1-1-2011

The Role of In-Service Teachers in Pre-service Teacher Preparation for Multicultural Education

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This is to certify that the doctoral dissertation by

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has been found to be complete and satisfactory in all respects,
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2014

Abstract

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EdS, George Peabody College for Teachers, 1979

MA, University of Hawaii at Manoa, 1976

BA, University of Cincinnati, 1973

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

General Psychology

Walden University

August 2014

Abstract

The U.S. population is rapidly diversifying, with the expectation that culturally diverse groups—including students—will outnumber European Americans by the year 2050. In contrast, public school teachers are expected to remain largely middle class, female, and Caucasian. Most multicultural education research has focused on cultural diversity in urban education settings. However, a gap in the literature has existed regarding student diversity and teachers' culturally responsive teaching in predominantly rural areas. In this study, Appalachian elementary school teachers have shared their perspectives and experiences on effective multicultural teaching. An important gap has been bridged by using a 3-part theoretical framework, based on critical reflection, scaffolding, and perspective taking, related to the main research questions regarding (a) the qualities and experiences that in-service public school teachers possess that allow them to effectively teach students from a variety of backgrounds, and (b) what in-service teachers suggest for improving teacher preparation to meet the challenges of cultural diversity in schools. A qualitative, phenomenological approach anchored in a constructivist paradigm was used to gather voice data via a digital voice recorder from 8 participants. Semi structured, open-ended interviews were conducted to collect the data, followed by transcription and analysis. Data analysis resulted in the discovery of 5 themes related to the research questions and revealed mapping onto the conceptual framework. Social change implications can result in improved teacher education programs in rural areas and can enhance collaboration with professional development schools to improve pre-service teacher preparation for teaching diverse students.

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Dedication

This dissertation is dedicated to the memory of my dear mother, the late Dr. Alwilda Coleman Smith, who realized the priceless value of enabling and allowing all voices to be heard in harmony, and to my beloved father, the late John Henry Smith, for his loving support and encouragement from the beginning of my doctoral journey to the end of his earthly life.

Acknowledgments

I wish to thank my family—my husband Edward, daughters Catherine and Virginia, and my father, the late John H. Smith, without whose collective love, practical assistance, sacrifice, prayers, and encouragement this dissertation could not have been completed.

I also wish to thank my chair, Dr. Tammy Root, and methods member, Dr. Robin Friedman, for their invaluable guidance, support, expertise, wisdom, patience, and steadfast accompaniment during my doctoral journey. I also acknowledge the support and contribution of former methods member, Dr. Carole Baroody Corcoran, and of Dr. Nancy Burton, whose friendly critiques and perspectives were especially helpful. Finally, my heartfelt thanks to the superintendents, school officials, and principals of the region who have supported my research and to the participants who lent their voices to my study; without their respective support and engagement this research would not have been possible.

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Chapter 1: Introduction

The U.S. population is shifting in terms of distribution and becoming more culturally and linguistically diverse—a trend that is expected to continue to the year 2050 (Brown, 2007; Fouad & Arredondo, 2007; Garmon, 2005; Garrett & Morgan, 2003; McHatton, Keller, Shircliffe, & Zalaquett, 2009; Rogers-Sirin & Sirin, 2009). The most rapidly growing segments of the population, based on immigration rates, are Asian and Hispanic (Diller & Moule, 2005). This larger U.S. demographic transformation is in sharp contrast to the overall educational landscape, because American public school educators are still predominantly female and Caucasian (Cushner, McClelland, & Safford, 2009).

The contrasting demographic developments between public school students and teachers, and possible implications for culturally competent teaching, warrant further study, especially in areas of the country where cultural diversity is not prevalent. Furthermore, understanding how in-service teachers in areas such as Appalachia share their experience teaching diverse students with pre-service teachers has potentially important social change implications, such as implementing ways in which higher educational settings can provide multicultural education experiences for pre-service teachers.

In this chapter, I provide a background for the study, along with a brief review of the literature. I identify and explain the gap that exists in the literature that provides a justification for the study. After the background is provided, I state the research questions, and the purpose and nature of the study, including the research paradigm and

conceptual framework, are justified. I define important constructs and terms that guide the study and discuss assumptions that had to be addressed prior to conducting the research. The assumptions are particularly important because of the nature of the demographics of the region under study. Because of the nature of the research questions, the scope, delimitations, and any methodological weaknesses are discussed. Finally, significance and contributions of the study and social change implications will be offered.

Background

The field of education is expected to show the most significant shift in student population diversity in the coming decades (Brown, 2007). However, this diversity is not reflected in the public school teacher population. Since the Industrial Revolution, American public school teachers have been predominantly female and White (Cushner, McClelland, & Safford 2009). Ninety percent of current public school teachers are White, compared with 30% of students who are culturally and linguistically diverse; this pattern of growing diversity is predicted to continue for the foreseeable future (Zeichmer, as cited in Garmon, 2005). In addition, Garrett and Morgan (2003) reported that by 2020, 46% of the U.S. school population, ranging from prekindergarten to 12th grade, will consist of culturally and linguistically diverse students. In contrast, enrollment of culturally diverse pre-service teachers in teacher education programs has not kept pace with the changing student demographics (McHatton, Keller, Shiercliffe, & Zalaquett, 2009).

Implications of Demographic Changes for Teacher Education

The pace and magnitude of change in population diversity point to the two-fold need to (a) recruit and retain culturally and linguistically diverse educators and psychologists and (b) ensure that all professionals receive highly effective, culturally oriented training, regardless of their race, ethnicity, or linguistic background (Fouad & Arredondo, 2007). A need exists to ensure that diversity content and experiences permeate teacher education programs and curricula, because without appropriate pre-service teacher preparation, future teachers will not be ready to meet the needs of culturally diverse learners (McHatton, Keller, Shircliffe, & Zalaquett, 2009; Rogers-Sirin & Sirin, 2009).

Differences in Population Distribution

Population distribution in the United States has not remained static. Distribution patterns depend on number of factors, depending upon the region of the country. Furthermore, based on findings in the literature, population characteristics vary depending upon whether the areas are urban or rural.

General urban characteristics. Cultural and linguistic diversity are only some of the changes occurring in the United States. Broad multifaceted shifts are also occurring: the population is aging, birthrates vary depending upon culture, and both domestic migration and global immigration are interacting to affect the urban landscape. These demographic changes are referred to as "mega-trends" (Puentes, 2006, p. 2). Such mega-trends include a movement of considerable segments of the population to southern and western parts of the United States. Other internal migration patterns include movement to

13 New Sunbelt states, movement to nine Melting Pot states, and movement away from 28 Heartland states. The Heartland states consist of 39% of the population (Puentes, 2006) . These far-reaching mega-trends may be contrasted with the demographic growth patterns of rural areas of the nation.

General rural characteristics. Twenty-first century rural America, which is home to 56 million people, comprises 80% of the American nonmetropolitan landscape (Whitener & McGranahan, 2003). Population trends in these areas include population loss, an increase in aging and retirement communities, a rapid growth of the Hispanic population, and a current economic focus on manufacturing, more so than on farming, lumbering, and mining (Whitener & McGranahan, 2003). Despite its apparent physical and economic characteristics, rural America remains somewhat of an enigma, whose deeper characteristics defy simple definition (Rios, 1988). Just as mega-trends exist for urban areas (Puentes, 2006), rural areas can be described in broad, important ways, as well. Important rural trends include school priorities, embedded in a larger context of social class, economic indicators, power relations, community climate, and population age characteristics (Rios, 1988). Just as important as the fact that urban areas are diverse is the fact that various rural areas of the United States have their own unique characteristics.

Urban Appalachian characteristics. The term *Appalachia* tends to evoke images of Whites who grew up in poverty in isolated, mountainous rural areas; however, cultural diversity exists in some urban areas of Appalachia, such as parts of Alabama, which has a sizable African American presence (Myadze, 2008). Therefore, it is

important to remember and understand that there may be both common cultural values and contrasting cultural values among segments of the Appalachian population. Contrasting perspectives among educators in different areas of the Appalachian region may have implications for teachers' preparation for teaching students from diverse backgrounds.

Southern West Virginia characteristics. Southern West Virginia is part of a state that is unique among all of the states in the Appalachian Mountain region. While the Appalachian region extends from New York to the upper half of Alabama, West Virginia is the only state that falls entirely in Appalachia. West Virginia is predominantly White (94%) with much smaller percentages of diverse groups. Blacks comprise 3.7%, Hispanics are 1.2%, other races are 1.0% of the population, and the southern region reflects these demographics (U.S. Census Bureau, 2009; U.S. Census Bureau FactFinder, 2000). As part of this region, Southwestern Virginia shares these characteristics.

Appalachian stereotypes. Stereotypes occur when people absorb general information from society about different groups, based on such constructs as race, ethnicity, social class, and gender, as part of the socialization process, then oversimplify and overgeneralize this information to all members of those groups (Diller & Moule, 2005). An insidious, persistent stereotype, rarely addressed in the multicultural literature, is referred to as *regionalism* (O'Hara, 2007. p. 551). Regionalism refers, in particular, to media-driven, resistant attitudes about the Appalachian region, which tend to be held by those who reside outside the region.

Effects of Population Differences on Teacher Preparation for Multicultural Education

The U.S. Census Bureau's projected population changes, combined with the persistent predominance of White, female, middle-class teachers, point to a poor fit between some groups of students and teachers. Because of this mismatch, teachers are at risk of lacking the knowledge, skills, and dispositions to teach students from a variety of backgrounds (Diller & Moule, 2005; Milner, 2003). Furthermore, because of lack of preparation for multicultural education, teachers are less likely to be willing or able to integrate multicultural content or experiences into their courses, especially if they do not have culturally diverse students (Gayle-Evans & Michael, 2006). American educators have reached a critical juncture, therefore, which may indicate that their effective preparation for teaching students from across a variety of backgrounds must be more fully addressed.

Problem Statement

An abundance of research exists in the multicultural education literature regarding the need to develop and provide quality, culturally responsive teacher education programs. Such programs can, in turn, prepare well-equipped pre-service teachers to teach students from diverse backgrounds. A majority of the research focused on students' racial, ethnic, and linguistic differences, primarily in urban settings. However, a gap in the literature exists because the voices of in-service teachers in many rural areas (Hagemann, 2009), such as those in southern West Virginia and southwestern Virginia, have not been heard, nor have types of student diversity that might exist in such regions

been explored. For purposes of this study, the term *student diversity* will not only refer to racial, ethnic and language diversity, but to social class differences as well.

Furthermore, there has been considerable research focused on enhancing pre-service teachers' cultural competence within teacher education programs. Few studies, however, have explored how in-service teachers can lend their experiences teaching students from different backgrounds to pre-service teachers' growth and development. These insights and experiences are potentially important because there are often meaningful differences between student-teacher relationships in rural settings, compared to student-teacher relationships in urban communities (Hardre, Sullivan, & Roberts, 2008).

In this qualitative study, I have sought to address these gaps by addressing two questions:

1) What qualities and experiences do in-service public school elementary teachers possess which allow them to teach students from a variety of backgrounds effectively?

2) What do in-service teachers suggest for improving teacher preparation to meet the challenges of cultural diversity in schools?

Purpose of the Study

The primary purpose of this qualitative study was to explore ways in which in-service elementary school kindergarten to fifth grade (K- 5) teachers have acquired the ability to teach students effectively from diverse backgrounds in primarily monocultural settings. The secondary purpose was to discover and consider ways in which scaffolding, critical reflection, and perspective taking have occurred for pre-service teachers as a

result of their in-class, field based interactions. Because the study was conducted in rural contexts, I also sought to fill a gap in the educational psychology and multicultural education literature.

