MAS included an open-ended question. Data analysis revealed a reliability coefficient Cronbach alpha for the survey instrument was .78 in the pretest, .83 in posttest 1, and .70 in posttest 2. The MAS survey was disseminated to both the elementary and middle-level preservice teachers at the beginning of the summer seminar, which lasted approximately 5 weeks. The survey was administered to the participants again at the end of the seminar, posttest 1. The students participated in the teaching internship, which began at the beginning of the fall semester. The MAS was disseminated to the participants between the 10th and 12th weeks of the teaching internship (posttest 2).

Data analysis revealed that for each of the three subscales, the mean scores were computed for each respondent. Descriptive statistics and paired *t* tests were used for data analysis. Data revealed that the means on posttest 1 and posttest 2 were higher than the means on the pretest, indicating that teachers' attitudes became more favorable over the period of the interventions. A paired *t* test was used to analyze the data for research question 2. Comparison of the means between the pretest and posttest 1 and pretest and posttest 2 indicated significant differences in the means at the .01 level. There were no significant differences reported in the means between posttest 1 and posttest 2 at the .05 level.

The findings suggest that the interventions of the seminar on multicultural issues and the teaching internship significantly affected preservice teachers' attitudes toward issues in multicultural education. The findings of this study are similar to the findings of Capella-Santana (2003) and Keim et al. (2001) who also found that strategies such as seminars, internships, and coursework have a positive effect on the attitudes of preservice teachers toward issues on diversity. Therefore, research supports the belief that an intentional and comprehensive multicultural approach throughout teacher preparation programs can effect substantial attitudinal changes toward issues in multicultural education.

According to the research studies discussed the research concluded that the preservice teachers attained some level of cultural sensitivity and growth as a result of their experiences (i.e., coursework, teaching experiences, field experiences, seminars, interventions). Therefore, the preservice teachers that are provided more opportunities related to multicultural issues, provided more field experiences, and provided additional coursework in multicultural education have a greater possibility of developing a positive attitude toward diversity and diversity issues.

Conclusion

Research studies have reported increased multicultural awareness and positive attitudinal changes among preservice teachers after the completion of a multicultural course, seminar, intervention or workshop (Dee & Henkin, 2002; Keim et al., 2001; Mysore Lincoln, & Flowers, 2004). The strengths of the previously mentioned research studies included the incorporation of reliable survey instruments, adequate sample size and the use of repeated measures ANOVA to determine if changes occurred among the preservice teachers over time. The findings from the research studies revealed that the interventions, seminars, courses or workshops had a positive impact on the attitudes of preservice teachers toward multicultural education. For example, Mysore et al. (2004) found that the means were higher on posttests 1 and 2, which illustrated the preservice teachers' attitudes became more favorable toward multicultural education over the period of the interventions.

While the research revealed significant increases in multicultural awareness among the preservice teachers the studies are not without limitations/weaknesses. For example, the study conducted by Dee and Henkin (2002) was limited to only examining attitudes toward cultural diversity excluding connotations of diversity such as sexual orientation, disability, and religious affiliation. The exclusion of these connotations could become problematic for the study depending on the frame of reference of the preservice teachers and if the data does not consider the importance of this limitation.

The general findings across the studies concluded that the integration of coursework, workshops, interventions, or seminars could have a positive impact on the attitudes of preservice teachers toward multicultural education. Mysore et al.'s (2004) study integrated both the course on multicultural education and the student teaching experience to determine whether the

interventions would have a positive attitudinal impact on preservice teachers. According to the data, comparisons of the means between pretest and posttest 1 and pretest and posttest 2 revealed significant changes in the means at the .01 level of significance. Therefore, the interventions of the seminar on multicultural issues and the student teaching experience had a positive impact on the attitudes toward multicultural education by preservice teachers.

The present research study focused on examining whether a multicultural course, seminar, intervention, or workshop can positively impact the attitudes of preservice teachers toward multicultural education. Even though the research on the impact of an intervention on preservice teachers' attitudes toward multicultural education has yielded conflicting results, the present research study will examine whether the student teaching experience will have a positive impact on the attitudes of preservice teachers toward multicultural education. The study will examine the attitudes of preservice teachers prior to the student teaching experience and assess the attitudes of the preservice teachers toward multicultural education after the completion of the student teaching experience to determine whether any attitudinal changes occurred toward multicultural education.

In concluding, due to the diverse nature of society, future teachers must develop a better understanding of other cultures in order to provide the best education for all students regardless of race, gender, or socioeconomic status. The United States is one of the most multiethnic nations in the world, therefore, it is imperative that our nation's schools foster an understanding of other cultures within our students as well as enable them to function within varied, diverse societies (Taylor, 2000). American society is burdened with the task of seeking to increase the awareness of understanding and tolerance among diverse racial and ethnic groups. Based on teachers' responsibility to transform and expand the minds of youth in our society, there exists a

need for them to have the resources to develop culturally sensitive interventions that promote awareness among themselves and ultimately their students (Gollnick & Chinn, 2002).

CHAPTER 3

METHODOLOGY

This chapter describes the design, the methods, and the procedures utilized for this research study. Following a review of the problem statement, the research questions, and the definitions embedded within the study, the chapter is organized in the following sections: research design, subjects, sample, data sources, data analysis, data collection, and pilot study.

The purpose of this research study was to examine how student teachers during their internship perceive multicultural education and their preparation to teach culturally diverse students within the K-12 settings at two universities located in the northern region of Alabama, according to the attitudes of preservice teachers. The research questions guiding the study were as follows:

1. According to student teachers, is there a change in student teachers' preparation to teach culturally diverse student populations from Time I to Time II?
2. According to student teachers, is there a relationship between age, gender, university, race, and student perceptions of their ability to teach culturally diverse student populations?

Research Design

The research study utilized a mixed experimental design consisting of both qualitative and quantitative data. Qualitative data were collected in the form of interviews with student teachers enrolled in teacher education programs at University I and University II beginning their student teaching experience in spring 2009. Quantitative data were collected in the form of

surveys. Student interns attending University I and University II completed an anonymous survey on information regarding their preparedness to teach culturally diverse student populations at the beginning of the student teaching experience and another anonymous survey at the mid-point of the student teaching experience.

The objective of quantitative research is to develop and employ mathematical models, theories, and/or hypotheses pertaining to natural phenomena. The process of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships. Qualitative research is a discipline of inquiry evident across many disciplines that seeks to understand human actions, deeds, and conduct. By combining the quantitative and the qualitative, one can expand the depth of the study and produce better results in terms of quality, richness, detail, and scope (Thomas, 2003).

Population

The participants in this study were college students enrolled in two teacher education programs at four-year institutions located in the northern region of Alabama that offer both NCATE and SACS accredited teacher education programs designed to prepare teacher candidates for the K-12 setting. A convenience sample of 51 people was selected to give their opinion on whether student teachers are prepared to teach culturally diverse student populations. A 25-item survey was developed for the study.

University I has a student enrollment of 4,716 undergraduate students and 990 graduate students. According to recent data, the 2007 demographic enrollment was 90% African American, 5% Caucasian, less than 1% Asian American, and less than 1% American Indian. The

female enrollment reported in fall 2007 was 56% and the male enrollment was 44%. The participants for the study included student teachers beginning the student teaching experience in spring 2009. Approximately 29 students from University I (22 females and 7 males) were given a survey during the initial student teaching internship meeting that was held at the beginning of the spring 2009 semester. Students anonymously completed the survey only revealing specific demographic data. The surveys were returned to the instructor and then given to the researcher (see Table 1).

University II has a student enrollment of 5,500 undergraduate students and 1,600 graduate students. According to data recorded in the Office of Institutional Research, the student enrollment for fall 2008 was 46% female and 54% male. The demographic enrollment was 3% Asian, 14% African American, 2% Hispanic, 1% Native Indian, 72% White, 6% non-resident Alien, and 2% Unknown. The participants for the study included student teachers beginning the student internship experience in spring 2009. Approximately 22 students from University II (17 females and 5 males) were given a survey during an initial student teaching internship meeting that was held at the beginning of the spring 2009 semester. Students anonymously completed the survey, only revealing specific demographic data. The surveys were returned to the instructor and then given to the researcher (see Table 1).

The participants in the study began their student teaching experience at the beginning of spring 2009. Students entering teacher education programs at each of the universities are not required to enroll in a state-mandated course that focuses on issues relating to diversity and teaching culturally diverse student populations (Appendix A).

Table 1

Demographic Data

University	Student enrollment	Population by gender	Population by ethnicity
I	5,706	Female = 56% Male = 44%	African American = 90% Caucasian = 5% Asian American = less than 1% Native American = less than 1%
II	7,100	Female = 46% Male = 56%	African American = 3% Caucasian = 72% Asian American = 3% Native American = 1% Hispanic = 2% Non-resident alien = 6% Unknown = 2%

Setting

University I

University I is located in the northern region of Alabama. The area surrounding University I has a population of 29,463 people. Since 2000, the community surrounding University I has experienced a population growth of 2.41%. The demographic data for the community includes 22.08% Caucasian, 73.73% African American, 0.86% Asian American, 0.32% Native American, 2.94% Other, and 1.47% of the people are of Hispanic ethnicity (meaning 98.53% are non-Hispanic).

University I is a historically Black university that reflects the uniqueness of the traditional land-grant institution combining professional, vocational, and liberal arts pursuits. University I provides baccalaureate and graduate studies to all capable individuals who are interested in further developing their technical, professional, and scholastic skills. The University operates in the three-fold function of teaching, research, and public service reflecting a center of

substance and excellence. According to the College of Education, the student teaching internship program for aspiring teachers bridges the gap between theory and practice. It is regarded as the most significant laboratory experience in teacher preparation. The student teaching experience is a required component for the teacher education program. The student teaching experience at University I is designed to expose candidates to, and involve them in, teaching and related activities that will help assure greater success in their chosen areas of concentration. Therefore it is the goal of the teacher education program to promote and facilitate the development and dissemination of high-quality knowledge, abilities, and dispositions relating to effective teaching and learning (retrieved from University I's website). During the spring 2009 semester, the student teacher placements were systematically rotated among the three school districts in the area: one urban, one suburban, and one rural. The urban school district is one of the premier school districts in the state of Alabama. The school system has 29 elementary schools, 14 middle schools, and 7 high schools, providing services for more than 23,000 students. The demographic data of the school system is 3% Asian, 43% African American, 5% Hispanic, 48% Caucasian, less than 1 % Indian, and less than 1% other. There are 61% of students eligible for free or reduced meals. The rural school district is one that is rich in values and resources. The demographic data of the rural school system is 2% Asian, 18% African American, 2% Hispanic, 72% Caucasian, 6% Indian, and less than 1% other. The third school district is the suburban school system, which serves two cities located in northern Alabama. The school system was established in 1998 and consists of one high school, two middle schools, and six elementary schools. The community surrounding the school system experienced a tremendous growth rate of 286% between the 1980 and 1990 censuses and now has an estimated population of 37,000. The school system serves 8,400 students. The demographic data of the school system is 7% Asian,

20% African American, 3% Hispanic, 68% Caucasian, less than 1% Indian, and 2% other (Alabama Department of Education, 2008).

The teacher education program at University I is committed to providing teacher candidates and other school personnel appropriate and sufficient knowledge, abilities, and dispositions that will enable them to understand, accept, and embrace diversity and equity in the learning process (retrieved from the University I's Conceptual Framework). According to the requirements of the teacher education program, preservice teachers are not required to complete a course on multiculturalism but the preservice teachers are required to complete FED 300: Foundations of Education. The Foundations of Education course is a 2-hour credit course that focuses on the study of the growth and development of education in the United States, together with a consideration of the effects of the purpose of education on organization administration curriculum, and teaching procedures. The course has an embedded diversity component that introduces the students to multicultural issues (retrieved from University I's website).

University II

University II is located in the northern region of Alabama and the area surrounding the university has a population of 166,747. The demographic data of the community includes 61.66% Caucasian, 31.82% African American, 2.78% Asian American, 0.47% Native American, 2.92% other, and 2.14% of Hispanic ethnicity (meaning 97.86% are non-Hispanic). According to recent statistics, the community has experienced a population growth of 6.27% with a population density of 965 people per square mile.

University II is a predominantly White research university that is committed to rigorous scholarship, innovative education, technological research, cultural growth, and entrepreneurial

creativity in order to enrich the global community. University II offers 61 degree-granting programs that meet the highest standards of excellence through its five colleges: Business Administration, Liberal Arts, Engineering, Nursing, and Science. The teacher education program at University II is committed to the ideal of preparing preservice teachers with the knowledge and skills to instruct diverse populations. According to the requirements of the teacher education program, preservice teachers are not required to complete a course on multiculturalism but the preservice teachers are required to complete 200 hours of field experiences (retrieved from University II's website). The Field Experience Program (FEP) is a component of the Teacher Education Program for University II which provides candidates with the opportunities to become familiar with diverse instructional settings. The FEP is designed to provide a continuum of experiences that enables candidates to acquire the knowledge, skills, and dispositions essential to gain more knowledge of learners. Preservice teachers are required to complete a minimum of 200 hours of field experiences prior to the student teaching experience. Each semester candidates are required to complete a minimum of 50 hours in a diverse school setting. The field experiences program is comprised of four blocks. Preservice teachers enrolled in Block 1 field experiences will focus primarily on early (initial) development. The 50 hours of field experiences for Block I are completed at a Title One School selected by the College of Education. Title One Schools serve populations where the majority of the students eat free or reduced meals. The 50 hours of field experiences for Block II for preservice teachers are completed in a rural school setting. During Block II, preservice teachers complete observations at schools located in rural settings that serve diverse socioeconomic populations. Preservice teachers enrolled in Block III field experiences become more actively involved in classroom settings. Block III field

experiences are completed at local schools that typically serve both lower socioeconomic groups as well as upper-class socioeconomic groups.

Preservice teachers completing the 50 hours of field experiences for Block IV can complete the required hours at a diverse setting of their choice. The preservice teachers are encouraged to complete the observations/experiences at settings that are diverse and that will provide them with the opportunities to participate in a variety of instructional settings.

The student teaching experience for University II is a required component for the teacher education program. The student teaching experience provides opportunities for student teachers to learn the art of teaching under supervision. Therefore it is the goal of the teacher education program to assist student teachers in their instructional performance through systematic cycles of planning, observation, and intensive intellectual analysis of teaching performances. During the spring 2009 semester, the student teacher placements were systematically rotated among the three school districts in the area: one urban, one suburban, and one rural. The urban school district is one of the premier school districts in the state of Alabama. The school system has 29 elementary schools, 14 middle schools, and 7 high schools, providing services for more than 23,000 students. The demographic data of the school system is 3% Asian, 43% African American, 5% Hispanic, 48% Caucasian, less than 1% Indian, and less than 1% other. There are 61% of students eligible for free or reduced meals. The rural school district is one that is rich in values and resources. The demographic data of the rural school system is 2% Asian, 18% African American, 2% Hispanic, 72% Caucasian, 6% Indian, and less than 1% other. The third school district is the suburban school system that serves two cities located in northern Alabama. The school system was established in 1998 and consists of one high school, two middle schools, and six elementary schools. The community surrounding the school system experienced a

tremendous growth rate of 286% between the 1980 and 1990 censuses and now has an estimated population of 37,000. The school system serves 8,400 students. The demographic data of the school system is 7% Asian, 20% African American, 3% Hispanic, 68% Caucasian, less than 1 % Indian, and 2% other (Alabama Department of Education, 2008). Only students from SACS (Southern Accreditation of Colleges and Schools) and NCATE (National Council for Accreditation of Teacher Education) teacher education programs from University I and University II were utilized for this study.