Research Paradigm

Qualitative inquiry uses an inductive, exploratory approach to discover the meaning of human action; results are reported in words and conceptual frameworks (Creswell, 2007; Patton, 2002; Schwandt, 2007). Case studies, grounded theory, ethnography, phenomenology, and narrative studies are the main approaches to qualitative research (Creswell, 2007). Given the research questions underpinning this qualitative study and the participants selected, I selected a phenomenological approach. In a phenomenological approach, the researcher specifically seeks engagement with participants to learn about their lived experiences in particular areas of their lives. Phenomenological inquiry is intended to determine if there is a central theme that emerges from participants' common experiences (Creswell, 2007; Giorgi, 2006). Furthermore, both behavior and experience are viewed as integral and complementary elements to be explored as a whole (Moustakas, 1994).

Research Questions

The following two research questions and their respective sub questions guided this qualitative study:

Question 1

What qualities and experiences do in-service public school elementary teachers possess which allow them to teach students from a variety of backgrounds effectively?

Sub questions:

1. How have the teachers acquired these experiences?

2. Did the teachers experience any barriers to being able to teach students from different backgrounds effectively?

3. When mentoring pre-service teachers, what interactions and communications typically occur between in-service teachers and pre-service teachers to enhance pre-service teachers' ability to teach diverse students effectively?

4. Looking back over their past years of experience, who or what has helped support in-service teachers' ability to teach students from different backgrounds effectively?

Question 2

What do in-service teachers suggest for improving teacher preparation to meet the challenges of cultural diversity in schools?

Sub questions:

1. In retrospect, what would in-service teachers have liked to have known about teaching diverse students when they were new teachers?

2. What key advice would in-service teachers offer to pre-service teachers now, regarding effectively teaching students whose backgrounds are different from theirs?

These research questions and sub questions were used to guide the semi structured, open-ended interviews.

Theoretical Framework for the Study

Effective teaching may be fostered by three sound theoretical constructs anchor both education and psychology. Reflective thinking is a vitally important cornerstone in teacher education. Educators can use reflective thinking to both inform their teaching and to teach their students how to think (Dewey, 1910). Another theoretical construct—scaffolding—has been used to facilitate the interaction between learning and development (Vygotsky, 1978). Finally, it is important to enhance perspective taking as it relates to global awareness, because students now live in a global society (Hanvey, 1976).

Critical Reflection

Reflective thinking consists of purposeful, conscientious use of critical, higher order thinking skills to consider all facts and options to reach conclusions or solve problems (Dewey, 1910). Furthermore, two forms of reflective thinking are important in teacher education. Reflection in action allows for the teacher's spontaneous mental activity during instruction, whereas reflection on action involves the use of systematic, critical thinking to consider and evaluate one's instructional practices and decisions retrospectively (Dewey, 1938).

Scaffolding

A framework emerged during the Mental Testing Era of the 1920s and 1930s which helped educational psychologists and educators view students' mental age (M.A.) in a larger context. Students' M.A. should not be decontextualized and viewed as a static measure; it is considered as a starting point for the interaction between learning and development (Vygotsky, 1978). The teacher should, instead, consider the

student's learning *potential*, to his or her next level, and *scaffold* the student's learning to that level through a recursive cycle of interactions (Vygotsky, 1978).

Perspective Taking

In the global era in which people now live, the world's population is interconnected in multiple ways. People across all cultures, including Americans, must be educated in ways that will enhance their individual and collective global awareness (Hanvey, 1976) . This process entails information, simulations, and other learning experiences that enhance individuals' ability to see through others' eyes (Moriyama, as cited in Hanvey, 1976). Hill-Jackson (2007) used Hanvey's (1976) framework for enhanced perspective-taking in a qualitative study. The researcher discovered a grounded theory that revealed that this growing ability improved White pre-service teachers' cultural competence (Hill-Jackson, 2007).

In this qualitative dissertation, I considered how reflective thinking, scaffolding, and perspective-taking intersect during in-service teachers' mentoring relationships to improve pre-service teachers' ability to teach diverse students effectively in predominantly monocultural settings. The theoretical and conceptual frameworks of the study are described and explained in greater detail in Chapter 2 along with a visual representation.

Nature of the Study

Transcendental phenomenology was selected as the qualitative approach for this study, because it is appropriate for joint exploration between a researcher and a participant when exploring the participant's lived experience with a phenomenon

(Moustakas, 1994). Deep and prolonged engagement, such as would be required for ethnographic research, would not have been feasible, nor would focus group investigation have been appropriate. A more detailed explanation for the rationale of the study is offered in Chapter 3.

Methodology

Six participants were recruited, including five kindergarten through fifth grade (K-5) public school teachers from one county in southern West Virginia and one teacher from one county in southwestern Virginia, all of whom have had at least 3 years of teaching experience. Four of those participants also had mentored at least one pre-service teacher as either a cooperating teacher or supervising teacher. In addition, two retired teachers from two counties in southern West Virginia were later recruited. This additional effort resulted in two participants from two counties in southern West Virginia. The initial goal of participant recruitment was four teachers, to be enlisted from three counties, for a total of 12 teachers. However, I realized that the 12 participants might be unevenly distributed among the three counties, either due to the nature of the county school demographics (number of elementary schools per county) or due to the outcome of overall participant recruitment. Twelve participants were expected to allow for saturation to be reached (Guest, Bunce, & Johnson, 2006), resulting in thick, rich, theme-based descriptions of their professional experiences. In phenomenological qualitative research, ten to 12 participants are considered a suitable target for saturation, although saturation may be reached with as few as four participants if interview data are sufficiently rich (Guest, Bunce, & Johnson, 2006). Once saturation was reached, no

additional interview data would be expected to yield new or additional themes or information (Guest et al., 2006). Even if saturation was attained by as few as four to six participants, the initial goal was to continue interviewing up to 12 participants. However, if saturation was not reached by the 12th participant, additional participants were to be sought to further enrich the data.

Participants were selected based on their teaching certification. Kindergarten through fifth grade public school teachers provide instruction in multiple subjects; therefore it was expected that they would share experiences based, in part, on the breadth of the content areas they teach, rather than on specific content areas. The teachers were also likely to represent the race and gender of teachers in their respective counties. In order to preserve anonymity, the names of all counties, schools, and participants were changed.

Role of the Researcher

In this qualitative dissertation, I, the researcher, was the primary instrument by which the research data were collected, analyzed, interpreted, written, and reported. Therefore, it was important that I engage in reflexivity. This process allowed me to deeply explore, become aware of, analyze, and bracket my own world views, life experiences, and biases, as viewed through my cultural lens (Giorgi, 2006; Schwandt, 2007). These elements form important parts of my identity, and it was imperative that they be held in proper perspective as I explored my research questions. My reflexive process, awareness of biases, and how I bracketed these elements are explained in more depth in Chapter 3.

As an "external-outsider" (Tillman, 2006, p. 268) in relation to the counties where data were collected, I was aware that building trust, showing professional respect, and nurturing a sense of mutual engagement were important precursors for trustworthy data collection. As a researcher seeking to learn about teachers' experiences and perspectives related to the research questions, I entered the field receptive and open to what I would learn from the participants, with no preconceived expectations. I was prepared for full engagement as I entered into the participants' world and learned about their experiences teaching diverse students. An important goal for this relationship was for the participants to be comfortable with what they shared during data collection. Finally, as a novice qualitative researcher, I chose to adhere to one exclusive approach (transcendental phenomenological) and I used a tight, rather than a loose, research design (Miles & Huberman, 1994). A tight research design uses a conceptual framework and clear and focused research questions, is structured to allow for clear data collection and analysis, and is more efficient when time and resources are limited (Miles & Huberman, 1994).

Data collection. In order for qualitative research results to be credible and confirmable, data collection must be rigorous and employ multiple methods. In this study, data collection consisted of audio-taped, semi structured, open-ended interviews, which were guided by the research questions and sub questions. Field notes were written immediately after engagement with the participants to record information and notes of interest. I kept a reflexive journal to allow for further deep reflections on the research process. Finally, an audit trail was kept, consisting of a detailed record of all data, procedures, materials, code numbers for participants, pseudonyms for people and

locations to whom they referred, and data collection outcomes. Such record- keeping allowed for verification and proof of how the research was conducted (Creswell, 2007). The audit trail was kept as journal entries and/or an electronic folder created to retain e-mails of my communication with the participants. This electronic folder was especially helpful as a way to document and retrieve member-checking messages and to keep in touch with the participants if additional questions about their interviews arose.

Data analysis. In transcendental phenomenological data analysis, each part of one's shared experience or horizon is of equal value and provides an opportunity for the researcher to understand the essence of the experience (Moustakas, 1994). This assumption guided the audio-taped data collection and analysis which was then horizonalized by sifting to identify and pinpoint important common words, phrases, and sentences which indicated central themes in the shared phenomena. The horizonalization process is defined as *clustering of meaning* (Creswell, 2007; Miles & Huberman, 1994).

The second phase of data analysis consisted of member checking, which involved seeking and obtaining feedback from participants based on the outcome of the data analysis. Member-checking is designed to verify the accuracy and trustworthiness of participants' data (Creswell, 2007). At this stage, any necessary clarification can be obtained prior to analyzing data and writing the results.

Finally, I engaged a peer reviewer, appropriately and as necessary, in various phases of this study. This guidance from a fellow colleague in the Division of Education at my university was an essential vehicle and support in helping to both frame the study and to refine its development within the study's social, cultural, and professional

contexts. (Creswell, 2007). My peer reviewer had also completed a qualitative interview-based dissertation study in our region with special education teachers and assisted me by helping me learn to use a digital voice recorder. She also provided me with a 45-minute mock interview using the recorder. The mock interview used a modified interview protocol which was similar to my dissertation interview protocol. I was then able to transcribe and type the interview, which provided valuable practice prior to collecting actual data for the dissertation.

Definitions

The following terms have been used throughout this study:

Critical reflection: Critical reflection is defined as the ability to engage in "active, persistent, and careful consideration of knowledge in light of the grounds that support it, and the further conclusion to which it tends" (Dewey, 1910, p. 6). Special consideration was given to the influences of emotion and the unconscious mind (Ottesen, 2007; van Woerkom, 2010) in pre-service teacher – in-service teacher interaction when teaching diverse students.

Cultural competence: For purposes of this study, cultural competence is defined as the ability to effectively teach students whose backgrounds are different from the teacher's own background (Diller & Moule, 2005).

In-service teachers: In-service teachers are defined as certified kindergarten through fifth grade, multi-subject public school teachers in the identified counties who have at least 3 years of teaching experience

.*Perspective-taking:* An important prerequisite of acquiring a global perspective is having the ability to see through the eyes of the 'other' (Hanvey, 1976). Here, perspective-taking refers to in-service teachers' self-reported ability to guide pre-service teachers' ability to understand the lives of diverse students from the students' perspectives.

Phenomenological inquiry: This approach focuses on learning about participants' lived experiences to determine if there are central phenomena or themes that emerge (Creswell, 2007). Although Moustakas (1994) explained that phenomenological inquiry focuses on a person's whole experience, in this study, I focused specifically on in-service teachers' professional experiences and perceptions related to teaching diverse students.

Pre-service teachers: Pre-service teachers refer to a kindergarten through sixth grade multi-subject teacher education majors. This designation is the official grade-span certification classification for elementary teachers at the state level.

*Scaffolding**:*** Building upon the theoretical construct articulated by Vygotsky, (1978), scaffolding is defined as the in-service teacher's ability to support pre-service teachers' knowledge, skills, and dispositions to the next higher level as pre-service teachers learn to teach diverse students.

Southern West Virginia: This region refers to counties south of Kanawha County, West Virginia, where the state's capitol, Charleston, is located. The identified county school systems, which have agreed to allow elementary school teachers to be recruited for participation in this study, were assigned pseudonyms. Other locations in the counties referred to by the participants were also assigned pseudonyms.

Southwestern Virginia: This region refers to counties west of Roanoke County, Virginia. Like the locations in Southern West Virginia, the identified county school system which agreed to allow elementary teachers to participate was assigned a pseudonym, as well as other locations in the county referred to by the participants.

Assumptions

Four assumptions guided this study. First, no specific methods were used to control for participant characteristics. It was assumed that the in-service teacher participants would represent the demographics of the counties in which they teach. Second, it was further assumed that the participants would vary in their years of teaching experience, with at least three years of experience, and would have taught in primarily monocultural settings. Third, teachers would share ways in which their professional teaching experiences have enhanced their abilities to teach students from diverse backgrounds. Fourth, it was assumed that common themes would emerge from the interviews. Such themes could indicate both (a) in-service teachers' skills and dispositions to teach students from varied backgrounds and (b) ways in which the in-service teachers have enhanced pre-service teachers' abilities to instruct diverse students, which can be valuable in enhancing the quality of pre-service teacher preparation.

Scope and Delimitations

First, the original goal for the number of participants was four participants per county for a total of 12 in-service teachers. Second, twelve participants were assumed to be sufficient for saturation to be reached in this phenomenological study, allowing for the emergence of common themes (Guest, Bunce, & Johnson, 2006). Third, three counties in

southern West Virginia and one county in southwestern Virginia allowed only a partial picture of the region's public school settings regarding in-service teachers' experiences teaching diverse students. Fourth, given the nature of qualitative inquiry and differences in diversity within Southern West Virginia and Southwestern Virginia by region, generalizability of findings to the total population of West Virginia and Virginia in-service teachers was limited. Because of unexpected developments at the outset of participant recruitment, changes were made, with Walden University's Institutional Review Board (IRB) permission, with regard to county school system participant recruitment, participant retention, and expanded criteria for participant recruitment. These changes are described in fuller detail in Chapter 4.

Limitations

Given the qualitative, phenomenological nature of this study, generalizability of the findings to the larger population of teachers was limited. In addition, although it was assumed that participants would be truthful in their responses, there might have been some desire to respond based on what they thought I wanted to hear.

Significance

Results from this study have helped close an important gap in the scholarly literature by examining rural Appalachian in-service teachers' skills and dispositions which help them teach students from diverse backgrounds effectively. In addition, information emerged regarding how these skills and dispositions can be transmitted to pre-service teachers. These findings can both benefit and enhance social change by improving school-based field experiences for pre-service teachers in rural teacher

education programs. Finally, the findings have the potential to advance both the educational psychology and multicultural education literature.

Summary

In Chapter 1, a description of changing U.S. demographic mega-trends (Puentes, 2006) in urban and rural areas has been presented, which contrasts with the predominantly female, White teaching force. The rationale was presented that, in order to ensure 21st century teachers are effectively prepared to teach culturally and linguistically diverse students, teacher education programs' curricula must be infused with multicultural instructional strategies and content. In addition, the expertise of veteran teachers to prepare pre-service teachers to teach diverse students effectively in rural settings must become an important priority. Social change implications for the study are offered.

In Chapter 2, a review of the literature is provided to synthesize findings related to research on effective multicultural teaching based on teachers' cultural responsiveness (E. L. Brown, 2006; Druggish, 2003; Kea, Campbell-Whatley, & Richards, 2006; Phuntsog, 2001; Richards, Brown, & Forde, 2006; White, Zion, & Kozleski, 2005), culturally relevant teaching (Davis, Ramahlo, Auerbach, & London, 2008; Hyland, 2009; Ladson-Billings, 1994), cultural proficiency (Lindsey, Robins, & Terrell, 1999), and cultural competence (Diller & Moule, 2005). For purposes of this study, the term of choice is cultural competence. In addition, the conceptual framework for the study is presented and described in detail.

In Chapter 3, the methodology of the study, which consisted of a qualitative approach using transcendental phenomenological inquiry, is described. An explanation of phenomenological inquiry, what it entails, why it is has been selected for this study, and how it was conducted is explained in depth.

In Chapter 4, I describe, in depth, the five themes that emerged from the data analysis, using quotes from participants' interviews to illustrate the themes. I provide both composite textural descriptions of participants' collective lived experience, followed by a composite structural description, which is intended to convey how the participants collectively experienced the phenomenon. I then describe how the themes correspond to participants' responses to the questions.

Finally, in Chapter 5, I discuss, once again, the importance of the Research Questions, and provide a summary and interpretation of the findings, based on the literature review. I provide an illustration of how the voice data analysis mapped onto the conceptual framework, discuss the limitations of the study. I provide recommendations based upon both the limitations of the study and the scope of the study. Finally, I explain the social change implications stemming from the study.

Chapter 2: Literature Review

In this chapter, I provide a review of the literature on the role of in-service teachers' influence on pre-service teachers' preparation for multicultural education in rural settings as it relates to the three-part conceptual framework of critical reflection, scaffolding, and perspective-taking between rural in-service teachers and pre-service teachers as they teach diverse elementary students. The literature has been examined from the perspectives of both educational psychology and multicultural education. The literature has then been integrated and synthesized with consideration for a variety of multicultural approaches.

Organization of the Review

The literature for this chapter is organized to address three general areas. First, the dynamics and needs related to teaching in urban versus rural settings are explored. Second, various theoretical constructs and definitions related to effective multicultural teaching are described. Finally, purposes and outcomes of in-teacher – pre-service teacher interactions while teaching diverse students have been described in the literature, and they are explained and synthesized as a rationale for the current study.

Literature Search Strategy

A variety of literary sources provided scholarly material for this study, including peer-reviewed journal articles, seminal books, current books, book chapters, handbook chapters, and web-based articles from scholarly (.gov, .edu, and .org) websites. The Docstoc.com website was instrumental in locating a highly relevant, current, and topically similar dissertation for the present study. For journal articles, the Walden

University Library's following databases were searched separately: Academic Search Complete, Educational Research Complete, Education Resource Information Center (ERIC), PsychARTICLES, and ProQuest. For web-based searches, MSN, Bing, and Google search engines were used.

In the Walden University Library databases, keyword combinations and reverse combinations were used to search the literature. Search terms included *teacher education* AND *southern West Virginia demographics*; *culturally responsive* teaching AND/OR *culturally relevant teaching*; *cultural proficiency* AND/OR *cultural competence*; *cultural competence* AND *southern Appalachian teachers*; *in-service teachers* AND *culturally competent teaching*; *pre-service teachers* AND *culturally competent teaching*; and *critical reflection in education* AND/OR *zone of proximal development/scaffolding* AND/OR *transpection/ perspective taking*.

Theoretical Foundation

This study was built upon a three-part theoretical framework. Each element of the framework has essential underpinnings in the field of teacher education. In addition, pre-service teachers are expected to demonstrate their increasing ability to apply these theoretical elements in their field experience and in their student teaching.

Critical Reflection

One of the most important theoretical foundations for teacher education programs is John Dewey's seminal construct of critical reflection. Reflective thought is defined as "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusion to which it

tends" (Dewey, 1910, p. 7). It is also necessary to use reflection to (a) regulate one's thinking; (b) integrate teaching and learning as integrated, reciprocal processes; and (c) plan one's teaching so that it reflects orderliness and continuity. All three thought activities must be appropriately arranged and prioritized during critical reflection (Dewey, 1910).

Teacher-student interaction in the teaching and learning process must not be viewed in a vacuum. Individual student learning and intellectual development are also influenced by school conditions. There are three key influences in school settings:(a) other peoples habits, (b) curriculum- based subjects, and (c) the current educational tenor of any given time (Dewey, 1910). Of particular note is that people often take for granted that others view phenomena the same ways that they view them; however, it is necessary to consider the perspectives of others when engaging in reflection (Dewey, 1910).

Another important consideration regarding reflection is the role and relationship of experience in education. Here, the emphasis is on the influence of prior and current experience on future experience. Teachers must move beyond the classroom and become well attuned to the needs of the surrounding community. Needs must be scrutinized and learned including the community's physical setting, economy, and historical heritage (Dewey, 1938). Such community learning and engagement can be used to create educational linkages and use community resources in meaningful ways (Dewey, 1938). The use of higher order thinking skills based on the use of past and present experiences, rational thought, and measured impartial judgment—based on all available information in

classroom, school and community contexts—are all essential for effective critical reflection on action and reflection in action (Dewey, 1910; 1938).

Reflective practice in education research. The construct of critical reflection continues to guide both general education research and multicultural education quantitative and qualitative research (Hoekstra, 2007; Lee, 2008; Ottesen, 2007); mixed-methods research (Griffin, 2003; Phuntsog, 2001); and collaborative action research (DePalma, Santos Rego, & del Mar Lorenzo, 2006). Critical reflection has also informed change-over-time analysis of pre-service teachers' views about teaching diverse students (Castro, 2010). One mixed-methods study explored the extent to which elementary teachers believed culturally responsive teaching was a necessary component of their instruction and what suggestions they had to address cultural diversity issues in schools. A considerable amount of this literature review identified analytic self- reflection of teachers' own attitudes and beliefs as vitally necessary for developing culturally responsive teaching (Phuntsog, 2001). The outcome of the qualitative portion of the study revealed that elementary teachers demonstrated a broad range of dispositions on the assimilationist-cultural pluralist continuum. One participant's particular recommendation was that seasoned teachers be required to participate in in-service workshops on culturally responsive teaching. Such participation could potentially assist new teachers in this area in terms of both teacher education program improvement and cooperating teacher professional development (Phuntsog, 2001). Such activities hold promise if they are genuinely equitable, collegial, and collaborative.

Reflection as a vehicle for transformational change. In order to be of optimal value for social change, reflection must be linked with, and interact with, transformational experiences (Dewey, 1938). One 3-part theoretical framework, based on Dewey's philosophy of pragmatism, explained that if properly scaffolded, learners can demonstrate motivated use, and can experience expanded perceptions and value shifts, which all interact and lead to expanded experience (Pugh, 2011). These elements are interactive and dynamic. Furthermore, they correspond to cognitive, affective, and behavioral components, thereby indicating that critical reflection does not exist separately from other psychological processes (Pugh, 2011).

Levels of reflection and other psychological processes. It is possible to take a Vygotskian approach to critical reflection, viewing reflection in a social-cultural context. In this particular context, critical reflection has been idealized as the highest form of rational thinking and has emerged in pre-service teacher–in-service teacher mentor relationships as ways of perceiving, thinking, and doing, while developing concepts and examining actual or imagined practices (Ottesen, 2007). This description provides a meaningful segue into the explanation of the second portion of the conceptual framework for the present study, scaffolding, which is soon to follow.

Because of the nature of teachers' personal work on cultural diversity while acquiring cultural competence, it is important to acknowledge other psychological processes that may be present. There are two key points about critical reflection that must be considered. First, because critical reflection has a number of possible definitions, the construct must be more firmly grounded in empirical studies. Second, and very

importantly, three psychological constructs—intuition, emotion, and influences of the unconscious mind—must be factored into studies of critical reflection (van Woerkom, 2010). These constructs have special significance, given the nature of one's reflection on growth of cultural competence. Qualitative approaches to studying critical reflection, such as the use of interviews and reliance on memory, have comprised considerable prior research (van Woerkom, 2010). This work has reminded researchers and educators to guard against viewing learning as 'good' or 'bad' and emphasized the need to strike a balance between research methodologies focusing on critical reflection and other avenues of awareness.

In the teacher education literature, one key practice which can be particularly emotion-laden is the student teaching experience. Cooperating teacher-participants were allowed to share their experiences with difficult pre-service teachers who were at-risk of failing their student teacher experience due to lack of reflection or receptivity to cooperating teacher guidance (Hastings, 2008). One case, in particular, illustrated that when working with such student teachers, cooperating teachers may experience an array of fluctuating emotions on a daily basis. Furthermore, supervising teachers are influenced by their own dispositions, and their dispositions must be viewed in the broader social and cultural context in which they work with student teachers (Hastings, 2008).

In summary, critical reflection is an important cornerstone which anchors the teaching and learning process in teacher education programs. It entails rational thought, critical thinking, and impartial judgment based on full information in classroom, school, and community contexts, while considering past, present, and future experience (Dewey,

1910; 1938). However, reflection cannot be studied in-depth, without considering the influence of intuition, the unconscious mind, and emotion (van Woerkom, 2010).