Data Sources

Two data collection instruments were utilized for this research study: the Teacher Multicultural Attitude Survey (TMAS) and an interview protocol designed by the researcher to determine whether preservice teachers are prepared to teach culturally diverse student populations. Prior to the dissemination of the data instruments, research participants were asked to sign an informed consent letter (see Appendix B). The data instruments for the research study and the reasons why they were chosen for the study are provided in the following paragraphs.

The Teacher Multicultural Attitude Survey (TMAS)

The TMAS (1996) survey was selected (see Appendix C) to evaluate the attitudes of student teachers on their ability to teach culturally diverse student populations. The survey was developed “to assess the awareness and cultural sensitivity to issues of cultural pluralism” (Ponterotto, Baluch, Greig & Riveria, 1998, p. 1003). The TMAS survey included 20 questions asking respondents for their degree of agreement based upon a 5-point Likert-type scale (Uebersax, 2006) ranging from *Strongly Agree* to *Strongly Disagree*. The Multigroup Ethnic

Identity Measure (MEIM) and the Quick Discrimination Index (QDI) were selected by the researchers to provide tests of validity for the TMAS. The coefficient of variation for the 20-item TMAS was 9.3%, and the grand mean on the TMAS was 4.1 ($SD = 0.38$), indicating that overall the sample participants had generally positive views toward multicultural education and integrating cultural issues into the curriculum. The survey instrument reported reliability above .80 and satisfactory validity data as the scores were calculated for two measures of internal consistency on the revised 20-item TMAS; the coefficient alpha was .86 and the theta coefficient was .89.

However, for this research study, the survey instrument was modified by the researcher to include five additional survey items that examined preservice teachers' attitudes toward multiculturalism and preparation to teach diverse student populations. The five survey items (items 21-25) examined whether the professional education courses completed by preservice teachers provided the skills and knowledge for effectively teaching children from ethnic backgrounds different than their own.

The survey was collected at the beginning of the spring semester for the student interns (Time I) and during the middle of the student internship (Time II). The significance level for the survey was .05. In statistical analysis, the term significant means that the finding has a chance of being true. Significance levels in educational research reflect the likelihood that a result is due to chance. Therefore, the significance level for this study was .05, which means that the finding has a 5% chance of not being true (Lomax, 2007). The TMAS instrument collected for this study contained 25 survey items. The survey items were divided into three categories by the researcher according to the research questions guiding the study: (1) supportive of multicultural education beliefs and teacher preparedness, (2) negative beliefs of multicultural education and teacher

preparedness, and (3) value of training toward enhancing multicultural educational skills. The researcher was granted permission to use the Teacher Multicultural Attitude Survey by the author, Dr. Suraiya Baluch, on January 5, 2009.

Interview Protocol

The interview protocol was the second instrument utilized for collecting data. The interview protocol provides rich detail about the perspectives of participants as they respond to the questions presented by the researcher (Northcutt & McCoy, 2004). Interview protocols are often employed in research to provide in-depth responses that provide opportunities for enhancing teaching and learning. The interview protocol utilized for this study consisted of 16 open-ended questions to address any identified issues or concerns that arose from research or the survey instrument. The results from the interview protocol were evaluated and summarized in a report.

The participants remained anonymous as relating to name and institution but demographic data such as age, ethnicity, and grade level were recorded by the researcher to identify emerging themes among the participants.

Data Collection

The research study was sensitive to both the ethical and moral issues concerning the protection of human subjects. Keeping and maintaining the anonymity of the participants was a priority for the researcher. All data collected was kept confidential by the researcher. The participants of the study were not asked to reveal any personal identification such as names or social security numbers on any of the research instruments. The researcher followed established

guidelines set by the Institutional Review Board and submitted an application to the Institutional Review Board in order to gain permission to conduct the research study using human subjects. The permission to conduct the study was granted from The Institutional Review Board on November 4, 2008 (see Appendix D).

Data collection took place during the spring 2009 semester at the student internship meetings for University I and University II. All student teachers completing their student teaching experience in spring 2009 completed the TMAS (The Multicultural Attitude Survey). The pre-test surveys (Time I) were collected from participants attending University I on January 5, 2009 and the post-test surveys (Time II) were collected by the researcher on April 9, 2009. The pre-test surveys (Time I) were collected from participants attending University II on January 7, 2009, and the post-test surveys (Time II) were collected by the researcher on April 14, 2009. To address the schools of education, the survey questions were modified from the original instrument to support the research questions guiding this study (Ponterotto, 2000). The instruments were administered in a classroom on the campus of each university at a time and date arranged by both the researcher and the director(s) of field experiences. A random sample was selected by the director(s) of field experiences for the interview protocol. Each participant voluntarily met me at a location apart from the university to participate in the interview. Each interview was recorded and later transcribed for emerging themes.

Data Analysis

Data collected from the research participants were analyzed using the Statistical Package for Social Sciences (SPSS). The data were sorted by age, ethnicity, and university. Age was sorted into three categories, 21-23, 24-40, and 41-51, and presented in a table. Ethnicity was

sorted into three categories, White, Black, and Other, and presented in a table. The universities were sorted as either University I or University II. Repeated measures analysis was the statistical procedure used in the study to assess significant changes in the opinions of the participants (from Time I to Time II). Repeated measures analysis is typically used in research when all variables of a random sample are measured under different conditions. A one-way ANOVA (analysis of variance) was used to evaluate the significance of any mean differences among the groups. Specifically, the repeated measures ANOVA test was used to test for overall changes in the opinions of the respondents due to the impact of the student teaching internship (from Time I to Time II). All statistical analyses were computed with an alpha level of 0.05.

Test of homogeneity is used to test whether samples have equal variances. Equal variances across samples is also known as homogeneity of variance. In educational research, some statistical tests, such as the analysis of variance, assume that the variances are equal across samples. The Levene test can be used to verify this assumption (Runyon, Coleman, & Pittenger, 2000). According to the test of homogeneity, the variances are equal across the sample and, as a result, seven items on the survey were significant, revealing that the student internship had an impact on the attitudes of the student interns.

Table 2

Test of Homogeneity of Variances

Levene Statistic	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
.031	1	100	.861

Data collected from the research participants were analyzed and coded for themes. Prior to the interviews, the researcher developed an interim start list of codes that were derivative of

the research questions and key variables guiding the research study. The researcher met with all six participants at a location apart from the university. After the interviews were completed, the researcher transcribed six interviews. After reading the transcripts several times, the 16 open-ended questions were coded and summarized manually for emerging themes and final conclusions.

CHAPTER 4

RESULTS

This chapter presents the findings of a study that was conducted to examine how student teachers beginning their student teaching experience perceive multicultural education and their preparation to teach culturally diverse students. Data were collected using two instruments: The Teacher Multicultural Attitude Survey and an interview protocol developed by the researcher.

This chapter is divided into two main sections. The first section presents the results of the analyses of the data provided by the survey. The second section of this chapter provides an overall summary of the findings.

The participants for the study consisted of 51 undergraduate students from two universities in north Alabama. There were 12 males and 39 females. Twelve different major areas were represented, and all participants were enrolled in teacher education programs. The sample mean for University I was 3.35, with a standard deviation of .25094. The sample mean for University II was 3.21, with a standard deviation of .255. Descriptive information for the sample appears in Table 1.

Table 3

Mean and Standard Deviation of Overall Test Score

University	<i>M</i>	<i>N</i>	<i>SD</i>
University I	3.3559	58	.25094
University II	3.2132	44	.25599
Total	3.2943	102	.26168

Table 4 presents the pre-test (Time I) and post-test(Time II) descriptive statistics for both universities.

Table 4

Mean and Standard Deviation of Overall Test Score Before and After

Test	University	<i>M</i>	<i>N</i>	<i>SD</i>
Pre-test	University I	3.4017	29	.25111
	University II	3.2423	22	.25264
	Total	3.3329	51	.26169
Post-test	University I	3.3100	29	.24652
	University II	3.1841	22	.26187
	Total	3.2557	51	.25846
Total	University I	3.3559	58	.25094
	University II	3.2132	44	.25599
	Total	3.2943	102	.26168

Results of Analyses of Data

Quantitative Findings

This section presents the results of the quantitative analysis of responses provided by study participants. Specifically, results from the following tests will be presented: descriptive statistics, Pearson’s chi-square, and one-way analysis of variance. Results are given based on the Teacher Multicultural Attitude Survey data collection.

The research study examined the initial attitudes of student teachers prior to the completion of the student teaching experience. The Teacher Multicultural Attitude Survey (TMAS) was utilized to collect data about how the participants perceive multicultural education and their preparation to teach culturally diverse student populations. The questions were divided into three categories according to the research questions guiding the study: (1) supportive of multicultural education beliefs and teacher preparedness, (2) negative beliefs of multicultural

education and teacher preparedness, and (3) value of training toward enhancing multicultural educational skills.

Chi-square tests were conducted to determine whether the grouping variables of gender, age, university, and ethnicity were related to any of the survey items 1-25. This data analysis provided information for the research on whether any level of a grouping variable had a dependent relationship within an independent variable. Research participants were given an anonymous survey (Time I) regarding their preparedness to teach culturally diverse student populations at the beginning of the student teaching internship.

Table 5

Chi-Square Test of Group I Variables by Gender, Age, and Race (Pre-test)

Survey Item	Pre-test	Significance
1	2.14	.002
3	2.08	.030
9	2.06	.011
11	2.04	.011
15	2.06	.020

Positive Attitudes toward Multicultural Education

As Table 5 illustrates, the data collected from the pre-test (Time I) indicate that a majority of the students attending both University I and University II reveal students' high appreciation of multicultural education and are supportive of the need for multicultural education beliefs in teacher preparedness to teach culturally diverse student populations. The survey items that supported the need for multicultural education included question 6, which stated, "I believe the teacher's role needs to be redefined to address the needs of students from culturally different

backgrounds,” and question 11, “In order to be an effective teacher, one needs to be aware of cultural differences present in the classroom.”

Responses to a number of items indicated students having a high appreciation of multicultural education (See Appendix E). For example, item 3, “Teachers have the responsibility to be aware of their students’ cultural backgrounds,” resulted in high agreement by respondents ($p < 0.05$). According to data analysis, the responses for item 3 reveal that more female participants believed teachers have a responsibility to be aware of their students’ cultural backgrounds than did male participants. A Pearson’s chi-square test was performed on the supportive questions from the survey, and questions 1, 9, 11, and 15 were significant, revealing there is a significant relationship between the initial attitude of the respondents and age. The younger participants (under age 25) were more supportive of multicultural education and meeting the needs of a culturally diverse student population. For example, item 9, “As a preservice teacher I feel I can learn a great deal from students with culturally different backgrounds,” reveals high agreement for this item by respondents under age 25 ($p < 0.05$).

Table 6

Chi-Square Test of Group II Variables by Gender, Age, and Race (Pre-test)

Survey Item	Pretest	Significance
4	3.71	.014
10	3.96	.009
14	3.12	.012
16	3.98	.017
17	3.86	.021
25		.043

Negative Attitudes toward Multicultural Education

A Pearson chi-square test was performed to determine whether the grouping variables of gender, age, university, and ethnicity were related to any of the negative beliefs about multicultural education and teacher preparedness. Survey items that addressed the negative beliefs about multicultural education included question 2, which stated, “Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers” and question 16, “Being multiculturally aware is not relevant for the students I will teach.”

Responses to a number of items indicated students’ high appreciation for diversity and the importance of multicultural awareness (See Appendix F). For example, item 17, “Teaching students about cultural diversity only creates conflict in the classroom,” resulted in high disagreement by respondents ($p < 0.05$). Responses to item 14, “Today’s curriculum gives undue importance to multiculturalism and diversity” ($p < 0.05$), revealed that majority of the Caucasian respondents significantly disagreed with the survey item indicating their strong belief in placing emphasis on multiculturalism and diversity.

Data analysis revealed a significant relationship between age and the initial attitude of respondents as it relates to survey items 4 and 16. Responses to these survey items indicate high agreement by younger respondents concerning the need for multicultural education and diversity. For example, 30 of the 51 participants disagreed with item 4, which states, “It is not the teacher’s responsibility to encourage pride in one’s culture,” indicating that younger participants were more supportive of the teacher’s role in encouraging pride in the culture of culturally diverse students, and item 16, “Being multiculturally aware is not relevant for the students I will teach.”

Table 7

Chi-Square Test of Group III Variables by Gender, Age, and Race (Pre-test)

Survey Item	Pretest
My professional education courses have presented me with techniques for effectively teaching children whose national and/or ethnic backgrounds differ from my own.	2.18
My professional education courses have made me more aware of the need for cultural diversity in education.	2.65
My professional education courses have given me the knowledge to be able to locate and evaluate culturally diverse materials.	2.27
When I complete my training at this university, I will be sufficiently prepared to teach culturally diverse students.	2.65
When I complete my training at this university, I will be sufficiently prepared to meet the educational needs of students from diverse ethnic backgrounds.	2.59

Values toward Enhancing Multicultural Skills and Teacher Preparation

A Pearson chi-square test was performed to determine whether the grouping variables of gender, age, university, and ethnicity were related to the value of training toward enhancing multicultural educational skills and teacher preparedness (see Appendix G). Survey items 18-22 focused specifically on participants' attitudes about the value of their training toward enhancing multicultural skills. There were more respondents significantly agreeing with these survey items than any of the other items presented on the survey. For example, item 23, "I would like to receive more training in teaching strategies for culturally diverse student populations," resulted in high agreement ($p < 0.05$), indicating that younger participants (under 25) would like to receive more training during their teacher education program in the area of teaching strategies for culturally diverse student populations and that professional courses have made the interns more cognizant of the need for cultural diversity in education.

Table 8

Results of One-way ANOVA for the TMAS Scores

Survey Item	<i>M</i>	<i>SD</i>	<i>Sig.</i>
16	1.56	.897	.037
20	3.17	1.277	.033

The ANOVA test was performed and results revealed between groups and within groups data of the survey items based on the participants’ responses (see Table 8). According to the ANOVA test, two items were significant as the data were compared from the survey (from Time I and Time II). The findings illustrated that the attitudes toward their preparedness in working with diverse student populations was not influenced by the student teaching experience. Responses to the items indicate a greater appreciation for multiculturalism and diversity. For example, item 16, “Being culturally aware is not relevant for the students I teach,” indicated students’ belief in the importance of being culturally aware in the K-12 setting. Another example, item 20, “My professional education courses have given me the knowledge to be able to locate and evaluate culturally diverse materials,” reveals that 51% of the participants believe the courses taken during their teacher education program have given them the knowledge to locate culturally diverse materials ($p < 0.05$).