Scaffolding

A second critical building block in many teacher education programs is scaffolding. Scaffolding is based on the seminal translated work of Lev Vygotsky, a Russian psychologist from the 1920s and 1930s, who explained that a static measure such as a child's Mental Age (M.A.) is insufficient for determining the timing of instruction. Instead, it is important to consider a learner's growth potential within a special learning zone— the zone of proximal development (ZPD). In this zone, the mentor (teacher or other adult who knows what the child needs to learn) interacts with the child within a socio-cultural context to help the child reach the next potential level of learning. These translated works, once rediscovered by American psychologists and educators, have had a large influence on both fields (Vygotsky, 1978).

In addition to being situated in the historical tenor of his time in the Russian psychological community, Vygotsky (1978) presented a theory which depicted an organic, asynchronous, dynamic, interactive, qualitative process between the learner and the mentor, and between learning and development. Furthermore, the importance of learning and development in a social and cultural context is given special significance. Just as with reflection, scaffolding can be viewed neither in a vacuum nor as a static process.

Vygotsky's original conceptual framework referred primarily to children's learning in the context of a mentor- student apprenticeship (Alpay, 2003); however, the

same interrelationship can exist between a teacher-mentor and an adult learner. It is important to remember that the mentor-apprentice relationship is bi-directional and can be co-constructed in any given social-cultural setting. In addition, the theories of Jean Piaget and Albert Bandura have important implications for understanding the connection between cognition and the social world (Alpay, 2003). The connections that Alpay made have important social change implications because a changing, progressively more multicultural society can be expected to influence the socio-cultural context in which in-service teachers and pre-service teachers interact in educational settings.

Scaffolding exists in a larger theoretical framework known as constructivism. The interaction between the mentor and learner in the socio-cultural context helps create meaning. One particular constructivist inquiry paradigm has been based on the relativistic assumption that realities are socially constructed to explore ways in which individuals and groups hold multiple and subjective perspectives. The paradigm framed the exploration and discovery of how race and ethnicity were socially represented by urban pre-service secondary teacher in the Midwest (Carignan, Sanders, & Pourvadood, 2005). This cultural framework underlies intercultural education, based on an intercultural perspective. Carignan et al. (2005) sought to identify and understand the social influences of racism and ethnocentrism of 60 pre-service studying in an urban university, and how these influences affected the pre-service teachers' social norms and values. A content analysis of the participants' reflective journals revealed that their social representations were fluid rather than static and that, while most pre-service teachers were inclined toward a liberal perspective, some pre-service teachers were inclined toward a traditional

perspective. These findings illustrate the value and necessity of conceptualizing student-teacher interactions in classroom settings as occurring in an upward spiral as they learn together (Carignan, et al., 2005). Collaborative interaction is the key to this socio-cultural setting (Carignan, et al., 2005). Helping pre-service teachers engage in self-reflection in culturally diverse classrooms can help scaffold their perspectives from traditional to multicultural to intercultural competence (DePalma, Santos Rego, & del Mar Lorenzo Moledo, 2006).

Over the years, teacher educators have discovered that culturally responsive teaching must be built on teacher education programs' inclusion of multicultural education which is not merely informational, but transformational (Druggish, 2003). Unless pre-service teachers have culturally diverse field experiences which allow for and require engagement with culturally diverse students beyond just the classroom and school, pre-service teachers' stereotypes may actually be reinforced (DePalma et al., 2006). In order to help pre-service teachers overcome their fears about culturally relevant teaching, effective field experiences should also include the infusion of social, political, and historical perspectives, course- linked projects, and in-depth examination of relevant issues to scaffold pre-service teachers' effective multicultural teaching (DePalma et al., 2006).

Scaffolding culturally competent teaching across time. While individual research studies have demonstrated how pre-service teachers' culturally competent teaching can be scaffolded in teacher education programs, scaffolding of in-service and pre-service teachers' effective multicultural teaching over larger time periods has also

been uncovered. A comprehensive change-over-time analysis and synthesis of the multicultural education literature across three time periods— 1986-1994, 1995-1999, and 2000-2007— revealed a number of growth and change patterns in pre-service teachers' attitudes and values regarding cultural diversity (Castro, 2010). First, in general and across time, pre-service teachers' beliefs about culturally diverse student achievement were anchored primarily in individualism and meritocracy, rather than in critical consciousness. In other words, pre-service teachers believed that all students 'academic success was based on the students' individual hard work in a societal context of equal opportunity, without an awareness or acknowledgment of students' situational factors, lived experiences, and or social injustices. Secondly, this change-over-time analysis of quantitative, qualitative, and mixed- methods studies found a positive evolution of higher levels of multicultural awareness in pre-service teachers' gradual orientation toward social justice-based critical consciousness. Such shifts in millennial 2000-2007 pre-service teachers' awareness were more likely to occur if they had direct intercultural experience and exposure in personal, social, community, and service-based experiences, or in field experiences linked to their course work (Castro, 2010). These findings suggest both strength and a promise for millennial pre-service teachers' preparation to teach culturally diverse students. Taken broadly, these findings indicated how scaffolding pre-service teachers' ability to teach diverse students can occur over longer time spans (Castro, 2010).

Perspective Taking

The third area of psychological growth—perspective taking—shows promise in enhancing pre-service teachers' culturally competent teaching. Perspective taking, defined as the ability to acquire empathy and to experience historical events through the eyes of others, requires that social studies teachers plan and teach lessons so that students are actively engaged in learning experiences which contextualize past events and bring them to life (Skolnick, Dulberg, & Maestre, 2004). Perspective-taking can be enhanced using a variety of developmentally appropriate instructional strategies.

Perspective-taking in multicultural and global education has its foundations in the seminal work of Hanvey (1976), who presented a five-part dimensional framework for acquiring a global perspective: "(a) perspective consciousness, (b) state of the planet awareness; (c) cross-cultural awareness; (d) knowledge of global dynamics, and (e) awareness of human choices" (p. 2). The first element on the global perspective continuum entails awareness that there are perspectives on global issues other than one's own, and that these other perspectives are valid and must be viewed within their cultural contexts. The acquisition of a global perspective, which is influenced by both moral and intellectual development is a gradual process which can be supported through education and experience. Importantly, perspective-taking moves beyond opinion and entails an in-depth exploration of environmental, social, and cultural factors underlying human behavior (Hanvey, 1976). Furthermore, perspective-taking, in its highest form, entails the ability not only to understand or even empathize with others, but to see through the eyes of others. Transpection is defined as the ability to enter another person's

head and think about and see the world through that person's eyes (Moriyama, cited in Hanvey, 1976). An additional skill which is critical for perspective-taking is systems thinking. Systems thinking requires the ability to perceive and understand interrelationships among elements and situational factors in the outer world and to anticipate possible, sometimes unintended consequences of one's actions and decisions (Hanvey, 1976).

The theoretical construct of perspective-taking has also had demonstrable applications in multicultural education. A qualitative, narrative, grounded theory method of inquiry demonstrated that the multicultural awareness and development of white pre-service teachers at a majority white institution underwent shifts along three stages. Possible shifts involved (a) unconscious stage, characterized by 'color- blindness'; (b) responsive stage, which entailed curiosity about, but less than full acceptance of other cultures, and (c) critical consciousness stage, which requires the use of critical pedagogy, whereby larger societal power influences and social injustice issues are explored, identified, and addressed (Hill-Jackson, 2007). At the critical consciousness stage, pre-service teachers consciously and purposefully examined their position in the social power and privilege framework and exercised varying levels of courage to act (Hill-Jackson, 2007).

Three-Part Interactional Framework

Pre-service teachers' acquisition of cultural competence in a teacher education program suggests a complex, interactive psychological process. This process involves critical reflection and all of its elements described earlier, scaffolding, and perspective taking, combined with systems thinking, within a socially constructed mentoring (in-service teacher—pre-service teacher) relationship. The third sub question of the first research question for this study asks "When mentoring mentor pre-service teachers, what interactions and communications typically occur between in-service teachers and pre-service teachers to enhance pre-service teachers' ability to teach diverse students effectively?" The resulting themes related to this and the other research questions were explored and analyzed from the audio taped interviews. These themes are described in Chapter 4.

The conceptual framework for the study is illustrated in Figure 1, and depicts the following dynamic: (a) In-service teachers and pre-service teachers interact in field placements and during student teaching where the pre-service teachers observe, teach mini-lessons, and discuss the outcomes of the mini-lessons. (b) Based on pre-service teachers' reflections both during and after teaching the lessons, in-service teachers help pre-service teachers use critical reflection to support them to reach higher order thinking skills and attain the ability to take the perspective of an in-service teacher. (c) In-service teachers help pre-service teachers consider the perspective of students, while teaching students from a variety of diverse backgrounds. Of special interest is whether or not these elements meet at a particular intersection.

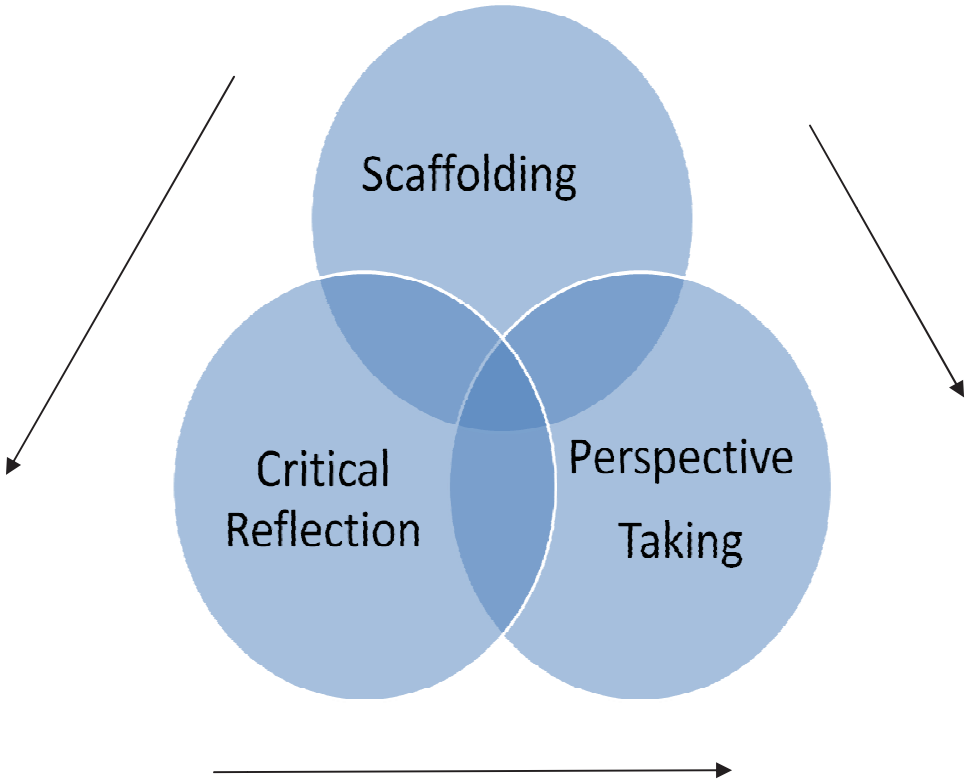

Figure 1. In-service teacher— pre-service teacher interactional framework.

Literature Review Related to the Key Concepts

Overview and Articulation of the Problem Statement

Extensive scholarly literature has indicated that the United States has undergone rapid and substantial change, resulting in a more culturally and linguistically diverse population. This trend is expected to reach a peak by 2050 (Brown, 2007 ; Fouad & Arredondo, 2007; Garmon, 2005; McHatton et al., 2009; Milner, Flowers, Moore, Moore III, & Flowers, 2003; Rogers-Sirin & Sirin, 2009). While the majority of such studies were conducted in urban settings, few studies have been conducted in rural contexts. Most of the literature has focused on ways in which teacher education programs can be

improved to prepare pre-service teachers to teach a growing number of diverse students effectively. However, few studies have explored how experienced in-service teachers can mentor pre-service teachers to teach diverse students effectively. I use the research questions provided in Chapter 1 to address that gap:

1) What qualities and experiences do in-service public school elementary teachers possess which allow them to teach students from a variety of backgrounds effectively?