Table 9

ANOVA

	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>Sig.</i>
Between Groups	.152	1	.152	2.250	.137
Within Groups	6.764	100	.068		
Total	6.916	101			

The lack of statistical significance can be attributed to the low sample size.

Qualitative Findings

This section presents the results of the qualitative analysis of participants' responses to questions asked during the interview. The interview protocol was developed by the researcher to allow participants the opportunity to provide in-depth responses for the purpose of enhancing teaching and learning (see Appendix H). The interview protocol included 16 questions that were divided into three categories: (a) demographics, (b) diversity, and (c) preparation to teach culturally diverse student populations.

The participants for the study met with the researcher at a location separate from the university. Permission to audiotape the interviewees was granted by the participants. The results from the interview protocol were transcribed and coded into emerging themes with a summary of the findings. The first section of the interview protocol consisted of demographic data collected from each participant. The demographic data included age, gender, ethnicity, current student teaching placement, the grade level of teaching preference, and the grade level equivalent to education major. The ages of the participants ranged from 21 years to 39 years. Four of the participants were secondary education majors (Grades 7-12), one participant was elementary education (Grades K-6), and one participant was early childhood education (Grades 6-12). The majority of the secondary education majors' preference of grade level was high school.

Perceptions of School Setting

The first series of questions focused on demographics and the overall student teaching placement. Data revealed that five of the six participants were completing their student teaching internships at secondary schools that were predominantly Caucasian. The elementary education student teacher completing her internship was the only student placed at a predominantly African

American school. Overall, in their opinion, the majority of the student teachers described their student teaching placement as providing opportunities for growth, exemplifying a diverse environment, and providing an overall enjoyable experience. When asked the question “can you describe your student teaching placement to me?” Jane, an African-American student attending University I, stated “I had integrated classes that were very diverse”. While Betty, a Caucasian student attending University II, stated “there’s a pretty good amount of diversity. I have an ethnic mixture of Caucasian with some classes experiencing a heavier concentration of African-American students.

Beth, a Caucasian student attending University II, stated that she had both seventh and eighth grade classes and two of her classes were inclusion classes. Beth’s average class size is 20 with some class sizes increasing to 25.

Jim, an African American student attending University I, described his student teaching placement as a good placement. He acknowledged that he is learning a lot from his cooperating teacher and is receiving encouragement to develop his own teaching style. He added that he feels he is growing as a teacher.

Jennifer, an African American student attending University I, explains the diversity present in her student teaching placement. She explains that her current teaching placement is at a magnet school that focuses on science and foreign language. Even though her school is predominantly African American, she explains that majority of her students are from the area as well as from different communities within the area.

Ben, a Caucasian student attending University II, describes his student teaching placement as diversified. Even though Ben is completing his student teaching experience at a predominantly Caucasian school, he explained the diversity present in his immediate classroom

setting as one that encompassed different socioeconomic levels, ethnic groups, and cultural backgrounds.

Participant responses to the most challenging aspects of the student teaching placement varied from favorable to nonfavorable. Favorable responses included challenging aspects such as maintaining motivation and being creative. Nonfavorable responses included excessive requirements of the university that prevented full concentration on internships, balancing school requirements, behavior management, and student interns' lack of preparation to interact with special needs students. For example, Ben states the most challenging aspects of his student teaching placement were the excessive obligations required by the university. He explained "all of the paperwork required by the university is overwhelming." He also stated that working with everyone involved in the student teaching experience such as cooperating teachers, administrators and university supervisors can be difficult at times."

Jennifer, a student attending University II, also agreed that her most challenging aspect of student teaching was the balancing of school requirements. She stated that "juggling student teaching and doing work for the university was difficult at times during her internship experience."

Betty, a student attending University II, explained that behavior management was the most challenging aspect of her student teaching experience. She said "behavior management is always a huge challenge. Dealing with some of the special needs students presents an massive challenge."

June, a student attending University I, stated her most challenging aspect involved implementing creativity into her lessons. She explained that the week after spring break someone hacked into the computer system at the school and the computers were inoperable for 2 weeks.

June is a computer teacher and therefore she had to become very creative with her lesson plans and motivating her students within the classroom.

For Beth, a participant attending University II, the most challenging aspect of student teaching was connecting the content for middle school students. Beth admits it was a challenge for her to connect the topics and get the students to think critically about the content.

Jim, a student attending University I, acknowledged that his biggest challenge was motivating the students and trying to maintain the motivation of the students throughout the school year. He stated, “the most challenging aspect was creating motivation to the level that it should be and keeping the students motivated to do their best.”

This research study is concerned with student teachers and their level of preparedness to teach culturally diverse student populations. The student teaching experience is an enriching experience that provides student teachers with the ability to provide educational opportunities for students. Question 6 asked participants to describe their student teaching experience after the first week. The responses varied from lack of being prepared for student teaching to discussing the level of learners. Several of the participants’ acknowledged their lack of preparation in instructing a diverse group of learners. Jennifer stated that her first week of teaching was wonderful and that she liked her student teaching experience. While Beth’s first week of student teaching was mainly comprised of observing her cooperating teacher wondering if her philosophy of classroom management would be productive within the classroom. She states, “My experience mostly was observing my other teacher watching how she did classroom management and what the procedures were. I was trying to figure out if those fit in with my own philosophy and if I could continue that sort of thing when I started teaching.”

Jim shared a different experience for his first week of student teaching. He stated that “it was challenging to know the students and to learn their names because I wanted to be the type of person to know their names.” He added, “I want them to know I am really there for them.”

Betty described her student teaching after the first week as a lack of support from the teacher in many cases. She explains” The lack of support in many cases and dealing with some of the special needs students because I do not feel like I am fully equipped to deal with them.” According to Jane, her first week of student teaching was a great experience. She states “ my cooperating teacher helped me in any way. She helped me with classroom management; create lesson plans find activities for the students. The hardest part was the level of the learners.”

Ben described his first week of student teaching as a perfect opportunity to become familiar with the students. He stated, “After the first week I had to settle down with the placement and I was getting to know the students. The more comfortable I became with the students the more comfortable they were with me.”

Diversity

The researcher asked the participants several questions concerning issues relating to diversity. These questions were as follow: (1) what is your personal definition of diversity?; (2) when you think about the diversity in the classroom where you are completing your student teaching, what kind of knowledge do you think would be most beneficial to you?; and (3) In terms of diversity, what are some of the most important things you have learned during your student teaching? Several themes emerged on the topic concerning diversity including the following: (a) making learning applicable in the lives of all students, (b) acknowledging diversity, and (c) learning to deal with cultures different than your own.

When asked the question “What is your personal definition of diversity,” several responses were cited for this question and included phrases such as “recognizing the ideas and opinions of others,” “understanding different races and cultures,” and “experiencing a wide variety of ethnicities.”

Jane, a participant from University I, commented that her personal definition of diversity was as follows: “Just a mix of groups of different races and not necessarily races but ideas and opinions and the idea that no two people are alike. Just being able to accept each others’ ideas and differences.” Jim, a male participant from University I, stated,

My personal definition of diversity is one in which I would define it as a different number of races--African American, Caucasian, Asian American. It is a different number of races not only various number of races but different types of cultures.

Beth, a participant from University II, stated that “I think a simple definition would be groups that are not homogenous”. While Jennifer commented her definition of diversity was one “that included and embraced the cultures of everyone.” Betty, a Caucasian student from University II, completing her student teaching experience at a predominantly Caucasian school with some low income students shared the following definition: “diversity is dealing with a wide variety of ethnic, religious and even sexual preference. Diversity is apparent pretty much across the board including interest, personalities, multiple intelligences and learning styles.” Ben stated his definition of diversity was one that involves differences. He stated, “I would have to say differences that define a person whether it be racial, economical or cultural.”

Another question asked the participants to consider what they had learned during the student teaching experience as it related to diversity. Responses from the participants included “that it is important to acknowledge diversity in your lessons as much as possible.”

Jim, an African American participant from University I indicated how his student teaching experience made him realize that completing one's student internship did not have to be at a school that shared similar ethnicities as one's own but rather that as an intern one realizes the importance of accepting diversity wherever one is and focus on helping every child achieve success. The participant also stated,

I would say at first I thought that it would be good to be in a more at-risk environment--you know--as a teacher or be in an environment where kids can relate to me cause of my race but I realize that it's really not about that. You know it's about each student and that you are there for them and that you care about them learning and to be a role model for everyone not just a select group of students.

Betty commented "I have had a few behavioral problems but I have handled them so I feel like I am prepared the students are getting use to me and they respond to me."

Jennifer, a participant from University I, completing her student teaching experience at a predominantly African American school states "some of the most important things I have learned is that understanding the culture of your students is important. It is very important because it is difficult to have success without it."

Beth, a female participant from University II, believes that "it is important to acknowledge diversity in your lessons as much as possible but not to make that an overriding factor in your lessons because if you are doing what you are suppose to do then diversity will be there."

Jane stated "that you really can't judge and what I mean by that is I had some Hispanic students that did things their own way and I asked if they needed help but realized they were not having problems but doing it their way. And so for me it was something I had to think about."

Ben explained that in terms of diversity it is important to respect the culture of each student. He stated, "You have to know the a little bit of information about the culture and life of

the students you teach. You cannot teach them as well if you come from a different background and do not understand the cultural background of the students you are teaching.”

Another question asked the participants how do you define multicultural education? Emerging themes from this question were the blending of different ethnic groups, focus on different cultures, and producing students who are aware of diversity. Betty stated,

That would be having an open mind being able to interact with children from different backgrounds using multi-learning styles and maybe even taking inventory to find out what certain interests are so you can work with them to better their education.

Beth, a female participant suggested the following: “I think it should be producing students who are aware of diversity within their own community become proactive to an extent to unify diverse groups.”

Jim defined multicultural education as “education that focuses on its own meaning, cultures and different religions.”

Ben, a participant attending University II, believes that multicultural education is the study of how different people in a society carry on their day today lives.

Jennifer, a participant from University I, believes that multicultural education is simply “being able to understand and have respect for every culture,” while Jane defines multicultural education as “just the blending of different ethnic groups as well as the blending of difference in general.”

When asked about the incorporation of multiculturalism within the K-12 setting, several of the participants agreed that the curriculum should be revised to become more inclusive of different cultural backgrounds. Overwhelmingly, several of the participants agreed that teachers need more preparation on how to interact with students from different backgrounds and all teachers should be concerned with educational equity in the classroom. Betty stated,

We need to look through the textbooks and make sure they really give fair exposure to the contributions of different ethnicities and cultures. So I guess letting the students keep an open-mind when dealing with other people. Accept that there are cultural differences and nothing is wrong it's just different and we need to understand and accept each other and work with them.

Beth explained that “multiculturalism should be presented by a teacher and presented as an integrated part of everybody’s life because everybody comes into contact with different people.”

Jennifer commented that multiculturalism should be presented fairly. It should represent all cultures and not just the dominant culture and give fair exposure to all cultures.

Ben, a participant attending University II, believes it should be incorporated into every aspect of the curriculum. He stated, “I think it should be portrayed in as many classes as possible. I think multiculturalism and diversity are not just one-dimensional to one particular subject. Rather, multiculturalism and diversity can be expressed in any subject whether its music, art, literature or history.”

Jim, an African American participant, gives an example of how multiculturalism should be presented in the K-12 setting. He states, “one way to present it is to look at different months such as Black History Month in addition to looking at other months that include different culture days and things to celebrate. Use the holidays to incorporate activities into the classroom. For example, during Black History Month I did a quiz bowl activity to get the students interested in Black education and I noticed that the school was not having a Black History program that month. So I thought this would be a fun way to incorporate my classroom with something I was familiar with.”

Jane commented “there needs to be more classes offered to preservice teachers on how to interact and how to deal with people with different backgrounds. Possibly have workshops that

are mandatory because once you enter the classroom you encounter diversity and need to be able to deal with it.”

Preparation to Teach Culturally Diverse Student Populations

Several questions on the interview protocol address teacher preparation to teach culturally diverse student populations. Question 11 asks, “What are some components a teacher education program needs to offer to preservice teachers to prepare them to teach culturally diverse student populations?” The views of the participants included responses such as mandatory multiculturalism classes, workshops on multicultural education, guest speakers/lecturers, additional hands-on skills toward enhancing multicultural educational skills, and longer practicums. Participants agreed that changes were necessary in teacher education programs in terms of preparing preservice teachers to teach culturally diverse student populations.

Beth, a female participant attending University II, indicated in her interview the importance of multiculturalism in the classroom and that multicultural education should be a requirement of the teacher education program because K-12 classrooms are comprised of diverse students. The participant stated, “I know its not a part or not a mandatory part of my program where I am that we even take a class on multiculturalism in the classroom and that’s a shame. It should definitely be required.”

Jim stated,

Teacher education programs should offer more workshops or have different speakers come in and tell us about the importance of it and how to reach every student. Guest speakers are important because some guest speakers can come who actually had experience in these areas one-on-one what to expect and what they have observed.

Jane added that teacher education programs should offer “more hands-on experiences and consider the placements of students. Maybe have us to go and maybe complete a week or ore at certain schools for those that may have never been around different cultures.”

Jennifer responded to the question by stating “I think that the practicum experience was not long enough. One day out of a week is not long enough you really need to be able to be there more than one day out of a week.”

Betty stated “I would like to see some guest speakers so that people who have experienced in these areas can share their observation and tell me what to expect.”

Ben explained that preservice teachers should be provided with opportunities to visit as many schools as possible including urban, suburban, and rural in order to gain exposure to the diversity present within the K-12 settings.

When asked to consider the type of knowledge about diversity in the classroom that would be beneficial, the responses revealed that more field experiences are needed to prepare student interns to teach culturally diverse student populations, more coursework on cross-cultural experiences, additional classes on special needs students, and multiethnic populations. Betty commented,

What I would like I would like to have some more classes on working with multicultural groups and probably a little more information on special needs children so a little more coursework as far as preparing me for dealing with different kinds of problems that may come up in the classroom and how to deal with parents of special needs children.

Beth adds,

I would have to say field experiences. I would not say that I have been at the most diverse schools in my field experiences but I have seen diverse groups and I grew up in this city so I had a lot of preconceived ideas based on what educators said about certain schools.

Jane commented that “I am a hands-on person so I guess more of the field experiences for me.”

Ben explained that more guest speakers should be provided to discuss topics such as diversity and how to deal with diversity in K-12 settings.

Jim stated that

if there are different workshops on cultural diversity or maybe taking another class would help. I have not had a class on multicultural education. It would be good to take that and it would also be good to get to know the students and to get to know their culture and see how each culture is different so that you will be able to relate to them and do lessons that can relate to different cultures.

When asked to explain why multicultural education is important in preparing preservice teachers to teach culturally diverse student populations, student responses included “because classrooms are so diverse, it is important to understand and know different cultures, and teachers need to learn more so children can learn.” Jane commented,

I mean it’s needed because you are not going to be in a classroom where there’s only one group of people. You have to be able to relate you have to be able to understand. It takes you outside of your box a diverse group of students.

Beth, a Caucasian participant, stated:

Well because first of all it’s a reality for most teachers that you will at some point in your career teach a diverse student population and even I would say diversity can be found in homogenous culture groups so its important to understand as a person that not everybody is going to fit into a mold and you have to think of different ways to reach different people.

Betty, a third participant responded with the following:

We are becoming more multiethnic, multicultural on a daily basis and we really need to learn how to deal more effectively with different groups in order to educate them so ways of getting through to different groups of students so they connect to us and get ideas across.

Jim, an African American participant, stated that “multicultural education is important because if you do not know different cultures and if you do not know about them then the kids will think you are not there for them”

Jennifer believes that “ multicultural education is important because the classrooms are full of diverse students.

Ben, a Caucasian student attending University II, believes that as educators if you take the time to understand the cultural background of your students and their immediate environment then you can establish a connection with the students and they can develop a connection with you.

Summary of Findings

A repeated measures analysis of variance (ANOVA) procedure was used to test for significant changes in opinions from pre-to post-test as determined by responses from participants. The procedure also measured for changes in opinions due to the main effect of university (comparing University I with University II). Analysis of the 25 opinion items resulted in two significant positive correlations with survey items 16 and 20. One-way analysis of variance revealed no significant differences among the groups in their attitudes toward teaching culturally diverse student populations as measured by the Teacher Multicultural Attitude Survey. Analysis of the participants’ responses indicated that the student internship did not have an impact on the participants’ attitudes toward their preparation to teach diverse student populations.

Preparation to teach culturally diverse student populations was a major theme to develop as qualitative data from the participants was analyzed. Overwhelmingly, several of the

participants agreed that changes were necessary in teacher education programs in terms of preparing preservice teachers to teach culturally diverse students. Several participants indicated the need for more coursework on multicultural education, additional field experiences, and workshops that addressed enhancing multicultural educational skills. Qualitative analysis of the responses demonstrated high agreement among the participants that it is important for teachers to acknowledge diversity and learn how to accept cultures different than their own. Responses also indicate that the interns felt that all teachers should be concerned with educational equity within the classroom.

CHAPTER 5

DISCUSSION

The purpose of this research study was to examine how student teachers beginning their student teaching experience perceive multicultural education and their preparation to teach culturally diverse students within the K-12 settings. A mixed methodology was used to determine whether the attitudes and multicultural beliefs of student interns and their ability to teach culturally diverse student populations were influenced by the student teaching experience. This section is divided into three sections: the findings related to the research questions guiding the study, limitations of the study and implications for future research.

Recent data published by the U.S. Department of Education (2007) reflects an increase in the number of culturally diverse students entering public classrooms across the country. According to Futrell, Gomez, and Bedden (2003), the cultural diversity present in our nation's schools creates an enormous challenge for educators, because many will enter the profession unprepared to teach culturally diverse student populations.

Discussion of the Findings

Descriptive statistics indicate that the mean of the overall test score for University I was 3.35 and the standard deviation was .250. The mean of the overall test score for University II was 3.21 and the standard deviation was .255. The mean and standard deviation scores for both universities indicate that the mean for the sample was between 3.1 and 3.6 and the standard deviation for the sample was .25. These data reveal standard variances for the sample and

demonstrate that there were no significant differences in the responses among the sampled groups.

The literature suggests that preservice teachers' attitudes can be positively changed toward issues in multicultural education with the incorporation of coursework, field experiences, interventions, and clinical practices (Brown, 2004; Capella-Santana, 2003; Keim et al., 2001; Locke, 2005; Milner et al., 2003; Mysore et al., 2006). Mysore et al. (2006) conducted a study to examine the attitudes of preservice teachers toward issues in multicultural education and to assess the impact of a multicultural education seminar and teaching internship on the attitudes of preservice teachers. The findings suggest that the interventions of the seminar on the teaching internship significantly affected preservice teachers' attitudes toward issues in multicultural education. The teachers' attitudes became more favorable over the period of the interventions as a result of the internship.

While some studies have demonstrated positive changes in the attitudes of preservice teachers toward issues in multicultural education as a result of interventions, some research studies have revealed little or no change (Anderson & Szabo, 2007; Larke, 1990; Lenski et al., 2005). Anderson and Szabo (2007) conducted a study to assess 144 preservice teachers' attitudes toward multicultural education during a teacher preparatory course. Analysis of the data concluded that the course did not have a significant impact on the multicultural attitudes of the preservice teachers. Therefore, the authors determined that isolated courses do not have a significant impact on preservice teachers' attitudes toward multicultural issues.

The findings of this research study demonstrate that the attitudes of student teachers attending both University I and University II were not significantly influenced by the student teaching experience. The findings from this research study are similar to the findings reported by

research studies that have investigated the impact of student teaching experiences on the attitudes of student teachers. Agnello and Mittag (1999) conducted a study to assess preservice teachers' attitudes toward multiculturalism and diversity and to determine how the student internship influenced the attitudes of preservice teachers toward diversity. The researchers used a mixed methodology for the study. Agnello and Mittag (1999) study involved participants enrolled in two secondary education classes. The sampled groups were completing the student teaching experience in the fall of 1998. The quantitative data revealed that the student teaching experience did not have a significant impact on the attitudes toward multicultural perspectives for the sampled groups. While the research studies have similar findings, the research is not without limitations. Agnello and Mittag (1999) sample group was comprised only of secondary education students and participants of this research study were both elementary and secondary education students. The differences within the sampled groups could have impacted the attitudes of the preservice teachers toward multicultural education.

One issue to emerge from the research study needs further explanation. Even though there were no significant differences between the mean scores of University I (a historically Black university) and University II (a predominantly White university) the issue to emerge from the study encompasses race. University I is a historically Black university with a student population that is majority African American. University II is a predominantly White university with a student population that is majority Caucasian. One possible explanation for the lack of significant difference between the universities can be attributed to the ethnic composition of the participants. Sleeter (2001) argues that preservice teachers of color possess a richer multicultural awareness than Caucasian preservice teachers primarily because of their sociocultural background and life experiences as minorities. Sleeter also explains that because of societal

composition, preservice teachers of color also demonstrate a richer commitment to multicultural education issues, social equity, and providing academic opportunities for minority children.

Even though the research (Sleeter, 2001) suggests that African American students possess a richer multicultural awareness, race did not prove to be a critical factor in this research study. The findings of the study revealed that the attitudes of the preservice teachers toward multicultural education did not change after the completion of the student teaching experience (from Time I to Time II). The research findings did reveal that the students attending both University I and University II were knowledgeable on multicultural issues and committed to providing opportunities for the academic success for all children.

The survey data represents the responses of the participants regarding their perceptions of multicultural education and their preparation to teach culturally diverse student populations (from Time I to Time II). The TMAS instrument did not show any statistical gains in student attitudes toward their preparedness to teach culturally diverse student populations. The lack of statistical significance for the TMAS may have been attributed to the low sample size of the study.

The student teaching experience did not significantly impact the attitudes of the student teachers toward multicultural education and is shown by the data presented by survey item 11, which states, "In order to be an effective teacher one needs to be aware of cultural differences present in the classroom. Data analysis illustrated that 49 of the participants agreed during the pretest and only 44 agreed during the posttest, indicating that the internship influenced the attitudes of the student teachers regarding multicultural skills and teacher preparedness. The data reveal at the beginning of the student teaching experience that five students believed that it was important to be aware of the cultural differences present among students within the classroom.

However, after the student teaching experience the students did not believe teachers needed to be aware of the cultural differences of students in order to be successful within the academic environment. Even though the data reflect a decrease in the number of students who did not believe teachers needed to be aware of cultural differences in the classroom, qualitative data supports participants' beliefs in the importance of cultural awareness in classrooms. One participant from University II expressed the reason for cultural awareness in the classroom. The female participant completed her student teaching experience at a diverse school that was comprised of upper middle-class Caucasian students and low income students bused in from other areas. After her first week of student teaching, she expressed the importance of understanding the cultural backgrounds of students. She acknowledged that as she began her classroom instruction she realized she was not connecting to her students. Therefore, she had to consider the cultural differences present in her classroom and modify her lessons to include their interest. Being multiculturally aware helped her to work more effectively with her students and was imperative for her students to achieve academic success.

The ANOVA data did not reveal any significant differences among the groups. Therefore, age, race, gender, and university did not have a significant impact on the responses given by the participants. The data did reveal changes in the attitudes of the student teachers (from Time I to Time II). Participants strongly agreed that it is important to address the needs of students from culturally different backgrounds. For example, item 16 states, "Being multiculturally aware is not relevant for the students I will teach." Results for item 16 illustrate that 40 participants agreed with the item for the pretest and 42 participants agreed for the posttest. Participants' responses during the interviews reflect the importance of multicultural awareness. One participant attending University I believed that being aware of the cultural

differences present in the classroom was important because public classrooms across the nation are more diverse and learning how to work more effectively with different groups is imperative in order to educate them.

Qualitative data were collected in the form of interviews in which the six participants discussed their perceptions of multicultural education and their preparation to teach diverse students. In order to facilitate learning and promote academic success, student teachers must be knowledgeable of the diversity present in the classrooms and the cultural issues of diverse student populations. It is important that student teachers have a clear definition of diversity and its impact on the educative environment (Capella-Santana, 2003).

The open-ended questions located within the interview protocol were developed by the researcher to gather data regarding the perceptions of the student teachers and their level of preparedness to teach diverse students. Research studies have revealed that many of the perceptions held by preservice teachers regarding the academic success of students are often influenced by preservice teachers' lack of cultural knowledge (Middleton, 2002). Therefore, cultural knowledge must be developed and experienced by preservice teachers.

The qualitative data indicated patterns among the sampled groups as well as individual patterns among the participants. Students attending the historically Black university were committed to diversity, believed multicultural education was important for K-12 settings, and emphasized the importance of learning about cultures different than your own. The individual participants' responses supported the emerging themes from the data. Jim is a 22-year-old African American secondary education major attending University I. Jim's responses during the interview demonstrate his commitment to diversity and learning about cultures different than his own. Jim believes that teacher education programs should provide more workshops on cultural

diversity or additional coursework on multicultural education in order to help preservice teachers better serve diverse students. Jane is a 34-year-old African American student attending University I majoring in business education. Even though Jane is completing her student teaching experience at a majority Caucasian school, she believes in the importance of learning to effectively deal with diverse groups of students. During her student teaching experience she was faced with the challenge of teaching a diverse class of students. An important lesson she learned from the challenge was that you cannot judge cultures that are different than your own. Jane also acknowledges that teacher education programs should provide more hands-on experiences for preservice teachers in different places that expose them to different cultures. Jennifer is a 21-year-old early childhood major attending University I. Jennifer's school setting is the most unique of all of the participants because it is a predominantly African American magnet school that focuses on science and foreign languages. Jennifer admits that a majority of the students are of African American descent but diversity is still prevalent in many of her classes, which includes Hispanic and Asian students. Jennifer believes that multicultural education is important because each preservice teacher will eventually be faced with diversity within the classroom and should possess the skills on how to manage the challenges of diversity. Jennifer firmly acknowledges that teacher education should provide longer practicum experiences that assign students to practicum placements that are culturally different than their own. By doing this, teacher education programs can help preservice teachers understand the complexities surrounding diversity and provide opportunities that prepare them for diverse student populations.

Students attending the predominantly white university were supportive of multicultural education, believed diversity was important and that teacher education programs should provide

preservice teachers with more opportunities that prepare them to better serve culturally diverse student populations. Beth is a 29-year-old Caucasian secondary education major attending University II. Beth's responses during the interview reveal her passion towards multicultural education and diversity. She believes firmly that multicultural education should produce students who are aware of diversity within their own community because it's a reality that different cultures exist. Beth was the only participant that suggested that teacher education programs require the completion of a multicultural course for teacher certification. Betty is a 39-year-old secondary education major attending University II. Beth believes diversity is important and that diversity courses should place emphasis on how to effectively deal with special needs students. In addition, she believes that teacher education programs should offer components such as additional coursework and guest speakers to prepare preservice teachers for diverse student populations.

Results of the study demonstrate that participants believe in the importance of understanding different cultures and providing opportunities for student success as the classrooms across the nation become increasingly diverse. When asked to provide their own personal definition of diversity, the participants' responses included phrases such as "recognizing the ideas of others" and "understanding different cultures." Overall, each participant recognized the need for appreciating diversity and the significant role diversity plays in the academic environment. Beth replied that her student teaching placement made her cognizant of the need to acknowledge diversity in lessons in order to enhance the learning opportunities for all students. During her interview she spoke openly about the lack of cultural representation in the curriculum and expressed the importance of acknowledging diversity in order that fair exposure is given to the contributions of different cultures. By acknowledging diversity, we provide opportunities for

students to become aware of other cultures and help students to develop respect for the characteristics that make them different as well as the traits that make them similar.

Responses from the participants seem to indicate that many of the student teachers were knowledgeable regarding issues concerning multicultural education. When asked to give their personal definition of multicultural education, the participants' definitions ranged from "a blending of different ethnic groups," "focusing on different cultures," "producing students who are aware of diversity," and "being able to understand and respect every culture."

Responses to question 6, "Explain your perception of how multiculturalism should be presented in K-12 settings," illustrated that several of the participants were in strong agreement for the incorporation of multiculturalism into the K-12 setting. Beth, a female participant completing her student internship at a predominantly Caucasian school stated, "Multiculturalism should be presented by a teacher and I think it should be presented as an integrated part of everybody's life because everybody comes into contact with different people." During her interview this participant expressed her passion about the teachers' role regarding multiculturalism. She expressed that throughout her student teaching experience she became more cognizant of the importance of multiculturalism and the inclusion of student voices that have been excluded from the curriculum. Therefore, she emphasized the need for the teachers' role to be redefined to present multiculturalism in such a way that it seeks to modify the curriculum in ways that would allow classroom instruction to reflect multiple cultures and develop within students respect for cultures different than their own.

Due to the demographic trends of the 21st century, universities and college teacher education programs must devise educational programs that encompass the knowledge and skills to teach diverse students (Priveral, 2004). Gay (1994) and Ladson-Billings (1995) argue that

teacher education programs must focus on integrating both a theoretical and practical connection between the cultural relevance of students and the academic achievement of diverse student populations. According to Sharma (2005), “Formal education depends upon the attitudes and professional preparedness of teachers. It becomes all the more critical to have appropriate attitudes, perceptions, and professional preparation to teach effectively in multicultural classrooms” (p. 53).

Qualitative responses revealed that all of the participants were in agreement concerning the need for teacher education programs to initiate changes that would provide more opportunities for preservice teachers to enhance their multicultural skills and knowledge. Student teachers suggested the incorporation of mandatory multicultural classes, longer practicum assignments, more workshops, an increased number of field experiences, and additional multicultural presentations by guest speakers.