2) What do in-service teachers suggest for improving teacher preparation to meet the challenges of cultural diversity in schools ?

Recent Studies Related to Multicultural Education in Rural Contexts

Although the predominant current research interest has focused on multicultural teaching in urban settings, it is important to remember that effective teaching also occurs in rural settings. In addition, student-teacher relationships in rural contexts and student-teacher relationships in urban communities differ in a number of ways, including the complexity and closeness of home-school-community relations, and the extent to which families and communities tend to advocate for the preservation of their small community schools (Hardre, Sullivan, & Roberts, 2008).

Findings in the literature indicated interesting common features between effective teaching among rural teachers and culturally relevant teaching practices with minority students. Rural secondary teachers believed in their students' inherent abilities and held their students to high, but attainable standards, with appropriate support (Hardre, et al., 2008). These results are similar to descriptions of teachers' culturally relevant instruction of African American students (Ladson-Billings, 1994; 1995). In those studies, teachers

also had high expectations of their students, and provided the support necessary for their enhanced academic success (Ladson-Billings, 1994; 1995).

In addition to employing motivational supports for rural students' achievement, caring for students and relating to them on an authentically individual basis captured an important essence, or characteristic of rural educators (Hardre et al., 2008). Here, again, a parallel association exists between this characteristic of rural educators and what the multicultural literature refers to as culturally responsive teaching (Druggish, 2003). If rural teachers are highly effective motivators of their students' achievement, and if the research findings are indicators of what is occurring across most rural schools and classrooms, there are lessons that may be learned about teaching children effectively, regardless of their background. Multicultural education research findings also help scholars and educators realize that understanding rural America is not a simple task. There is no single, simple definition or set of characteristics which can be labeled rural (Harmon, 2011; Rios, 1988). For this reason, what may generally apply to one region of rural America may not necessarily apply to another rural region. Therefore, for clarification, the section of rural America that was the focus of this study is the southern West Virginia, and southwestern Virginia portions of Appalachia.

Urban Versus Rural Environments for Multicultural Education

Scholars in multicultural education and culturally relevant teaching acknowledge that the ability to teach students from all backgrounds is of national interest and concern (Ripski, LoCasale-Crouch, & Decker, 2011). However, the majority of research has focused on U. S. urban areas' rapid demographic changes with regard to race, ethnicity,

and language (Brown, 2007 ; Fouad & Arredondo, 2007; Garmon, 2005; Garrett & Morgan, 2003; McHatton, et al., 2009). Other ways in which student populations can be diverse, however, include gender, religion, and social class (Cushner, McClelland, & Safford, 2009). A fuller examination of education in rural communities may reveal both similarities and differences in student diversity. Additional research in rural settings has potential value by providing balance with what has been researched and discovered in urban areas. In addition, research in rural settings can provide balanced and fuller understanding of the needs of pre-service teachers' and in-service teachers' contributions and needs regarding teaching diverse students in their own school and community environments.

In contrast to urban areas, although there may be differences in rural communities and schools when viewed nationally, rural schools tend to be smaller and less culturally and linguistically diverse (Harmon, 2011). Furthermore, rural schools have special strengths and have made contributions which have helped transform the educational landscape. Many exemplary educational practices, which originated in rural schools, include peer- mentoring, split- grade classes, cooperative learning, and positive home-school- community relations (Harmon, 2011).

One benefit of small rural schools is that low-income children are more likely to thrive academically (Harmon, 2011). This reality is contrasted with persistent, negative rural and Appalachian stereotypes, held by those who dwell outside Appalachia, which is described as *regionalism* (O'Hara, 2007) . Regionalism consists of the persistence of negative, mostly media- driven stereotypes in the minds of those who reside outside the

region. Such 'hillbilly' stereotypes— for example, that Appalachians are poor, isolated, uneducated, and non-progressive— are often so pervasive that that native-born Appalachian scholars and experts in their fields are viewed as 'exceptions to the rule'. There is great value in including regionalism among the various 'isms' to address in multicultural education courses, because such reflection can help pre-service teachers examine all of their stereotypes and biases when teaching students from different backgrounds (O'Hara, 2007).

One must also recognize that rural designations and identities are both complex and relative. While what is considered rural is influenced by both demographics and ideology, people may not consider themselves rural if they live in small towns rather than on farms (Strange, 2011). Furthermore, with regard to rural school settings, although considerable racial diversity may exist if rural areas of a region were condensed, such diversity is not usually apparent because the actual rural land area that contains such schools is quite spread out (Strange, 2011).

Some types of diversity are not very apparent in rural areas, and because rural communities often tend to have high levels of poverty, social class has become a diversity-based indicator of special interest in predominantly rural areas. A framework has emerged in the past decade which has provided a focus for professional development for West Virginia public school teachers and teacher educators on how to understand and work with students and families who live in poverty. This framework posits that there are differences between situational poverty and generational poverty (Payne, 2005). Furthermore, hidden rules exist relating to generational poverty, middle class and upper

class. These differences across social classes can affect children's and families' perspectives, and their access to and use of resources, time, and language (Payne, 2005) . It is important to ascertain how pre-service (student) teachers in rural settings perceive their ability and readiness to teach in high poverty schools. The outcome of one mixed-methods study revealed that student teachers generally perceive themselves to be adequately prepared to teach students in high poverty schools (Duiguid, 2010). Over the past ten years, and as recently as the 2009-2010 school year, there have been numerous higher education trainings for teacher educators at the state level in West Virginia based on Payne's (2005) work. The aim of these trainings has been to infuse Payne's conceptual framework into teacher education programs so that pre-service teachers will be better prepared to understand the hidden rules of poverty and wealth and the types of resources poor students may lack, in order to develop cultural awareness and effective instructional strategies for this group of learners (Payne, 2005). These conceptualizations and related simulations and exercises are designed to equip teachers with the knowledge, skills, and dispositions for working with students and families who live in poverty and wealth.

More recent researchers have taken issue with Payne's (2005) framework for understanding poverty, however, because Payne's work is not sufficiently evidence-based, and because it is based on children's "deficit-laden characteristics" for which White middle-class teachers may come to view themselves as the children's saviors (Sato & Lensmire, 2009, p. 366). Such deficit thinking may run counter to the acquisition of

true cultural competence, in part because of the danger that children and families who live in poverty may fall victims to yet another set of stereotypes (Sato & Lensmire 2009).

Teachers in rural areas. Both strengths and challenges exist with regard to teaching in rural areas. An important characteristic of rural areas such as Appalachia, in general and southern West Virginia and southwestern Virginia in particular, is the nature of interrelationships in multiple contexts. This dynamic is also present in many teacher-student-family relations. However, strong parent-teacher relations in support of student achievement often remain a challenge for some families of color or families who live in poverty. Nevertheless, rural public school teachers possess and use powerful motivating strategies to enhance these students' achievement (Hardre, Sullivan, & Roberts, 2008). Teachers' abilities and dispositions include valuing each student as unique, trusting in and cheering on their performance, and providing them with hope in attaining their future goals (Hardre, et al., 2008). Based on personal observations and experience, the fabric of student-teacher-family relationships and teacher motivation in small towns and rural communities is strengthened when teachers, students, and families share church memberships, extra-curricular activities such as Girl Scouts, Boy Scouts and 4-H Club, neighborhood association and or friendships among their children. Supports also may be apparent in their continuing relationships when births, deaths, marriages, or other important life events occur. Such relationships and memories often continue in some form even several years after children's graduations.

Descriptors in the Literature for Effective Multicultural Teaching.

From the 1990s to the present, at least four constructs have emerged to describe effective multicultural teaching. *Culturally responsive teaching* is defined as being knowledgeable about other cultures and self- aware (Brown, 2007; Druggish, 2003; Kea Campbell-Whatley, & Richards, 2006; Richards, Brown & Ford, 2006; White, Zion, & Kozleski, 2005). An insightful study focusing on culturally responsive pedagogy in southern Appalachia, with a special focus on southern West Virginia, posited that multicultural education must be both transformative and emancipatory if it is to effect change in the lives of Appalachian students, educators, parents, and communities (Druggish, 2003). Three prominent multicultural education researchers, in particular— James Banks, Gloria Ladson-Billings, and Christine Slater— have provided important theoretical underpinnings for culturally responsive pedagogy (Druggish, 2003).

The second construct, *culturally relevant teaching*, is based on an on-going process of critical reflection and Ladson-Billings's (1995) culturally relevant pedagogy (Davis, Ramahlo, Beyerbach, & London, 2008; Hyland, 2009). Teachers who demonstrated this disposition and skill successfully inspired students to strive for academic excellence while maintaining pride in their cultural identity (Ladson-Billings, 1995). These teachers also provided appropriate strategies and supports (scaffolds) for academic success within the context of their culture. It will be important to consider what culturally relevant knowledge, skills, and dispositions are transferrable to other types of students and to other settings. For instance, many descriptions of culturally relevant teaching of African American children (Ladson-Billings) are also apparent in rural

settings in general (Hardre, et al., 2008) and southern Appalachian contexts, in particular (Druggish, 2003).

Cultural proficiency as a construct has grown out of organizational practices and guidelines that provide a milieu for the sensitive and equitable treatment of education clients and community members (Lindsey, Robins, & Terrell, 1999). The authors described a cultural proficiency continuum, ranging from cultural destructiveness to cultural proficiency. This continuum may characterize a school's policies, procedures, or ways of engagement among teachers, students, and families in diverse school settings. Culturally proficient educators and school leaders are aware of their perpetual need to grow, learn, develop, and understand the importance of meaningful engagement with families and their communities (Lindsey, et al., 1999).

The fourth construct, *cultural competence*, is defined as teachers' ability to teach students from backgrounds different from their own backgrounds effectively (Diller & Moule, 2005). While an understanding of family structure and dynamics is important, there is also great value in on-going reflection and continuing growth for the perpetual development of cultural competence (Diller & Moule, 2005). In addition, the acquisition of cultural competence entails openness, flexibility, and awareness of one's prejudices (Le Roux, 2002; Middleton, 2002). In the current study I have used Diller and Moule's (2005) definition of cultural competence for exploration of the research questions. This definition of cultural competence emphasizes the necessity for the teacher to have both *cultural information* on diverse students' backgrounds and the *inner disposition* to teach children whose backgrounds differ from his or her own background (Diller & Moule,

2005). While differences between teachers' and students' backgrounds may be primarily racial, ethnic, and or linguistic in some settings, there may be other types of differences (social class, religious, etc.) in other settings. Importantly, teachers' ability to adapt their instructional skills and practices to create a good fit with students' cultural backgrounds, learning styles, and ability levels enhance their abilities to increase all students' achievement. This ability is defined as 'cultural competence' (Diller &Moule, 2005).

In-Service Teachers' Needs and Concerns for Enhanced Cultural Competence

While there is considerable focus in the multicultural educational literature for needs of pre-service teachers, in-service teachers have also expressed concerns for continued professional development. This is true, in particular for teachers in rural areas, whose voices have seldom been heard (Hagemann, 2009). Rural teachers' in-service professional developmental needs include understanding and using effective motivating strategies to enhance rural students' learning (Hardre, Sullivan, & Roberts., 2008), improving their ability to teach diverse students (Hagemann, 2009), and developing their skills in providing both rich overall multicultural mentorships to student teachers under their guidance (Abt-Perkins, Hauschildt, & Dales, 2000). Furthermore, the disconnect that exists must be addressed and bridged in both teacher preparation programs and in in-service teacher professional development (Hagemann, 2009). This can best be accomplished by enlisting in-service teachers' input on both their needs and on what they can offer to new teachers. Findings in the literature point to areas of potential and ongoing growth for in-service teachers in a variety of settings, including rural contexts.

In-service teachers' perceived needs. Once novice teachers have entered the teaching field, they often find themselves confronted with institutional and student-teacher interactional challenges which provide opportunities for growth. While critical race consciousness may be an outcome for White teachers who teach African American students in urban settings, (Hyland, 2009; McDonough, 2009), sensitivity to other areas of student need, based on student social class and family background, may be an outcome of teaching in rural communities (Hardre, et al., 2008). It is important to note that professional growth experiences, such as attaining critical race consciousness, are based on an iterative, ever expanding experiential process, and can be scaffolded to higher levels throughout a teacher's career (McDonough, 2009).

Some rural educators are faced with special challenges. On the one hand, some of these particular teachers have been hired on temporary permits until they can attain alternative certification while, simultaneously, they are expected to teach an increasingly culturally and linguistically diverse population (Mollenkopf, 2009). In the case of teaching English language learners (ELLs), these rural teachers may receive one time, or infrequent training to support their instruction of ELLs. Some institutions of higher education teacher education programs serving rural teachers have sought to implement alternative certification programs for both nontraditional Teacher Education Program candidates and provisionally certified teachers. Some teacher education program faculty members have incorporated such strategies as distance learning courses, supplemental in-class supervision, and mentoring. Other accommodations (which I have occasionally provided) include allowing rural teachers to complete coursework while using their own

classes as their field placements, with an in-school colleague as their cooperating, or mentor teacher (Mollenkopf, 2009).

It is important to both acknowledge creative, viable options that exist to support rural, uncertified teachers' professional development while they seek certification, and to explore additional acceptable opportunities for them to do so. Even if culturally diverse students in rural areas are not ELLs, however, similar supports, described by Mollenkopf (2009) have the potential to enhance rural teachers' culturally competent pedagogy.

Pre-service Teachers' Needs and Concerns for Enhanced Cultural Competence

The multicultural education literature abounds with findings which indicate that pre-service teachers vary in their readiness to teach students from diverse backgrounds effectively, ranging from various levels of resistance (Hill-Jackson, 2007), varying degrees of adult cognitive development (Eberly, Rand, & O'Connor, 2007), and divergent dispositions for teaching towards diversity (Garmon, 2005). Pre-service teacher dispositions for teaching culturally diverse students may range from resistant to receptive, depending upon mindfulness of self, resistance to change, and commitment to social justice (Garmon, 2005). An understanding of pre-service teacher dispositions with effective multicultural experience, combined with elements such as support groups, in-class educational activities and intercultural exposure and experiences interact to foretell the outcomes and influences of multicultural teacher education courses on pre-service teachers (Garmon, 2005). Because differences in outcomes for pre-service teachers after taking a multicultural education course may be strongly attributed to their dispositions, we might well consider the advice which suggested that closer attention should be paid to

teacher candidates' dispositions and experiences during the selection and admission process to teacher education programs (Haberman & Post, cited by Garmon, 2005). In addition, close mentorship and support should accompany the pre-service teachers throughout their multicultural component and overall teacher education program (Garmon, 2005). Transforming teacher education programs to allow for enhanced mentorship and intercultural experience and support can affect social change by resulting in greater, more lasting change for pre-service teachers' multicultural growth and development.

Some studies have indicated improvements in pre-service teachers' perceived ability to teach diverse students after taking a multicultural course. In one study, although the 32 pre-service teachers were highly interested in teaching culturally diverse students, only seven expressed a high degree of confidence in their ability to do so (Gayle-Evans & Michael, 2006). Pre-service teachers sometimes questioned their level of preparation for teaching effectively in multicultural settings; however, they may be skeptical about the level of multicultural awareness or commitment to social justice of their own university professors, who are often White and middle class. Pre-service teachers may not always apply what they learn in their university-based multicultural courses to school-based placements (Banks & Pohan, cited by Gayle-Evans & Michael, 2006). This finding has been confirmed by Locke's (2005) naturalistic observation study with pre-service teachers which revealed little meaningful influence of a multicultural course at a midwestern, mostly White university. A need has become apparent to more fully infuse multicultural education content and experiences at broader and deeper levels across the

teacher education program curriculum (Locke, 2005). Nevertheless, qualitative, quantitative, and mixed-methods studies have revealed varying levels of positive change in preparation to teach culturally diverse students following multicultural education courses (Milner, Flowers, Moore, Jr., Moore, III, & Flowers, 2003), including decreased resistance (Thomas & Vanderhaar, 2008), and increased levels of critical consciousness (Eberly, Rand, & O'Connor, 2007; Hill- Jackson, 2007).

Literature Review Related to Research Questions

Preparing Rural Teachers for Multicultural Education

Just as the voices of rural teachers have not been heard, in general, in the area of multicultural education (Hagemann, 2009), Appalachian teachers' voices, in particular, have not been invited into the multicultural education discourse. One particular qualitative study's results on the value of nurturing Appalachian identity as a precursor for improving culturally responsive teaching were illustrated by the effectiveness of immersing both Appalachian pre-service teachers and Appalachian in-service teachers in literacy and related experiences which allowed them to explore their roots, tell their stories, and experience ways in which they, themselves, were culturally different (Druggish, 2003). Rural in-service teachers in Wisconsin strongly suggested that teacher education programs should be developed and supported on an ongoing basis, so that they may maintain and share updated best practices on teaching both diverse learners and students with special needs (Hagemann, 2009) . In addition to Druggish's contribution, an additional researcher suggested further exploration of ways in which teachers can be better prepared to teach culturally diverse students effectively, and provides the second

research question for this study: “What do in-service teachers suggest for improving teacher preparation to meet the challenges of cultural diversity in schools?” (Phuntsog, 2001, p. 2).

Elements of Effective Teacher Education Programs

Teacher education programs are built on the position that knowledge attained in courses alone is insufficient to produced well qualified professional educators. Rather, teacher education programs’ course work must include school-based field experiences and student teaching (professional) semesters, where pre-service teachers can observe classroom teachers and practice what they are learning in their coursework. The critical elements for success are (a) during the course of the program, the mentorship of the field-based pre-service teacher by the cooperating teacher, and (b) at the end of the program, the mentorship of the student teacher by the supervising teacher. These relationships enable the partners to collaborate using observation, reflection, and pre-service teachers’ lesson plans. As pre-service teachers move through their teacher education programs, their knowledge, skills, and dispositions are scaffolded to higher levels of instructional expertise, along an upward spiral.

Student teachers view their cooperating or mentor teachers as their most important role models for their own professional growth and identity development as future educators (Ferber & Nillas, 2010, citing Karmos & Jacko). The quality of the cooperating teacher’s instructive feedback to the student teacher is an important indicator of the success of the partnership, along with the extent to which there is a good fit between what the pre-service teacher has learned in his or her teacher education program of study, and

what the cooperating teacher models in his or her classroom (Ferber & Nillas, 2010). One area of the pre-service teacher—cooperating teacher relationship where a mismatch may occur is in the two partners' skills and dispositions in teaching culturally diverse students (Ferber & Nillas, 2010).

Improving Student Teacher – Cooperating Teacher Mentorships

Challenges exist in addressing student diversity in student teacher—cooperating teacher mentorships cross rural, urban, and suburban boundaries, as revealed in a qualitative analysis of letter correspondence and field notes of three pre-service teachers from each of these settings (Abt-Perkins, Hauschildt, & Dales, 2000). Waite's dialogic supervision, a form of egalitarian reciprocity, was used as a conceptual framework. The authors indicated that it is important to enrich student teachers' experiences by providing them with useful tools and teachable moments. Such opportunities allowed student teachers to reflect on their classroom practices, in light of cultural perspectives and practices (Abt-Perkins, et al, 2000). This is particularly important when student teachers are outsiders in relation to the school and community, because there are ethnographically oriented opportunities for student-school-community engagement and reflection (Abt-Perkins, et al., 2000). Deep, deliberate reflection is important for the student teacher; furthermore, this interactive cognitive process must occur in a collaborative relationship among the student teacher, cooperating teacher, and university supervisor (Johnson, 2011). An additional key element for effective mentoring of student teachers to prepare them for multicultural teaching is culturally responsible mentoring, based on social reconstructionism, which refers to critical thinking about cultural issues in social and

school contexts (Zozakiewicz, 2010). Two particularly relevant themes were (a) improved teaching practices are needed to help meet culturally diverse students' learning challenges and (b) there should be improved communication and interaction with students across differences (Zozakiewicz, 2010). One critical concern shared by the pre-service student teachers is that their supervising teachers did not help them grow and develop into responsible and effective multicultural educators. They attributed this to the fact that their supervising teachers were from a past generation and came of age at a more traditional time in teacher education, where cultural diversity issues were not deemed important. Such activities as (a) providing multicultural workshops for supervising teachers to assist then in developing skills and proficiencies in this area, (b) providing teacher education program Supervising Teacher Handbooks with multicultural guidelines and related materials on culturally responsible mentoring, and c) providing opportunities for continuing reflective dialogues can lead to improvements in culturally responsible mentoring (Zozakiewicz, 2010).

In summary, a review of the literature has demonstrated that both in-service teachers and pre-service teachers perceive that they have areas for potential growth in teaching culturally diverse students (Hyland, 2009; McDonough, 2009). Such needs exist whether or not in-service teachers and pre-service teachers reside in urban, suburban, or rural settings (Abt-Perkins, et al., 2000). Finally, course-based field placements have rich potential for providing opportunities for multicultural mentoring (Johnson, 2011; Zozakiewicz, 2010).

Culturally Competent and Culturally Responsive Teaching: Methodological Approaches in the Literature

Effective multicultural teaching research has predominantly been the subject of qualitative and mixed-methods research, especially as it relates to in-service teachers and pre-service teachers' perspectives. Quantitative research and collaborative action research comprise considerably smaller approaches. Research questions have mostly been exploratory, inductive, and have had small numbers of participants. The exception to this can be found in some mixed-methods studies. In some instances, case studies have involved single participants. Mixed-methods studies gleaned for this literature review have tended to have larger numbers of participants. The section that follows provides an integrative, methodological summary of the multicultural education research literature as it relates to in-service teachers' experiences teaching diverse students. The special focus is on rural settings.

Qualitative Studies Related to In-service Teacher- Pre-service Teacher Mentorships

Participants in the qualitative studies were predominantly White and female, whether they were in-service teachers or pre-service teachers. Theoretical and conceptual frameworks underpinning research questions were well articulated, and constructivist, Vygotskian paradigms and reflection were used to explore views on race and degrees of ethnocentric orientation via journal- keeping (Carignan, et al., 2005). Reflection was the primary framework for content analysis and integration of analysis of audio-taped data from types and degrees of teacher reflection (Ottesen, 2007). Not only is reflection important in teacher education, there is an additional valuable consideration: thinking

must be distinguished from reflection (Ottesen, 2007). By asking what conversations between teacher mentors and student teachers reveal regarding how they reflect and what they accomplish through reflection, three different types of reflection emerged from the discourse analysis: (a) inductive (doing or how to think about and make action-based decisions), (b) concept development (learning about teaching beyond the current teaching- learning episode), or (c) imagined applications (transcendence), based on reflection which goes beyond specific practice (Ottesen, 2007). It is important to emphasize that teachers must understand that one type of reflection is not necessarily better than other types of reflection; all types are valuable and have their place in the teacher mentor-student teacher partnership (Ottesen, 2007).

One collaborative case study with two pre-service teachers investigated two similar research questions: (a) how does culturally responsive mentoring impact pre-service teachers in the field? And (b) for pre-service teachers, how is culturally responsive mentoring helpful in the learning to teach process? (Zozakiewicz, 2010). Two particularly relevant themes emerged from this study. First, pre-service teachers' pre- and post- observation transcripts revealed improved teaching practices, resulting in their enhanced ability to help culturally and linguistically diverse students' learning challenges. Second, pre-service teachers' communication and interaction improved with students from across a variety of differences. One thing pre-service teachers shared is that their supervising teachers did not help them grow and develop as responsible and effective multicultural educators, perhaps because of the different generation in which they received their teacher training (Zozakiewicz, 2010).