Limitations

The first limitation of the study was the lack of statistical significance. Due to the data collection occurring during the spring semester from the student teachers, the sample size is small and may contribute to the lack of statistical significance. The second limitation of the study was that the students may not have taken the instrument seriously because the survey was collected during the student teacher meeting (Time I and Time II) and not as a requirement for a class. The third limitation of the study was the data collected from the interview protocol. The open-ended questions were designed to elicit in-depth responses concerning issues relating to multicultural education and teacher preparedness to teach. Responses collected during the

protocol were central to the topic but did not provide an in-depth analysis on issues relating to multicultural education and teacher preparedness.

The fourth limitation of the study was that the sample consisted of only individuals participating in the teacher education programs at two four-year colleges located in northern Alabama. The inclusion of participants from additional four-year colleges enrolled in teacher education programs located within the same region and across the United States could increase the sample size, and may also offer diversity in variables such as participants' ages, socioeconomic background, racial background, and cultural background.

The fifth limitation of the study is that the participants were student interns completing their student teaching experience. Research needs to extend beyond teacher candidates to include beginning teachers as they complete their first year of teaching and identify the extent of their preparedness to teach culturally diverse student populations.

The sixth limitation of the study involves the lack of engaging the socioeconomic status of the participants. Research suggests that an individual's frame of reference is deeply influenced by factors such as race and socioeconomic status (Villegas & Lucas, 2002). Although the data from the study revealed that race was not a critical factor among the participants, the race of the participants was important as it offered insight into their own sociocultural identities. It is important to understand that within race there is the socioeconomic consciousness that differentiates class status among individuals of the same race. This differentiation in class status (upper class, middle class, or lower class) can provide individuals with different levels of privilege and access to power (Sleeter, 2001). Socioeconomic status has enormous impact on the experiences of individuals and their way of perceiving cultural diversity. This research study did

not consider the socioeconomic status of the participants and how their SES status would impact the level of responses collected for the study.

Finally, data were collected from two universities located in north Alabama during the spring semester and therefore the findings from the teacher education programs cannot be generalized to all teacher education programs across the nation. The findings from the qualitative data may not have generated the data analysis needed to adequately answer the research questions guiding the study because the responses provided by the participants were not in-depth responses.

Future Research

From the literature review and current findings presented in the study, the researcher recommends two topics for future study. The first topic for future research is for researchers to develop sensitive instruments to assess the dispositions of preservice teachers toward issues surrounding diversity and their preparedness to teach culturally diverse student populations. The development of instrument items in quantitative research to assess dispositions is important because the inability to obtain reliability in survey results limits the researcher's ability to identify the potential existence of differences. For this research study, the survey instrument (TMAS) did not allow participants the opportunity to openly express concerns because of the constraints of the design.

The second recommendation for future research is the use of focus groups for qualitative research. According to Morgan (1997), focus groups can serve as the basis of preliminary data, serve as a source of follow-up data to assist the primary method, or contribute to the data gathered through other qualitative methods. Focus discussion groups are valuable tools in

qualitative research because they can provide opportunities for the researcher to pose questions in a group setting and the participants in the group to elicit responses. Focus groups provide for in-depth responses and possibly engage in conversations related to the topic that may have been omitted by the researcher.

Conclusion

This research study emerged from the increasing number of ethnically and socioeconomically diverse students entering public classrooms each year and the need for teacher education programs to prepare preservice teachers with the knowledge, skills, and dispositions to effectively teach all students (Wasonga, 2005). Recent studies suggest that teacher education programs should provide more opportunities for preservice teachers to increase multicultural awareness in order to facilitate the teaching and learning process.

The findings of this study suggest that teacher education programs should incorporate additional components such as multicultural workshops, additional courses, and field experiences into teacher education programs in an attempt to prepare preservice teachers to teach children from diverse backgrounds. It becomes important for teacher education programs to understand that in order for teachers to be effective in culturally diverse classrooms teachers must possess cultural knowledge and skills that promote academic success.

Results of this study demonstrate that the participants understand the importance of teachers embracing diversity and focusing on helping every child achieve success. For example, an African American student attending University I commented, “It would be good to get to know the students and to get to know their culture so that you will be able to relate to them and design lessons that are related to the culture of students.” After completing his student teaching

at a predominantly Caucasian school, this participant believed that being aware of his students' cultural backgrounds is important in order to enhance teaching and learning. The participant acknowledged that he needed to become aware of the students' backgrounds in order to create culturally biased lesson plans, classroom learning activities, and class assessments. The student intern expressed that after he began to understand the cultural differences present in his classroom, the class environment became less challenging and focused on learning.

Summary of the Study

This research study was designed to examine how student teachers beginning their student teaching experience perceived multicultural education and their preparation to teach culturally diverse students within the K-12 settings. The research design for this study was a mixed methodology. I selected this design in order to examine the attitudes of student teachers, before and after the student teaching experience, toward multicultural education and preparation to teach diverse populations. All of the student teachers completing their student teaching experience for the spring 2009 academic semester at both University I and University II participated in the study. Data were collected using two instruments: the TMAS and an interview protocol developed by the researcher. Data were collected at two different intervals (Time I and Time II) during the spring semester.

Data collected from the participants were analyzed using Pearson's chi-square tests and one-way analysis of variance (ANOVA) to determine the differences among the sampled groups. Data obtained from the interview protocol was transcribed by the researcher for emerging themes among the participants. Analysis of the TMAS revealed no significant differences among the sampled groups. The ANOVA test did not reveal any changes in the attitudes of the participants

(from Time I to Time II). The qualitative data revealed that the participants were knowledgeable of diversity and multiculturalism and believed that teacher education programs should provide more opportunities in the areas of multicultural education in order to prepare teachers to teach culturally diverse student populations.

Overall, the research study provided insight into the perceptions of student teachers on their preparation to teach culturally diverse student populations. According to the participants' responses, teacher education programs should provide preservice teachers with the knowledge, skills, and dispositions needed to effectively teach all students regardless of cultural background. As teacher educators, we need to provide an enriched curriculum that infuses multicultural principles within teacher preparation programs that prepare preservice teachers for culturally diverse students.

The academic success of students in our nation's schools depends heavily on the attitudes and professional preparation of teachers. Therefore, it is imperative that teachers acknowledge and understand the cultural diversity present in classrooms across the nation in order to facilitate learning and foster academic success (Gorski, 2000).

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APPENDIX A
CONCEPTUAL FRAMEWORK

UNIVERSITY	CONCEPTUAL FRAMEWORK	MISSION STATEMENT
I	<p>The School of Education is committed to providing teacher candidates and other school personnel appropriate and sufficient knowledge, abilities, and dispositions that will enable them to understand, accept, and embrace diversity and equity in the learning process.</p>	<p>The mission of University I is to provide P-12 undergraduate and graduate teacher candidates and other school personnel with professional and discipline-based knowledge, abilities, and dispositions that (1) help all students learn, and (2) lead to a State of Alabama Professional Educator's Certificate.</p>
II	<p>The Department of Education is a member of a diverse academic community of teacher-scholars that challenges teacher candidates to strive for excellence in all aspects of their lives. This teacher education program affords unique opportunities to make a difference in the lives of elementary, middle, and high school students regardless of socio-economic backgrounds. The department of education is committed to the quality of educational opportunities for all students.</p>	<p>The Department of Education strives to prepare teacher candidates who will live and work effectively in increasingly complex societies. The department also seeks to prepare teachers and other school personnel who are academically strong, competent in both theory and practice, and prepared to contribute to the needs of a dynamic, complex world, to provide an environment that encourages the department faculty to model sound pedagogy, engage in research and scholarly activities, and become leaders within their area of expertise and to make our teaching, research, and service available to the entire community in order to meet the changing needs of schools, organizations, and professional communities in our region, state, nation, and international community.</p>

APPENDIX B
INFORMED CONSENT STATEMENT

UNIVERSITY OF ALABAMA
Individual's Consent to be In a Research Study

You are being asked to be in a research study. The study is called "Preservice teachers' dispositions toward their preparedness in teaching culturally diverse student populations". The study is being conducted by Lashonda D. Brown a doctoral student majoring in Secondary Curriculum Teaching and Learning with an emphasis in Social Science.

Are the researchers making money from this study?

The researcher is not receiving any grant money or funds for this study.

What is this study about?

The purpose of this study is to determine if teacher education programs located in the northern region of Alabama are adequately preparing preservice teachers to teach culturally diverse student populations.

Why is this study important—What good will the results do?

This research study should acknowledge the deficiencies of the undergraduate and graduate teacher education programs in four-year institutions within the northern region of Alabama. This study should initiate a process that identifies the deficiencies of teacher education programs and provide preservice teachers with a teacher education program that ensures the acquisition of knowledge and skills necessary to promote social equity develop cultural awareness and provide the best educative environment for all students. Teacher education programs are faced more than ever with the enormous challenge of establishing a multicultural education curriculum that addresses educational, social and economic equity. Teacher education programs have failed in providing preservice teachers with the knowledge, dispositions and skills needed to teach students within certain contexts (Sheets, 2000). By adequately preparing teachers, through multicultural education, to be culturally responsive to the diversity within student populations, teacher candidates and beginning teachers can make appropriate instructional decisions based on the individual needs of students. Ambe (2006)states that "by providing teacher candidates with the necessary competences through transformative approaches teacher candidates can meet the challenges of the changing school demographics" (P694).

Why have I been asked to take part in this study?

You have been asked to be in this study because you are a college student enrolled in a teacher education program at a four year institution located in the northern region of Alabama that offer SACS accredited teacher education programs designed to prepare teacher candidates for the K-12 setting. Students entering the College of Education at each of these universities are not required to enroll in a state-mandated course that focuses on issues relating to diversity and teaching culturally diverse student populations. The College of Education for each university does offer as a component of the conceptual framework a course or courses that focus on

diversity and issues relating to teaching culturally diverse student populations. The multicultural course provides information on respecting diversity, cultural awareness and cultural difference. The multicultural course is recommended but not a state requirement for the teacher education program at either university.

How many other people will be in this study?

There are sixty participants participating in this research study. All participants are currently enrolled in an accredited teacher education program at a four year university located in northern Alabama.

How much time will I spend being in this study?

You will spend about 1-2 hours in this study over the next two months. This time includes 1-2 hours during scheduled class sessions for the fall academic semester.

What will this study cost us?

The main cost to you is the time you will spend answering the survey item and completing the interview protocol. An estimated time is 1-2 hours.

Will I be paid for being in this study?

You will not be paid for being in the study.

What are the risks (problems or dangers) from being in this study?

There are no risks internal or external associated with this study.

What are the benefits of being in this study?

This study should initiate a process that identifies the deficiencies of teacher education programs and provide preservice teachers with a teacher education program that ensures the acquisition of knowledge and skills necessary to promote social equity, develop cultural awareness and provide the best educative environment for all students.

What are the alternatives to being in this study?

The alternative to participation is not to participate.

What are my rights as a participant?

Being in this study is voluntary—it is your free choice. You may choose not to be in it at all. If you start the study, you can stop at any time. If you stop, your information will be discarded.

I understand that the records of this study will be kept confidential. The information will be kept in locked files. No one will be able to recognize you in any reports or publications that result from this study.

The University of Alabama Institutional Review Board (IRB) is the committee that protects the rights of people in research studies. The IRB may review study records from time to time to be sure that people in research studies are being treated fairly and that the study is being carried out as planned.

Who do I call if I have questions or problems?

If you have questions about this study right now, please ask them. If you have questions about this study later on, please call my advisor, Dr. Liza Wilson (205)348-6010 or the investigator (Lashonda Brown) at (256-529-7411).

If you have any questions about your rights as a research participant you may contact Ms. Tanta Myles, The University of Alabama Research Compliance Officer, at (205)-348-5152.

We have read this consent document. We understand its contents and freely consent to participate in this study under the conditions described. We will receive a copy of this consent form to keep.

“You must be 19 years old to participate in this study”.

Adult Research Subject: _____ Date: _____

Witness: _____ Date: _____

Investigator: _____ Date: _____

APPENDIX C

SURVEY

Survey

001

The purpose of this research study is to examine how preservice teachers beginning their student teaching internship perceive multicultural education and their preparation to teach culturally diverse students within the K-12 settings at two universities located in the northern region of Alabama according to the dispositions and attitudes of preservice teachers.

Directions: Please respond to the following items by filling in the appropriate space to reflect your response as to your opinion on whether preservice teachers are prepared to teach culturally diverse student populations.

Sex M___ F___

Age_____

Ethnicity_____

Major_____

During this part of the survey please express your current knowledge, behaviors, and attitudes related to issues concerning diversity.

Teacher Multicultural Attitude Survey

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

- | | |
|---|-----------|
| 1. Teaching methods need to be adapted to meet the needs of a culturally diverse student group. | 1 2 3 4 5 |
| 2. Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers. | 1 2 3 4 5 |
| 3. Teachers have the responsibility to be aware of their students' cultural backgrounds. | 1 2 3 4 5 |
| 4. It is not the teacher's responsibility to encourage pride in one's culture. | 1 2 3 4 5 |
| 5. As classrooms become more culturally diverse, I believe the teacher's job becomes increasingly challenging. | 1 2 3 4 5 |
| 6. I believe the teacher's role needs to be redefined to address the needs of students from culturally different backgrounds. | 1 2 3 4 5 |

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

- | | |
|--|-----------|
| 7. When dealing with bilingual students, some teachers may misinterpret different communication styles as behavior problems. | 1 2 3 4 5 |
| 8. As classrooms become more culturally diverse, I feel the teacher's job becomes increasingly rewarding. | 1 2 3 4 5 |
| 9. As a preservice teacher, I feel I can learn a great deal from students with culturally different backgrounds. | 1 2 3 4 5 |
| 10. Multicultural training for teachers is not necessary. | 1 2 3 4 5 |
| 11. In order to be an effective teacher, one needs to be aware of cultural differences present in the classroom. | 1 2 3 4 5 |
| 12. Multicultural awareness training can help me work more effectively with a diverse student population. | 1 2 3 4 5 |
| 13. Students should learn to communicate in English only. | 1 2 3 4 5 |
| 14. Today's curriculum gives undue importance to multiculturalism and diversity. | 1 2 3 4 5 |
| 15. Regardless of the racial and ethnic make up of my class, it is important for all students to be aware of multicultural diversity. | 1 2 3 4 5 |
| 16. Being multiculturally aware is not relevant for the students I will teach. | 1 2 3 4 5 |
| 17. Teaching students about cultural diversity will only create conflict in the classroom. | 1 2 3 4 5 |
| 18. My professional education courses have presented me with techniques for effectively teaching children whose national and/or ethnic backgrounds differ from my own. | 1 2 3 4 5 |
| 19. My professional education courses have made me more aware of the need for cultural diversity in education. | 1 2 3 4 5 |
| 20. My professional education courses have given me the knowledge to be able to locate and evaluate culturally diverse materials. | 1 2 3 4 5 |
| 21. When I complete my training at this university, I will be sufficiently prepared to teach culturally diverse students. | 1 2 3 4 5 |

22. When I complete my training at this university, I will be sufficiently prepared to meet the educational needs of students from diverse ethnic backgrounds. 1 2 3 4 5
23. I would like to receive more training in teaching strategies for culturally diverse student populations. 1 2 3 4 5
24. I believe that all children can learn. 1 2 3 4 5
25. I believe that too much diversity lowers educational standards. 1 2 3 4 5

APPENDIX D
IRB APPROVAL

Office for Research
Office of the Chair,
Institutional Review Board for the
Protection of Human Subjects

THE UNIVERSITY OF
ALABAMA
R E S E A R C H

November 4, 2008

Lashonda D. Brown
Secondary Education
College of Education
The University of Alabama

Re: IRB # 08-OR-249 "Preservice and beginning teachers' dispositions toward their preparedness in teaching culturally diverse student populations"

Dear Ms. Brown:

The University of Alabama Institutional Review Board has granted approval for your proposed research.