In qualitative multicultural education research, considerable attention has also been paid to teacher disposition for teaching culturally diverse students, which can range from resistance to critical consciousness (Eberly, Rand, & O'Conner, 2007; Hill-Jackson, 2007; McDonough, 2009; Thomas & Vanderhaar, 2008). Approaches to these studies included (a) case studies using journal writing, based on Kegan's adult development theory (Eberly, et al., 2007), (b) grounded theory, designed to trace the path of pre-service teachers' growth from resistance to critical consciousness following the completion of a multicultural course (Hill-Jackson, 2007), (c) and a critical inquiry-based case study with five teacher candidates using a social justice frame of reference (Thomas & Vanderhaar, 2008). Results of these studies converged to suggest that pre-service teachers are capable of dispositional growth and change as a result of multicultural courses and field experiences. Of special note is the confirmation that Kegan's adult development theory and associated cognitive hierarchy can indicate pre-service teachers' dispositional growth and change capacities for effective multicultural teaching (Eberly, et al., 2007). It is vitally important for professors to use Kegan's theoretical construct so they can gain a sense of their pre-service teachers' level of adult cognitive development. In this way, the professors can support the pre-service teachers' dispositions for effective multicultural teaching (Eberly, et al, 2007). In addition, it is necessary to view the non-linear dispositional growth and skills process for multicultural teaching as based on the collaborative teaching and learning of in-service teachers and pre-service teachers (Carignan, et al., 2005; McDonough, 2009).

Quantitative Studies Related to Effective Pre-service Teachers' Multicultural Teaching

Quantitative studies are much less prevalent in the multicultural literature regarding the effectiveness of multicultural education for pre-service teachers and in-service teachers. One concern among psychological and educational researchers is the difficulty of measuring certain multicultural and psycho-educational constructs. Social justice awareness has been identified as an important quality to nurture in pre-service teachers during their programs of study. Nevertheless, three concerns have been identified as serious shortcomings: (a) social justice has had no firm theoretical underpinning, (b) social justice has not been measured by a valid, reliable instrument, and, (c) this attribute could not be used as a meaningful indicator of teacher quality by policy makers and fiscal decision makers (Enterline, 2008). These authors constructed and administered a valid, reliable, 12- item Likert- typed scale— Learning to Teach for Social Justice-Beliefs (LTSJ-B) Scale. This scale, given along with an ensemble of teacher preparation surveys at entry into and exit from a teacher education program and one year after exit from the program, were subjected to the Racsh Item Response Theory analysis and techniques. Findings of the study not only indicated that learning to teach for social justice beliefs increase from program entry to exit, but these beliefs were, according to mean cohort estimates, maintained at comparable high levels one year after completion of pre-service teachers' teacher education programs. Just as student achievement is important, the LTSJ-B Scales and comparable measures can have meaningful applications in an educational accountability environment by ensuring

teacher outcomes and quality (Enterline et al, 2008). The consideration and refinement of social justice as a measurable construct which can serve as an indicator of pre-service teachers' culturally competent teaching within and beyond his or her teacher education program warrants future study; however, it is beyond the scope of this study.

Mixed Methods Studies on Effective Multicultural Teaching

Depending upon the research questions, various mixed-methods designs have allowed for greater depths of inquiry regarding effective multicultural teaching. Methodologies have included the use of critical incident analysis based on pre-service teachers' field experiences and course work to explore growth of critical thinking and reflection (Griffin, 2003; Middleton, 2002). Pre- and post-test scales given to assess beliefs about diversity, combined with analysis of verbal discussions, reflective journal keeping, and one-on-one taped interviews have also been used. Research questions focused on whether pre-service teachers agreed or disagreed with teaching with diversity in mind, and on teachers' baseline beliefs, values, and commitments regarding teaching diverse students changed after participation in a diversity course at a Midwestern university (Middleton, 2002). These results revealed positive behavioral change by the end of the course. A five-part emergent theoretical framework—Safety through Respect and Empowerment— emerged from Middleton's study. This framework summarized the qualitative findings that a successful multicultural education experience for pre-service teachers must include a psychologically safe environment in which they are allowed to explore, discover, and consider their growth and change along Bennett's Ethnocentric—Ethnorelative Dimension (Paige, 2000). Recommendations resulting from the study were

that instructors should be capable and competent, and that materials and presentations should be 'gently focused' into accountability (Middleton, 2002).

Special focus on elementary teachers. The development of culturally responsive teaching practices among elementary teachers who teach kindergarten through fifth grade warrant particular attention, given its popularity as a concentration area in teacher education. Indeed, elementary classroom teachers have a special advantage when it comes to helping all children blossom and succeed in a rapidly diversifying society (Phuntsog, 2001). In one mixed-method study using a purposive sample of 33 elementary teachers from southern California, the quantitative portion of the study involved administration of a specially designed questionnaire. Two of the research questions dealing with (a) teachers' opinions about the importance of culturally relevant teaching to their own instruction and (b) teachers' perceptions about the importance of culturally relevant teaching underwent quantitative analysis. The third, qualitative research question, which was replicated in the present study, asked "What do teachers suggest for improving teacher preparation to meet the challenge of cultural diversity in schools?" (p. 2). Answers to his question were collected on 3 x 5 index cards and subjected to data reduction. Teacher participants revealed an array of attitudes and beliefs about culturally diverse teaching that demonstrated a range of positions on the assimilationist—pluralist continuum. His results pointed to the potential value of collaborative engagement of elementary and other levels of in-service teachers in teacher education programs. In-service teacher involvement could serve as a model for teacher education program transformation (Phuntsog, 2001).

Special focus on rural areas. While a great majority of effective multicultural teaching research has focused on urban areas, I share the view that the voices of rural in-service teachers have not been part of the conversation on culturally diverse teaching (Hagemann, 2009). Rural educators are often faced with special challenges when teaching diverse students. These challenges involve a combination of insufficient teacher preparation for teaching diverse students, combined with inadequate funding and resources. For these and other reasons, it is important to include rural teachers' voices in multicultural education research (Hagemann, 2009).

A descriptive single case study with 89 teacher participants in a rural Wisconsin school district was employed, using a cross-sectional questionnaire, followed by input from a focus group (Hagemann, 2009). Setting this study in a larger historical frame of reference allowed for a description of how teachers' views of their own first training as teachers had changed over the past 40 years. In addition, both regular educators and special educators expressed the need for ongoing professional development and resources to help them keep abreast with research, trends, strategies, and supports for teaching diverse learners from a variety of backgrounds (Hagemann, 2009). Collaboration is an essential key for the development of effective multicultural teaching. Not only can collaboration enhance both in-service teachers' and pre-service teachers' critical consciousness development, teacher educators stand at the cross roads of facilitating this co-constructed work (McDonough, 2009).

Focus of the present study. A strong foundation has been built and a case has been made for the need to include the voices of rural educators in multicultural education

research (Druggish, 2003; Hagemann, 2009). However, rural areas of the United States have their own special features, and it would be a mistake to over generalize their descriptions (Rios, 1988).

In the current study, I have sought to further enrich the multicultural education literature by adding an additional layer of rural elementary teachers' voices to this critical discourse. Using a qualitative phenomenological approach, research questions, and sub questions, which are described in Chapter 3, I have made an effort to capture the essence of rural Appalachian elementary teachers' professional experiences teaching students whose backgrounds differ from their own. Based on the findings in this literature review, a gap in the multicultural education literature has emerged, which has been addressed in this study by the selected research questions. One research question focused on how in-service teachers in monocultural settings transmit their experiences teaching diverse students effectively to pre-service teachers. A second sub question which was explored in the present study is "When mentoring pre-service teachers, what typically occurs between the in-service teacher and the pre-service teacher to enhance critical reflection and perspective taking when teaching diverse students?" (Phuntsog, 2001, p.2).

Based in the variety of methodologies explored—qualitative, quantitative, and mixed methods— I have discovered a wealth of data on effective multicultural teaching. Among qualitative approaches, authors have used methods such as reflective journal-keeping (Carignan, et al., 2005), collaborative case analysis (Zozakiewicz, 2010), and focus groups (Hagemann, 2009). Given the qualities, characteristics, and location of the participants sought for this study, the phenomenological approach to qualitative inquiry

was selected because of its potential to yield rich, thick, thematic descriptions of southern West Virginia and Southwestern Virginia elementary school teachers' lived professional experiences teaching children from a variety of backgrounds effectively. Data resulting from the interviews have the potential to inform future multicultural research in rural contexts. In addition, the potential exists to improve teacher education programs so that pre-service teachers' multicultural knowledge, skills and dispositions in teacher education programs in rural settings are enhanced, thereby effecting social change.

Summary

In this chapter, the topical literature, gleaned from a variety of databases, has been reviewed and integrated as it relates to teaching diverse students in a variety of settings. Similarities and differences in multicultural teaching needs and challenges in these settings have been described. Such differences have included types of diversity which may be found and in-service teachers' and pre-service teachers' dispositions, instructional strategies, and student- teacher-family relations. Descriptions in the literature for effective multicultural teaching have been provided, and the construct of choice for this study—culturally competent teaching (Diller & Moule, 2005) has been explained. The tripartite theoretical framework, which integrates critical reflection, scaffolding, and perspective-taking has been articulated and illustrated. In addition, potential qualitative themes related to teachers' concerns about multicultural teaching were explored. Finally, methodological approaches in the literature were described and integrated. This study was conducted to fill a gap in the multicultural education literature

to explore how Appalachian kindergarten through fifth grade teachers have acquired and passed on their experience teaching students from all backgrounds effectively.

In Chapter 3, I explain the qualitative phenomenological approach to the present study, in relation to the research questions. I then explain the rationale for selecting the particular phenomenological mode of inquiry. My role as the researcher, including my background, reflexive process, research stance, role and responsibilities as data collector, ethical responsibilities and safeguards are described. Research questions and sub questions, the context of the study, criteria for participant selection, data collection decisions, and data analysis procedures are described in detail. Finally, my steps for acquiring proficiency in qualitative interviewing, digital audio-recording and transcription are described.

Chapter 3: Method

The purpose of this study was to address a gap in the multicultural education literature by exploring (a) how in-service teachers in portions of Appalachia have acquired their experience teaching diverse students effectively and (b) how they have passed their experience on to pre-service teachers. The inclusion of perspectives from teachers in rural settings such as Appalachia is important because most multicultural education research on this topic has been conducted in urban settings.

In this chapter, I describe in depth the problem statement and related research design, the qualitative paradigm and specific approach to inquiry, and why this approach is the best from among possible qualitative approaches. The role of the researcher is provided, and research questions, sub questions, and context of the study are described. Measures for ethical protection and criteria for participant selection are given. Finally, data collection, data analysis procedures, and plans for an exploratory study are provided.

Research Design and Rationale

Research Questions

The following research questions and sub questions guided this qualitative study:

Question 1: What qualities and experiences do in-service public school elementary teachers possess which allow them to teach students form a variety of backgrounds effectively?

Sub questions:

1) How have the teachers acquired these experiences?

2) Did the teachers experience any barriers to being able to teach students from different backgrounds effectively?

3) When mentoring pre-service teachers, what interactions and communications typically occur between in-service teachers and pre-service teachers to enhance pre-service teachers' ability to teach diverse students effectively?

4) Looking back over their years past years of experience, who, or what has helped support in-service teachers' ability to teach students from different backgrounds effectively?

Question Two:

1) What do in-service teachers suggest for improving teacher preparation to meet the challenges of cultural diversity in schools?

Sub questions: 1) In retrospect, what would in-service teachers have liked to have known about teaching diverse students when they were new teachers?

2) What key advice would in-service teachers offer to pre-service teachers now, regarding effectively teaching students whose backgrounds are different from theirs? These research questions and sub questions were, with appropriate modifications, used to guide the semi-structured, open-ended interviews.