Your protocol has been given expedited approval according to 45 CFR part 46. Approval has been given under expedited review category 7 as outlined below:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Should you need to submit any further correspondence regarding this proposal, please include the assigned IRB application number. Please use reproductions of the IRB approved informed consent form to obtain consent from your participants.

Good luck with your research.

Sincerely,



Carpantato T. Myles, MSM, CIM
Director of Research Compliance & Research Compliance Officer
Office of Research Compliance
The University of Alabama

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FAX (205) 348-8882

IRB Project#

08-OR-249

UNIVERSITY OF ALABAMA
INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS
REQUEST FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS

I. Identifying information

Principal Investigator	Second Investigator	Third Investigator
Names: Lashonda Brown		
Department: Secondary Education		
College: Education		
University: University of Alabama		
Address: 169 Dunloe Drive		
Telephone: (256)529-7411		
FAX:		
E-mail: blashonda@aol.com		

Title of Research Project: Preservice and beginning teachers' dispositions toward their preparedness in teaching culturally diverse student populations

Date Submitted: October 10, 2008

Funding Source: None

Type of Proposal New Revision Renewal Completed Exempt

Please attach a renewal application

Please attach a continuing review of studies form

Please enter the original IRB # at the top of the page

UA faculty or staff member signature: _____

II. NOTIFICATION OF IRB ACTION (to be completed by IRB):

Type of Review: _____ Full board _____ Expedited

IRB Action:

___ Rejected Date: _____

___ Tabled Pending Revisions Date: _____

___ Approved Pending Revisions Date: _____

Approved-this proposal complies with University and federal regulations for the protection of human subjects.

Approval is effective until the following date: 11/4/09

Items approved: _____ Research protocol (dated _____)

_____ Informed consent (dated _____)

_____ Recruitment materials (dated _____)

_____ Other (dated _____)

Approval signature: Elizabeth K. Williams Date: 10/15/08

Judy Giesen 11/4/08

UNIVERSITY OF ALABAMA
Individual's Consent to be In a Research Study

You are being asked to be in a research study. The study is called "Preservice teachers' dispositions toward their preparedness in teaching culturally diverse student populations". The study is being conducted by Lashonda D. Brown a doctoral student majoring in Secondary Curriculum Teaching and Learning with an emphasis in Social Science.

Are the researchers making money from this study?

The researcher is not receiving any grant money or funds for this study.

What is this study about?

The purpose of this study is to determine if teacher education programs located in the northern region of Alabama are adequately preparing preservice teachers to teach culturally diverse student populations.

Why is this study important—What good will the results do?

This research study should acknowledge the deficiencies of the undergraduate and graduate teacher education programs in four-year institutions within the northern region of Alabama. This study should initiate a process that identifies the deficiencies of teacher education programs and provide preservice teachers with a teacher education program that ensures the acquisition of knowledge and skills necessary to promote social equity develop cultural awareness and provide the best educative environment for all students. Teacher education programs are faced more than ever with the enormous challenge of establishing a multicultural education curriculum that addresses educational, social and economic equity. Teacher education programs have failed in providing preservice teachers with the knowledge, dispositions and skills needed to teach students within certain contexts (Sheets, 2000). By adequately preparing teachers, through multicultural education, to be culturally responsive to the diversity within student populations, teacher candidates and beginning teachers can make appropriate instructional decisions based on the individual needs of students. Ambe (2006) states that "by providing teacher candidates with the necessary competences through transformative approaches teacher candidates can meet the challenges of the changing school demographics" (P694).

Why have I been asked to take part in this study?

You have been asked to be in this study because you are a college student enrolled in a teacher education program at a four year institution located in the northern region of Alabama that offer SACS accredited teacher education programs designed to prepare teacher candidates for the K-12 setting. Students entering the College of Education at each of these universities are not required to enroll in a state-mandated course that focuses on issues relating to diversity and teaching culturally diverse student populations. The College of Education for each university does offer as a component of the conceptual framework a course or courses that focus on diversity and issues relating to teaching culturally diverse student populations. The multicultural course provides information on respecting diversity, cultural awareness and cultural difference. The multicultural course

UNIVERSITY OF ALABAMA IRB
CONSENT FORM APPROVED: 11-4-08
EXPIRATION DATE: 11-21-09

Who do I call if I have questions or problems?

If you have questions about this study right now, please ask them. If you have questions about this study later on, please call my advisor, Dr. Liza Wilson (205)348-6010 or the investigator (Lashonda Brown) at (256-529-7411).

If you have any questions about your rights as a research participant you may contact Ms. Tanta Myles, The University of Alabama Research Compliance Officer, at (205)-348-5152.

We have read this consent document. We understand its contents and freely consent to participate in this study under the conditions described. We will receive a copy of this consent form to keep.

You must be 19 years old to participate in this study.

Adult Research Subject: _____ Date: _____

Witness: _____ Date: _____

Investigator: _____ Date: _____

UNIVERSITY OF ALABAMA IRB
CONSENT FORM APPROVED: 11-4-08
EXPIRATION DATE: 11-4-09

APPENDIX E

RELATIONSHIP BETWEEN INITIAL ATTITUDE AND
GENDER OF RESPONDENTS

Relationship between Initial Attitude & Gender of Respondents

		Gender					
		Female		Male		Total	
Teaching methods need to be adapted to meet the needs of a culturally diverse student group	Agree	35	89.7%	11	91.7%	46	90.2%
	Uncertain	3	7.7%	0	.0%	3	5.9%
	Disagree	1	2.6%	1	8.3%	2	3.9%
	Total	39	100.0%	12	100.0%	51	100.0%
Teachers have the responsibility to be aware of their students' cultural backgrounds	Agree	38	97.4%	10	83.3%	48	94.1%
	Uncertain	0	.0%	2	16.7%	2	3.9%
	Disagree	1	2.6%	0	.0%	1	2.0%
	Total	39	100.0%	12	100.0%	51	100.0%
As classrooms become more culturally diverse I believe the teacher's job becomes increasingly challenging	Agree	26	66.7%	10	83.3%	36	70.6%
	Uncertain	8	20.5%	1	8.3%	9	17.6%
	Disagree	5	12.8%	1	8.3%	6	11.8%
	Total	39	100.0%	12	100.0%	51	100.0%
I believe the teacher's role needs to be redefined to address the needs of students from culturally different backgrounds	Agree	20	51.1%	7	58.3%	27	55.1%
	Uncertain	10	27.0%	1	8.3%	11	22.4%
	Disagree	7	18.9%	4	33.3%	11	22.4%
	Total	37	100.0%	12	100.0%	49	100.0%
When dealing with bilingual students some teachers may misinterpret different communication styles as behavior problems	Agree	32	82.1%	10	83.3%	42	82.4%
	Uncertain	5	12.8%	2	16.7%	7	13.7%
	Disagree	2	5.1%	0	.0%	2	3.9%
	Total	39	100.0%	12	100.0%	51	100.0%
As classrooms become more culturally diverse I feel the teacher job becomes increasingly rewarding	Agree	22	56.4%	5	41.7%	27	52.9%
	Uncertain	12	30.8%	5	41.7%	17	33.3%
	Disagree	5	12.8%	2	16.7%	7	13.7%
	Total	39	100.0%	12	100.0%	51	100.0%
As a pre-service teacher I feel I can learn a great deal from students with culturally different backgrounds	Agree	36	92.3%	12	100.0%	48	94.1%
	Uncertain	3	7.7%	0	.0%	3	5.9%
	Disagree	0	.0%	0	.0%	0	.0%
	Total	39	100.0%	12	100.0%	51	100.0%
In order to be an effective teacher one needs to be aware of cultural differences present in the classroom	Agree	37	94.9%	12	100.0%	49	96.1%
	Uncertain	2	5.1%	0	.0%	2	3.9%
	Disagree	0	.0%	0	.0%	0	.0%
	Total	39	100.0%	12	100.0%	51	100.0%
Multicultural awareness training can help me work more effectively with a diverse student population	Agree	34	87.2%	11	91.7%	45	88.2%
	Uncertain	3	7.7%	0	.0%	3	5.9%
	Disagree	2	5.1%	1	8.3%	3	5.9%
	Total	39	100.0%	12	100.0%	51	100.0%
Regardless of the racial and ethnic make up of my class it is important for all students to be aware of multicultural diversity	Agree	36	92.3%	12	100.0%	48	94.1%
	Uncertain	3	7.7%	0	.0%	3	5.9%
	Disagree	0	.0%	0	.0%	0	.0%
	Total	39	100.0%	12	100.0%	51	100.0%
I believe that all children can learn	Agree	39	100.0%	12	100.0%	51	100.0%
	Uncertain	0	.0%	0	.0%	0	.0%
	Disagree	0	.0%	0	.0%	0	.0%
	Total	39	100.0%	12	100.0%	51	100.0%

Pearson Chi-Square Tests

		Gender
Teaching methods need to be adapted to meet the needs of a culturally diverse student group	Chi-square	1.706
	df	2
	Sig.	.426(a,b)
Teachers have the responsibility to be aware of their students' cultural backgrounds	Chi-square	7.002
	df	2
	Sig.	.030(*,a,b)
As classrooms become more culturally diverse I believe the teacher's job becomes increasingly challenging	Chi-square	1.290
	df	2
	Sig.	.525(a)
I believe the teacher's role needs to be redefined to address the needs of students from culturally different backgrounds	Chi-square	2.279
	df	2
	Sig.	.320(a)
When dealing with bilingual students some teachers may misinterpret different communication styles as behavior problems	Chi-square	.716
	df	2
	Sig.	.699(a,b)
As classrooms become more culturally diverse I feel the teacher job becomes increasingly rewarding	Chi-square	.803
	df	2
	Sig.	.669(a)
As a preservice teacher I feel I can learn a great deal from students with culturally different backgrounds	Chi-square	.981
	df	1
	Sig.	.322(a,b)
In order to be an effective teacher one needs to be aware of cultural differences present in the classroom	Chi-square	.641
	df	1
	Sig.	.424(a,b)
Multicultural awareness training can help me work more effectively with a diverse student population	Chi-square	1.104
	df	2
	Sig.	.576(a,b)
Regardless of the racial and ethnic make up of my class it is important for all students to be aware of multicultural diversity	Chi-square	.981
	df	1
	Sig.	.322(a,b)
I believe that all children can learn	Chi-square	.
	df	.
	Sig.	.

Results are based on nonempty rows and columns in each innermost subtable.

* The Chi-square statistic is significant at the 0.05 level.

a More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

b The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Relationship between Initial Attitude & Race of Respondents

		Race							
		Black		White		Other		Total	
Teaching methods need to be adapted to meet the needs of a culturally diverse student group	Agree	24	88.9%	16	88.9%	6	100.0%	46	90.2%
	Uncertain	2	7.4%	1	5.6%	0	.0%	3	5.9%
	Disagree	1	3.7%	1	5.6%	0	.0%	2	3.9%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
Teachers have the responsibility to be aware of their students' cultural backgrounds	Agree	25	92.6%	17	94.4%	6	100.0%	48	94.1%
	Uncertain	1	3.7%	1	5.6%	0	.0%	2	3.9%
	Disagree	1	3.7%	0	.0%	0	.0%	1	2.0%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
As classrooms become more culturally diverse I believe the teacher's job becomes increasingly challenging	Agree	18	66.7%	14	77.8%	4	66.7%	36	70.6%
	Uncertain	5	18.5%	3	16.7%	1	16.7%	9	17.6%
	Disagree	4	14.8%	1	5.6%	1	16.7%	6	11.8%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
I believe the teacher's role needs to be redefined to address the needs of students from culturally different backgrounds	Agree	18	69.2%	5	29.4%	4	66.7%	27	55.1%
	Uncertain	4	15.4%	7	41.2%	0	.0%	11	22.4%
	Disagree	4	15.4%	5	29.4%	2	33.3%	11	22.4%
	Total	26	100.0%	17	100.0%	6	100.0%	49	100.0%
When dealing with bilingual students some teachers may misinterpret different communication styles as behavior problems	Agree	20	74.1%	16	88.9%	6	100.0%	42	82.4%
	Uncertain	5	18.5%	2	11.1%	0	.0%	7	13.7%
	Disagree	2	7.4%	0	.0%	0	.0%	2	3.9%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
As classrooms become more culturally diverse I feel the teacher job becomes increasingly rewarding	Agree	13	48.1%	10	55.6%	4	66.7%	27	52.9%
	Uncertain	9	33.3%	7	38.9%	1	16.7%	17	33.3%
	Disagree	5	18.5%	1	5.6%	1	16.7%	7	13.7%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
As a preservice teacher I feel I can learn a great deal from students with culturally different backgrounds	Agree	25	92.6%	17	94.4%	6	100.0%	48	94.1%
	Uncertain	2	7.4%	1	5.6%	0	.0%	3	5.9%
	Disagree	0	.0%	0	.0%	0	.0%	0	.0%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
In order to be an effective teacher one needs to be aware of cultural differences present in the classroom	Agree	26	96.3%	17	94.4%	6	100.0%	49	96.1%
	Uncertain	1	3.7%	1	5.6%	0	.0%	2	3.9%
	Disagree	0	.0%	0	.0%	0	.0%	0	.0%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
Multicultural awareness training can help me work more effectively with a diverse student population	Agree	25	92.6%	14	77.8%	6	100.0%	45	88.2%
	Uncertain	0	.0%	3	16.7%	0	.0%	3	5.9%
	Disagree	2	7.4%	1	5.6%	0	.0%	3	5.9%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
Regardless of the racial and ethnic make up of my class it is important for all students to be aware of multicultural diversity	Agree	26	96.3%	16	88.9%	6	100.0%	48	94.1%
	Uncertain	1	3.7%	2	11.1%	0	.0%	3	5.9%
	Disagree	0	.0%	0	.0%	0	.0%	0	.0%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
I believe that all children can learn	Agree	27	100.0%	18	100.0%	6	100.0%	51	100.0%
	Uncertain	0	.0%	0	.0%	0	.0%	0	.0%
	Disagree	0	.0%	0	.0%	0	.0%	0	.0%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%

Pearson Chi-Square Tests

		Race
Teaching methods need to be adapted to meet the needs of a culturally diverse student group	Chi-square	.897
	df	4
	Sig.	.925(a,b)
Teachers have the responsibility to be aware of their students' cultural backgrounds	Chi-square	1.279
	df	4
	Sig.	.865(a,b)
As classrooms become more culturally diverse I believe the teacher's job becomes increasingly challenging	Chi-square	1.154
	df	4
	Sig.	.886(a,b)
I believe the teacher's role needs to be redefined to address the needs of students from culturally different backgrounds	Chi-square	8.966
	df	4
	Sig.	.062(a)
When dealing with bilingual students some teachers may misinterpret different communication styles as behavior problems	Chi-square	3.688
	df	4
	Sig.	.450(a,b)
As classrooms become more culturally diverse I feel the teacher job becomes increasingly rewarding	Chi-square	2.386
	df	4
	Sig.	.665(a,b)
As a pre-service teacher I feel I can learn a great deal from students with culturally different backgrounds	Chi-square	.492
	df	2
	Sig.	.782(a,b)
In order to be an effective teacher one needs to be aware of cultural differences present in the classroom	Chi-square	.376
	df	2
	Sig.	.829(a,b)
Multicultural awareness training can help me work more effectively with a diverse student population	Chi-square	6.338
	df	4
	Sig.	.175(a,b)
Regardless of the racial and ethnic make up of my class it is important for all students to be aware of multicultural diversity	Chi-square	1.495
	df	2
	Sig.	.473(a,b)
I believe that all children can learn	Chi-square	.
	df	.
	Sig.	.

Results are based on nonempty rows and columns in each innermost subtable.

a More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

b The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Relationship between Initial Attitude & Age of Respondents

		Age Distribution											
		Under 25		26-30		31-35		36-40		Above 40		Total	
Teaching methods need to be adapted to meet the needs of a culturally diverse student group	Agree	32	94.1%	6	85.7%	1	33.3%	3	100.0%	4	100.0%	46	90.2%
	Uncertain	1	2.9%	0	.0%	2	66.7%	0	.0%	0	.0%	3	5.9%
	Disagree	1	2.9%	1	14.3%	0	.0%	0	.0%	0	.0%	2	3.9%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
Teachers have the responsibility to be aware of their students' cultural backgrounds	Agree	32	94.1%	6	85.7%	3	100.0%	3	100.0%	4	100.0%	48	94.1%
	Uncertain	1	2.9%	1	14.3%	0	.0%	0	.0%	0	.0%	2	3.9%
	Disagree	1	2.9%	0	.0%	0	.0%	0	.0%	0	.0%	1	2.0%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
As classrooms become more culturally diverse I believe the teacher's job becomes increasingly challenging	Agree	22	64.7%	6	85.7%	3	100.0%	2	66.7%	3	75.0%	36	70.6%
	Uncertain	7	20.6%	0	.0%	0	.0%	1	33.3%	1	25.0%	9	17.6%
	Disagree	5	14.7%	1	14.3%	0	.0%	0	.0%	0	.0%	6	11.8%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
I believe the teacher's role needs to be redefined to address the needs of students from culturally different backgrounds	Agree	21	63.6%	2	28.6%	2	66.7%	0	.0%	2	50.0%	27	55.1%
	Uncertain	7	21.2%	2	28.6%	1	33.3%	0	.0%	1	25.0%	11	22.4%
	Disagree	5	15.2%	3	42.9%	0	.0%	2	100.0%	1	25.0%	11	22.4%
	Total	33	100.0%	7	100.0%	3	100.0%	2	100.0%	4	100.0%	49	100.0%
When dealing with bilingual students some teachers may misinterpret different communication styles as behavior problems	Agree	28	82.4%	5	71.4%	2	66.7%	3	100.0%	4	100.0%	42	82.4%
	Uncertain	4	11.8%	2	28.6%	1	33.3%	0	.0%	0	.0%	7	13.7%
	Disagree	2	5.9%	0	.0%	0	.0%	0	.0%	0	.0%	2	3.9%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
As classrooms become more culturally diverse I feel the teacher job becomes increasingly rewarding	Agree	20	58.8%	2	28.6%	1	33.3%	1	33.3%	3	75.0%	27	52.9%
	Uncertain	11	32.4%	3	42.9%	1	33.3%	1	33.3%	1	25.0%	17	33.3%
	Disagree	3	8.8%	2	28.6%	1	33.3%	1	33.3%	0	.0%	7	13.7%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
As a pre-service teacher I feel I can learn a great deal from students with culturally different backgrounds	Agree	34	100.0%	5	71.4%	2	66.7%	3	100.0%	4	100.0%	48	94.1%
	Uncertain	0	.0%	2	28.6%	1	33.3%	0	.0%	0	.0%	3	5.9%
	Disagree	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
In order to be an effective teacher one needs to be	Agree	34	100.0%	5	71.4%	3	100.0%	3	100.0%	4	100.0%	49	96.1%
	Uncertain	0	.0%	2	28.6%	0	.0%	0	.0%	0	.0%	2	3.9%
	Disagree	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%

aware of cultural differences present in the classroom	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
Multicultural awareness (*) training can help me work more effectively with a diverse student population	Agree	31	91.2%	4	57.1%	3	100.0%	3	100.0%	4	100.0%	45	88.2%
	Uncertain	1	2.9%	2	28.6%	0	.0%	0	.0%	0	.0%	3	5.9%
	Disagree	2	5.9%	1	14.3%	0	.0%	0	.0%	0	.0%	3	5.9%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
Regardless of the racial and ethnic make up of my class it is important for all students to be aware of multicultural diversity	Agree	34	100.0%	5	71.4%	3	100.0%	3	100.0%	3	75.0%	48	94.1%
	Uncertain	0	.0%	2	28.6%	0	.0%	0	.0%	1	25.0%	3	5.9%
	Disagree	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
I believe that all children can learn	Agree	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
	Uncertain	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Disagree	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%

Pearson Chi-Square Tests

		age
Teaching methods need to be adapted to meet the needs of a culturally diverse student group	Chi-square	23.783
	df	8
	Sig.	.002(*,a,b)
Teachers have the responsibility to be aware of their students' cultural backgrounds	Chi-square	2.982
	df	8
	Sig.	.935(a,b)
As classrooms become more culturally diverse I believe the teacher's job becomes increasingly challenging	Chi-square	4.715
	df	8
	Sig.	.788(a,b)
I believe the teacher's role needs to be redefined to address the needs of students from culturally different backgrounds	Chi-square	11.407
	df	8
	Sig.	.180(a,b)
When dealing with bilingual students some teachers may misinterpret different communication styles as behavior problems	Chi-square	4.476
	df	8
	Sig.	.812(a,b)
As classrooms become more culturally diverse I feel the teacher job becomes increasingly rewarding	Chi-square	6.043
	df	8
	Sig.	.642(a,b)
As a preservice teacher I feel I can learn a great deal from students with culturally different backgrounds	Chi-square	13.155
	df	4
	Sig.	.011(*,a,b)
In order to be an effective teacher one needs to be aware of cultural differences present in the classroom	Chi-square	13.085
	df	4
	Sig.	.011(*,a,b)
Multicultural awareness training can help me work more effectively with a diverse student population	Chi-square	9.600
	df	8
	Sig.	.294(a,b)
Regardless of the racial and ethnic make up of my class it is important for all students to be aware of multicultural diversity	Chi-square	11.650
	df	4
	Sig.	.020(*,a,b)
I believe that all children can learn	Chi-square	.
	df	.
	Sig.	.

Results are based on nonempty rows and columns in each innermost subtable.

* The Chi-square statistic is significant at the 0.05 level.

a More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

b The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

APPENDIX F

RELATIONSHIP BETWEEN INITIAL RESPONDENT
ATTITUDE BY GENDER AND RACE

Relationship between Initial Respondent Attitude by Gender

		Gender					
		Female		Male		Total	
Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers	Agree	4	10.3%	0	.0%	4	7.8%
	Uncertain	4	10.3%	4	33.3%	8	15.7%
	Disagree	31	79.5%	8	66.7%	39	76.5%
	Total	39	100.0%	12	100.0%	51	100.0%
It is not the teacher's responsibility to encourage pride in one's culture	Agree	3	7.7%	1	8.3%	4	7.8%
	Uncertain	6	15.4%	1	8.3%	7	13.7%
	Disagree	30	76.9%	10	83.3%	40	78.4%
	Total	39	100.0%	12	100.0%	51	100.0%
Multicultural training for teachers is not necessary	Agree	0	.0%	0	.0%	0	.0%
	Uncertain	0	.0%	2	16.7%	2	3.9%
	Disagree	39	100.0%	10	83.3%	49	96.1%
	Total	39	100.0%	12	100.0%	51	100.0%
Students should learn to communicate in English only	Agree	3	7.7%	1	8.3%	4	7.8%
	Uncertain	1	2.6%	1	8.3%	2	3.9%
	Disagree	35	89.7%	10	83.3%	45	88.2%
	Total	39	100.0%	12	100.0%	51	100.0%
Today's curriculum gives undue importance to multiculturalism and diversity	Agree	13	34.2%	2	16.7%	15	30.0%
	Uncertain	10	26.3%	4	33.3%	14	28.0%
	Disagree	15	39.5%	6	50.0%	21	42.0%
	Total	38	100.0%	12	100.0%	50	100.0%
Being multiculturally aware is not relevant for the students I will teach	Agree	0	.0%	0	.0%	0	.0%
	Uncertain	0	.0%	1	8.3%	1	2.0%
	Disagree	39	100.0%	11	91.7%	50	98.0%
	Total	39	100.0%	12	100.0%	51	100.0%
Teaching students about cultural diversity will only create conflict in the classroom	Agree	0	.0%	1	8.3%	1	2.0%
	Uncertain	2	5.1%	3	25.0%	5	9.8%
	Disagree	37	94.9%	8	66.7%	45	88.2%
	Total	39	100.0%	12	100.0%	51	100.0%
I believe that too much diversity lowers educational standards	Agree	0	.0%	1	8.3%	1	2.0%
	Uncertain	3	7.7%	3	25.0%	6	11.8%
	Disagree	36	92.3%	8	66.7%	44	86.3%
	Total	39	100.0%	12	100.0%	51	100.0%

Pearson Chi-Square Tests

		Gender
Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers	Chi-square	4.543
	df	2
	Sig.	.103(a,b)
It is not the teacher's responsibility to encourage pride in one's culture	Chi-square	.385
	df	2
	Sig.	.825(a,b)
Multicultural training for teachers is not necessary	Chi-square	6.765
	df	1
	Sig.	.009(*,a,b)
Students should learn to communicate in English only	Chi-square	.826
	df	2
	Sig.	.662(a,b)
Today's curriculum gives undue importance to multiculturalism and diversity	Chi-square	1.337
	df	2
	Sig.	.513(a)
Being multiculturally aware is not relevant for the students I will teach	Chi-square	3.315
	df	1
	Sig.	.069(a,b)
Teaching students about cultural diversity will only create conflict in the classroom	Chi-square	7.774
	df	2
	Sig.	.021(*,a,b)
I believe that too much diversity lowers educational standards	Chi-square	6.286
	df	2
	Sig.	.043(*,a,b)

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* The Chi-square statistic is significant at the 0.05 level.

a More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

b The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Relationship between Initial Respondent Attitude by Race

		Race							
		Black		White		Other		Total	
Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers	Agree	0	.0%	3	16.7%	1	16.7%	4	7.8%
	Uncertain	3	11.1%	4	22.2%	1	16.7%	8	15.7%
	Disagree	24	88.9%	11	61.1%	4	66.7%	39	76.5%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
It is not the teacher's responsibility to encourage pride in one's culture	Agree	0	.0%	3	16.7%	1	16.7%	4	7.8%
	Uncertain	6	22.2%	0	.0%	1	16.7%	7	13.7%
	Disagree	21	77.8%	15	83.3%	4	66.7%	40	78.4%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
Multicultural training for teachers is not necessary	Agree	0	.0%	0	.0%	0	.0%	0	.0%
	Uncertain	0	.0%	2	11.1%	0	.0%	2	3.9%
	Disagree	27	100.0%	16	88.9%	6	100.0%	49	96.1%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
Students should learn to communicate in English only	Agree	2	7.4%	2	11.1%	0	.0%	4	7.8%
	Uncertain	1	3.7%	1	5.6%	0	.0%	2	3.9%
	Disagree	24	88.9%	15	83.3%	6	100.0%	45	88.2%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
Today's curriculum gives undue importance to multiculturalism and diversity	Agree	12	46.2%	0	.0%	3	50.0%	15	30.0%
	Uncertain	5	19.2%	7	38.9%	2	33.3%	14	28.0%
	Disagree	9	34.6%	11	61.1%	1	16.7%	21	42.0%
	Total	26	100.0%	18	100.0%	6	100.0%	50	100.0%
Being multiculturally aware is not relevant for the students I will teach	Agree	0	.0%	0	.0%	0	.0%	0	.0%
	Uncertain	0	.0%	1	5.6%	0	.0%	1	2.0%
	Disagree	27	100.0%	17	94.4%	6	100.0%	50	98.0%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
Teaching students about cultural diversity will only create conflict in the classroom	Agree	0	.0%	1	5.6%	0	.0%	1	2.0%
	Uncertain	3	11.1%	2	11.1%	0	.0%	5	9.8%
	Disagree	24	88.9%	15	83.3%	6	100.0%	45	88.2%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
I believe that too much diversity lowers educational standards	Agree	0	.0%	1	5.6%	0	.0%	1	2.0%
	Uncertain	2	7.4%	3	16.7%	1	16.7%	6	11.8%
	Disagree	25	92.6%	14	77.8%	5	83.3%	44	86.3%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%

Pearson Chi-Square Tests

		Race
Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers	Chi-square	6.529
	df	4
	Sig.	.163(a,b)
It is not the teacher's responsibility to encourage pride in one's culture	Chi-square	8.591
	df	4
	Sig.	.072(a,b)
Multicultural training for teachers is not necessary	Chi-square	3.816
	df	2
	Sig.	.148(a,b)
Students should learn to communicate in English only	Chi-square	1.228
	df	4
	Sig.	.874(a,b)
Today's curriculum gives undue importance to multiculturalism and diversity	Chi-square	12.818
	df	4
	Sig.	.012(*,a)
Being multiculturally aware is not relevant for the students I will teach	Chi-square	1.870
	df	2
	Sig.	.393(a,b)
Teaching students about cultural diversity will only create conflict in the classroom	Chi-square	2.644
	df	4
	Sig.	.619(a,b)
I believe that too much diversity lowers educational standards	Chi-square	3.041
	df	4
	Sig.	.551(a,b)

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Relationship between Initial Respondent Attitude by Race

		Age Distribution											
		Under 25		26-30		31-35		36-40		Above 40		Total	
Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers	Agree	2	5.9%	1	14.3%	1	33.3%	0	.0%	0	.0%	4	7.8%
	Uncertain	4	11.8%	3	42.9%	0	.0%	0	.0%	1	25.0%	8	15.7%
	Disagree	28	82.4%	3	42.9%	2	66.7%	3	100.0%	3	75.0%	39	76.5%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
It is not the teacher's responsibility to encourage pride in one's culture	Agree	0	.0%	1	14.3%	0	.0%	1	33.3%	2	50.0%	4	7.8%
	Uncertain	4	11.8%	2	28.6%	1	33.3%	0	.0%	0	.0%	7	13.7%
	Disagree	30	88.2%	4	57.1%	2	66.7%	2	66.7%	2	50.0%	40	78.4%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
Multicultural training for teachers is not necessary	Agree	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Uncertain	1	2.9%	0	.0%	0	.0%	0	.0%	1	25.0%	2	3.9%
	Disagree	33	97.1%	7	100.0%	3	100.0%	3	100.0%	3	75.0%	49	96.1%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
Students should learn to communicate in English only	Agree	2	5.9%	1	14.3%	1	33.3%	0	.0%	0	.0%	4	7.8%
	Uncertain	1	2.9%	1	14.3%	0	.0%	0	.0%	0	.0%	2	3.9%
	Disagree	31	91.2%	5	71.4%	2	66.7%	3	100.0%	4	100.0%	45	88.2%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
Today's curriculum gives undue importance to multiculturalism and diversity	Agree	10	30.3%	2	28.6%	1	33.3%	1	33.3%	1	25.0%	15	30.0%
	Uncertain	8	24.2%	3	42.9%	1	33.3%	0	.0%	2	50.0%	14	28.0%
	Disagree	15	45.5%	2	28.6%	1	33.3%	2	66.7%	1	25.0%	21	42.0%
	Total	33	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	50	100.0%
Being multiculturally aware is not relevant for the students I will teach	Agree	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Uncertain	0	.0%	0	.0%	0	.0%	0	.0%	1	25.0%	1	2.0%
	Disagree	34	100.0%	7	100.0%	3	100.0%	3	100.0%	3	75.0%	50	98.0%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
Teaching students about cultural diversity will only create conflict in the classroom	Agree	0	.0%	1	14.3%	0	.0%	0	.0%	0	.0%	1	2.0%
	Uncertain	4	11.8%	0	.0%	0	.0%	0	.0%	1	25.0%	5	9.8%
	Disagree	30	88.2%	6	85.7%	3	100.0%	3	100.0%	3	75.0%	45	88.2%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
I believe that too much diversity lowers educational standards	Agree	1	2.9%	0	.0%	0	.0%	0	.0%	0	.0%	1	2.0%
	Uncertain	3	8.8%	1	14.3%	1	33.3%	0	.0%	1	25.0%	6	11.8%
	Disagree	30	88.2%	6	85.7%	2	66.7%	3	100.0%	3	75.0%	44	86.3%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%

Pearson Chi-Square Tests

		age
Sometimes I think there is too much emphasis placed on multicultural awareness and training for teachers	Chi-square	9.806
	df	8
	Sig.	.279(a,b)
It is not the teacher's responsibility to encourage pride in one's culture	Chi-square	19.181
	df	8
	Sig.	.014(*,a,b)
Multicultural training for teachers is not necessary	Chi-square	5.334
	df	4
	Sig.	.255(a,b)
Students should learn to communicate in English only	Chi-square	6.490
	df	8
	Sig.	.593(a,b)
Today's curriculum gives undue importance to multiculturalism and diversity	Chi-square	3.499
	df	8
	Sig.	.899(a,b)
Being multiculturally aware is not relevant for the students I will teach	Chi-square	11.985
	df	4
	Sig.	.017(*,a,b)
Teaching students about cultural diversity will only create conflict in the classroom	Chi-square	8.814
	df	8
	Sig.	.358(a,b)
I believe that too much diversity lowers educational standards	Chi-square	3.196
	df	8
	Sig.	.921(a,b)

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APPENDIX G

RELATIONSHIP BETWEEN INITIAL ATTITUDE AND
GENDER OF RESPONDENTS AND INITIAL ATTITUDE
AND RACE OF RESPONDENTS

Relationship between Initial Attitude & Gender of Respondents

		Gender					
		Female		Male		Total	
My professional education courses have made me more aware of the need for cultural diversity in education	Agree	24	61.5%	7	58.3%	31	60.8%
	Uncertain	6	15.4%	1	8.3%	7	13.7%
	Disagree	9	23.1%	4	33.3%	13	25.5%
	Total	39	100.0%	12	100.0%	51	100.0%
My professional education courses have given me the knowledge to be able to locate and evaluate culturally diverse materials	Agree	33	84.6%	9	75.0%	42	82.4%
	Uncertain	3	7.7%	1	8.3%	4	7.8%
	Disagree	3	7.7%	2	16.7%	5	9.8%
	Total	39	100.0%	12	100.0%	51	100.0%
When I complete my training at this university I will be sufficiently prepared to teach culturally diverse students	Agree	21	53.8%	8	66.7%	29	56.9%
	Uncertain	11	28.2%	0	.0%	11	21.6%
	Disagree	7	17.9%	4	33.3%	11	21.6%
	Total	39	100.0%	12	100.0%	51	100.0%
When I complete my training at this university I will be sufficiently prepared to meet the educational needs of students from diverse ethnic backgrounds	Agree	22	56.4%	7	58.3%	29	56.9%
	Uncertain	12	30.8%	2	16.7%	14	27.5%
	Disagree	5	12.8%	3	25.0%	8	15.7%
	Total	39	100.0%	12	100.0%	51	100.0%
I would like to receive more training in teaching strategies for culturally diverse student populations	Agree	20	51.3%	7	58.3%	27	52.9%
	Uncertain	14	35.9%	2	16.7%	16	31.4%
	Disagree	5	12.8%	3	25.0%	8	15.7%
	Total	39	100.0%	12	100.0%	51	100.0%
I would like to receive more training in teaching strategies for culturally diverse student populations	Agree	35	89.7%	9	75.0%	44	86.3%
	Uncertain	3	7.7%	2	16.7%	5	9.8%
	Disagree	1	2.6%	1	8.3%	2	3.9%
	Total	39	100.0%	12	100.0%	51	100.0%

Pearson Chi-Square Tests

		Gender
My professional education courses have made me more aware of the need for cultural diversity in education	Chi-square	.727
	df	2
	Sig.	.695(a)
My professional education courses have given me the knowledge to be able to locate and evaluate culturally diverse materials	Chi-square	.862
	df	2
	Sig.	.650(a,b)
When I complete my training at this university I will be sufficiently prepared to teach culturally diverse students	Chi-square	4.657
	df	2
	Sig.	.097(a)
When I complete my training at this university I will be sufficiently prepared to meet the educational needs of students from diverse ethnic backgrounds	Chi-square	1.539
	df	2
	Sig.	.463(a)
I would like to receive more training in teaching strategies for culturally diverse student populations	Chi-square	2.036
	df	2
	Sig.	.361(a)
I would like to receive more training in teaching strategies for culturally diverse student populations	Chi-square	1.764
	df	2
	Sig.	.414(a,b)

Results are based on nonempty rows and columns in each innermost subtable.

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b The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Relationship between Initial Attitude & Race of Respondents

		Race							
		Black		White		Other		Total	
My professional education courses have made me more aware of the need for cultural diversity in education	Agree	18	66.7%	10	55.6%	3	50.0%	31	60.8%
	Uncertain	3	11.1%	4	22.2%	0	.0%	7	13.7%
	Disagree	6	22.2%	4	22.2%	3	50.0%	13	25.5%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
My professional education courses have given me the knowledge to be able to locate and evaluate culturally diverse materials	Agree	21	77.8%	16	88.9%	5	83.3%	42	82.4%
	Uncertain	4	14.8%	0	.0%	0	.0%	4	7.8%
	Disagree	2	7.4%	2	11.1%	1	16.7%	5	9.8%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
When I complete my training at this university I will be sufficiently prepared to teach culturally diverse students	Agree	17	63.0%	10	55.6%	2	33.3%	29	56.9%
	Uncertain	4	14.8%	5	27.8%	2	33.3%	11	21.6%
	Disagree	6	22.2%	3	16.7%	2	33.3%	11	21.6%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
When I complete my training at this university I will be sufficiently prepared to meet the educational needs of students from diverse ethnic backgrounds	Agree	18	66.7%	8	44.4%	3	50.0%	29	56.9%
	Uncertain	6	22.2%	7	38.9%	1	16.7%	14	27.5%
	Disagree	3	11.1%	3	16.7%	2	33.3%	8	15.7%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
I would like to receive more training in teaching strategies for culturally diverse student populations	Agree	17	63.0%	7	38.9%	3	50.0%	27	52.9%
	Uncertain	7	25.9%	7	38.9%	2	33.3%	16	31.4%
	Disagree	3	11.1%	4	22.2%	1	16.7%	8	15.7%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%
I would like to receive more training in teaching strategies for culturally diverse student populations	Agree	25	92.6%	13	72.2%	6	100.0%	44	86.3%
	Uncertain	2	7.4%	3	16.7%	0	.0%	5	9.8%
	Disagree	0	.0%	2	11.1%	0	.0%	2	3.9%
	Total	27	100.0%	18	100.0%	6	100.0%	51	100.0%

Pearson Chi-Square Tests

		Race
My professional education courses have made me more aware of the need for cultural diversity in education	Chi-square	3.857
	df	4
	Sig.	.426(a,b)
My professional education courses have given me the knowledge to be able to locate and evaluate culturally diverse materials	Chi-square	4.196
	df	4
	Sig.	.380(a,b)
When I complete my training at this university I will be sufficiently prepared to teach culturally diverse students	Chi-square	2.635
	df	4
	Sig.	.621(a)
When I complete my training at this university I will be sufficiently prepared to meet the educational needs of students from diverse ethnic backgrounds	Chi-square	3.938
	df	4
	Sig.	.415(a,b)
I would like to receive more training in teaching strategies for culturally diverse student populations	Chi-square	2.634
	df	4
	Sig.	.621(a,b)
I would like to receive more training in teaching strategies for culturally diverse student populations	Chi-square	5.946
	df	4
	Sig.	.203(a,b)

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b The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Relationship between Initial Attitude & Race of Respondents

		Age											
		Under 25		26-30		31-35		36-40		Above 40		Total	
My professional education courses have made me more aware of the need for cultural diversity in education	Agree	23	67.6%	4	57.1%	0	.0%	2	66.7%	2	50.0%	31	60.8%
	Uncertain	5	14.7%	0	.0%	1	33.3%	0	.0%	1	25.0%	7	13.7%
	Disagree	6	17.6%	3	42.9%	2	66.7%	1	33.3%	1	25.0%	13	25.5%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
My professional education courses have given me the knowledge to be able to locate and evaluate culturally diverse materials	Agree	30	88.2%	3	42.9%	3	100.0%	3	100.0%	3	75.0%	42	82.4%
	Uncertain	2	5.9%	2	28.6%	0	.0%	0	.0%	0	.0%	4	7.8%
	Disagree	2	5.9%	2	28.6%	0	.0%	0	.0%	1	25.0%	5	9.8%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
When I complete my training at this university I will be sufficiently prepared to teach culturally diverse students	Agree	21	61.8%	3	42.9%	0	.0%	2	66.7%	3	75.0%	29	56.9%
	Uncertain	7	20.6%	1	14.3%	3	100.0%	0	.0%	0	.0%	11	21.6%
	Disagree	6	17.6%	3	42.9%	0	.0%	1	33.3%	1	25.0%	11	21.6%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
When I complete my training at this university I will be sufficiently prepared to meet the educational needs of students from diverse ethnic backgrounds	Agree	20	58.8%	5	71.4%	1	33.3%	1	33.3%	2	50.0%	29	56.9%
	Uncertain	10	29.4%	0	.0%	2	66.7%	1	33.3%	1	25.0%	14	27.5%
	Disagree	4	11.8%	2	28.6%	0	.0%	1	33.3%	1	25.0%	8	15.7%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
I would like to receive more	Agree	21	61.8%	3	42.9%	1	33.3%	0	.0%	2	50.0%	27	52.9%
	Uncertain	9	26.5%	2	28.6%	2	66.7%	2	66.7%	1	25.0%	16	31.4%
	Disagree	4	11.8%	2	28.6%	0	.0%	1	33.3%	1	25.0%	8	15.7%

training in teaching strategies for culturally diverse student populations I would like to receive more training in teaching strategies for culturally diverse student populations	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%
	Agree	33	97.1%	3	42.9%	2	66.7%	3	100.0%	3	75.0%	44	86.3%
	Uncertain	0	.0%	4	57.1%	0	.0%	0	.0%	1	25.0%	5	9.8%
	Disagree	1	2.9%	0	.0%	1	33.3%	0	.0%	0	.0%	2	3.9%
	Total	34	100.0%	7	100.0%	3	100.0%	3	100.0%	4	100.0%	51	100.0%

Pearson Chi-Square Tests

		age_r
My professional education courses have made me more aware of the need for cultural diversity in education	Chi-square	8.520
	df	8
	Sig.	.384(a,b)
My professional education courses have given me the knowledge to be able to locate and evaluate culturally diverse materials	Chi-square	11.086
	df	8
	Sig.	.197(a,b)
When I complete my training at this university I will be sufficiently prepared to teach culturally diverse students	Chi-square	15.201
	df	8
	Sig.	.055(a,b)
When I complete my training at this university I will be sufficiently prepared to meet the educational needs of students from diverse ethnic backgrounds	Chi-square	6.960
	df	8
	Sig.	.541(a,b)
I would like to receive more training in teaching strategies for culturally diverse student populations	Chi-square	7.521
	df	8
	Sig.	.482(a,b)
I would like to receive more training in teaching strategies for culturally diverse student populations	Chi-square	30.360
	df	8
	Sig.	.000(*,a,b)

Results are based on nonempty rows and columns in each innermost subtable.

* The Chi-square statistic is significant at the 0.05 level.

a More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

b The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

APPENDIX H
INTERVIEW PROTOCOL

Interview Protocol

Demographics

Age _____
Gender _____
Ethnicity _____
K-6 or 7-12 _____
Grade level you most likely want to teach _____
Grade level of student teaching placement _____

General Student Teaching Setting and Experiences

Tell me about the demographic breakdown of your school.

Can you describe your student teaching placement to me?

What are the most challenging aspects of your student teaching placement?

Tell me what aspects of your student teaching placement that are most exciting to you?

Tell me what aspects you like least about your student teaching placement?

Describe your student teaching experience after the first week?

In terms of diversity, what are some of the most important things you have learned during your student teaching?

Discuss what you have found to be the most surprising about social interactions among students in your classroom setting?

Discuss courses taken in your teacher education program that have best prepared you for student teaching?

When you think about the diversity in the classroom where you are completing your student teaching, what kind of knowledge do you think would be most beneficial to you?

What are some components a teacher education program needs to offer to preservice teachers to prepare them to teach culturally diverse student populations?

Explain why multicultural education is important in preparing teachers to teach diverse student populations?

Definitions

What is your personal definition of diversity?

How would you define multicultural education?

Tell me what factors contributed to the development of your definition of multicultural education? (Please include both personal and school experiences in your answer)

Explain your perception of how multiculturalism should be presented in K-12 settings?

Discuss how your teacher education program including courses in multicultural education has prepared you to teach culturally diverse student populations.