Central phenomenon and tradition. The articulation of a selected qualitative approach must not only be appropriate to the research question, it must also be anchored in an overarching framework, or methodology, and carefully delineated procedures or methods (Pauley, 2008). Methodologically, this study is anchored in a constructivist paradigm. A constructivist paradigm is a qualitative framework which posits that

subjective, close, mutual engagement of the researcher with the participant, based on interviewing and/or observation, is important in the quest to make meaning of the participant's experience (Hatch, 2002). This paradigm is in contrast to having the researcher take an objective, more distant stance. One the one hand, the three-part conceptual framework of scaffolding, critical reflection, and perspective-taking illustrates the suggested nature of interactive meaning construction between in-service teachers and pre-service teachers. On the other hand, collaboration with participants as *co-investigators* was based on the shared construction of meaning as the participant co-investigators shared with me their experiences teaching diverse students as I sought to understand the phenomenon. The method for gathering data consisted of audio-taped, semi-structured, open-ended interviews, and are described in more depth in later sections.

Research tradition. The constructivist paradigm and research questions for the present study used phenomenological inquiry to explore and discover the lived professional experiences of rural elementary in-service teachers in southern West Virginia and southwestern Virginia as it relates to (a) what qualities and experiences in-service teachers possess which allow them to teach students from diverse backgrounds effectively, and (b) what in-service teachers suggest for improving teacher preparation to meet the challenges of cultural diversity in schools. Because of the demographic characteristics of southern West Virginia and southwestern Virginia, many schools and communities are primarily monocultural with regards to race and ethnicity. However, students may be diverse in other ways. I conducted semi-structured, open-ended interviews, and analyzed the data for emergent themes related to the research questions.

Rationale for the chosen tradition. Qualitative research approaches share a number of common features, such as being based on textual, pictorial, and auditory data, the use of the researcher as the instrument for data collection, analysis, and interpretation, and a research goal of understanding the life world of the participants (Creswell, 2007; Hatch, 2002; Moustakas, 1994; Patton, 2002). A number of different qualitative approaches were considered for this study, and the rationale for selecting the approach of choice follows.

Ethnographic approach. Ethnography as a qualitative approach entails prolonged engagement in the field of interest to learn, in-depth, about a social setting, institution, or community (LeCompte, 1999). Ethnography is similar to phenomenology, because there is keen interest in how people create order and meaning in their world. However, rather than focusing on individuals' lived experiences, the ethnographer's primary interest tends to be on listening to and observing the social context in which participants go about their daily lives (LeCompte, 1999). Prolonged engagement, with participants' permission, and classroom observations could be valuable in studying one of the research questions. However, because of time and resource constraints and the time necessary to build sufficient relationships and trust for such an approach, ethnography was not suitable for this study.

Grounded theory approach. Grounded theory and phenomenology are similar because both use coding themes to discover thematic categories emerging from participants' responses. However, grounded theory differs from phenomenology, in that phenomenology attends primarily to individuals' lived experiences, while grounded

theory goes much further to determine if a theory, or conceptual framework evolves from, or is 'grounded' in the data (Creswell, 2007). Qualitative analysis based on grounded theory was also beyond the scope of this study.

Narrative inquiry. The philosophical and theoretical foundation for narrative inquiry as an educational research approach is anchored in Paulo Freire's conceptualization of *conscientization*, which posits that it is important to notice, label, and reflect on our daily surroundings (Mathison & Pohan, 2007). Teachers' narratives, when shared within a community of teachers and with qualitative researchers, allow for deep, inner reflection of teachers' professional selves, often resulting in meaningful epiphanies (Jalongo & Isenberg, 1995). However, a narrative approach may not generate the thematic depth necessary for thick, rich descriptions to emerge from the data.

Focus groups. Depending upon the research design and questions, focus groups may be either exploratory or confirmatory in nature, and the questions and approach may be either emic (indigenous based) or etic (researcher imposed) (Stewart & Shamdasani, 1990). Furthermore, a researcher's need to assume dual roles and skills deserves special consideration. In focus group studies, the researcher is both an interviewer and a moderator who facilitates the discussion, which requires both interviewing and group process and dynamics skills (Stewart & Shamdasani, 1990). I have many years of experience interviewing parents of infants and toddlers with special needs as a precursor to providing services for the children and families. Although I have basic group process and dynamics skills, I do not have the ability to mingle these skills with interviewing, as required for effective focus group facilitation and data collection. Furthermore, a focus

group setting would not allow for participant confidentiality, and participants may be influenced by the presence and responses of others. Finally, a focus group dissertation study with rural regular elementary teachers and special educators as participants related to culturally diverse teaching has already been conducted (Hagemann, 2009).

Rather than replicate Hagemann's (2009) combination case study-focus group research, the research design and questions for the current study are more narrowly focused, and have the potential to close an identified gap in the multicultural education literature. First, Hagemann asked in-service elementary and special education teachers how they could have been more prepared to teach diverse students. While one of the sub questions of the current study seeks the same information, this study adopted a narrower view of elementary rural teachers' perspectives by using a phenomenological approach to inquiry. Second, Hagemann conducted her study in rural Wisconsin, whereas in the current study I sought to understand the perspectives of Appalachian elementary teachers in southern West Virginia and southwestern Virginia. It will be valuable to note any similarities and or differences in the results of this study, compared to that of Hagemann.

Phenomenological approach. Phenomenological inquiry is suitable for exploring the lived experience, or 'lifeworld' (van Manen, 1990, p. 7) of participants, given a phenomenon of interest (Moustakas, 1994; Patton, 2002). The primary objective is to understand the world from the participants' perspective (Hatch, 2002), as the research questions are used to guide the interview and conversation, and as meaning is co-constructed between the researcher and participant co-investigator.

Different perspectives and approaches exist in qualitative phenomenological research. First, it is important to understand that phenomenological inquiry in psychology differs from phenomenological inquiry in philosophy. While psychological approaches are anchored in natural sciences and seek objective, measurable experiences, philosophical approaches are subjective, and are based on inner, private experiences (Kendler, 2005). Comprehending such distinctions and contrasts is important because in the present study, I sought to understand rural in-service teachers' professional experiences teaching diverse students in their primarily monocultural settings while working with pre-service teachers to scaffold their skills from the perspectives of educational psychology and multicultural education. The phenomenon of interest is inner experience, and thus, this study more philosophically oriented.

It is also crucial to acknowledge that a variety of phenomenological approaches exist in qualitative research (existential, transcendental, hermeneutic, etc.). Phenomenological psychology takes an existential approach, in which the researcher must acknowledge the place of scientific inquiry in lived experience. The scientific world is abstract, and thus, is secondary to the human world of original experience; therefore, existential phenomenological analysis has both pre-scientific and scientific phases (van Kaam, 1966). Two phenomenological approaches that were considered for the present study are transcendental (descriptive), based on the framework of Moustakas (1994), and hermeneutic (interpretive), based on the work of van Manen (1990). Hermeneutic phenomenological inquiry is commonly used to explore the lifeworlds of parents and teachers, and is especially focused on capturing the essence of parenthood and of

pedagogy. While it is possible to invent or combine approaches to phenomenological inquiry (van Manen, 1990), such a blending of approaches is ill- advised for novice researchers, such as doctoral students who are writing dissertations (Giorgi, 2006). Given my novice status as a qualitative researcher, as well as the descriptive nature of the research questions, a transcendental phenomenological approach to inquiry was the method of choice. Several steps were taken in transcendental phenomenological data analysis which helps ensure a clear and detailed picture of the participants' lived experiences with the phenomenon of interest. Ongoing reflection on and bracketing my own background and experience—a process known as 'epoche' (Moustakas, 1994)— preceded and accompanied participant recruitment, rapport establishment, data collection, and data analysis. These procedural steps have been described more fully in data collection decisions and procedures in Chapter 4.

In summary, phenomenological data collection and analysis included horizonalization, creation of meaning from the clusters of text, sub-steps for imaginative variation, and provided for a synthesis of meanings and essences (Moustakas, 1994). The exploration and description of rural elementary teachers' lived professional experiences teaching diverse students in primarily monocultural settings resulted in rich, meaningful description, appropriate for transcendental phenomenological analysis (Moustakas, 1994). Data such as these may be subject to interpretation in a future study using van Manen's hermeneutic approach.

Role of the Researcher

The researcher as the primary instrument of data collection and analysis is one of the hallmarks of qualitative research (Patton, 2002). Therefore, a description of my background as the researcher, my process for ensuring credibility and trustworthiness of my data collection and analysis, and how I related to the participants can provide clarity related to my research process. These elements are described as follows.

Background of the Researcher

I, the researcher, am a native of urban Appalachia (Birmingham, Alabama) and am the only child of two public school teachers. I have an academic background which combines three degrees in psychology (BA, MA. EdS,) with an interdisciplinary training and focus on developmental psychology and early childhood special education. In addition, I designed and have taught a multicultural education course for 5th grade to Adult (5- Adult) Social Studies majors for 18 years. The course is appropriately aligned with National Council for the Social Studies Standards, and is revised and updated on a regular basis. I have had intermittent experience over the past 32 years as an early interventionist (birth to three) and as a higher education faculty member who teaches pre-service teachers how to work with infants and toddlers with special needs and their families. One of the skills, acquired by training and experience, is information-gathering and interviewing related to determining eligibility for early intervention services. However, I did not have prior experience in qualitative research interviewing, operating a digital voice recorder, or transcribing recorded data. Therefore, I took steps to acquire proficiency in the skills required prior to data collection for the actual study. My peer

reviewer, whose role I described in Chapter 1, was very helpful in assisting me with the proficiencies necessary to conduct this study. Finally, before conducting the study, I selected and studied scholarly books and materials on qualitative interviewing.

More than 20 years of teaching in higher education in a Division of Education in southern West Virginia, combining training in psychology with teaching in the field of education, has provided me with a dual lens through which to view the phenomenological approach, in terms of data collection, data analysis and synthesis, and reporting. My background and dual perspectives have helped enhance my understanding of participant co- investigators' shared professional experiences teaching diverse students effectively. However, I had no prior relationships with the participant co-investigators or their school settings. For future reference in this study, *participant co-investigators* will be referred to as *participants.*

The Researcher's Reflexive Process: Epoche

An essential prerequisite for transcendental phenomenological research is engagement in the Epoche process. This process requires researchers to examine and bracket (isolate and set aside) their biases, beliefs, attitudes, and knowledge of the phenomenon under study prior to co-investigation with participants (Moustakas, 1994). Engagement in deep reflection and the Epoche process has enabled me to empty myself of past assumptions and expectations for the study's results. This increased my ability to be completely open to whatever participants shared in relation to their experiences (a) teaching children from diverse backgrounds effectively, and (b) sharing their suggestions for improving teacher preparation to meet the challenges of cultural diversity in schools.

My reflexive process has continually unfolded as a result of past recollections of my own background and experience, deep examination of motivation for the study, and conversations with my peer reviewer, who provided friendly, constructive critiques of my work. While conducting this research, I avoided dual relationships with colleagues, students and teachers which may have created a conflict of interest, and used modest incentives (a $15.00 Walmart gift card and thank you note) to encourage participation.

Relationship to Participants

My relationship to the participants took the form of constructivist co-investigators (Hatch, 2002) as we explored the research questions together and co-constructed meaning from the participants' professional experience. I use the term *'constructivist co-investigators*' to explain the fact that no prior assumptions were attached to participants' lived experiences teaching students form diverse backgrounds. Instead, the participants and I conversed and explored the participants' experiences together, via open-ended, semi-structured interviews, using the research questions and sub questions. Only then was an agreement reached on the meaning of participants' professional experiences about how they have learned to teach students from a variety of backgrounds effectively, even though seven out of eight participants had taught in primarily monocultural settings. I entered the interview settings and interacted with the participants free of preconceived notions or expectations (Moustakas, 1994). Because I am an 'external- outsider' (Tillman, 2006, p. 268) in the counties where the participants were interviewed for the study, it was important to create and foster a relationship with the teachers built on professionalism, mutual respect, trust, appreciation, and equal

collaboration. In addition, dual relationships were avoided, such as might exist with former students or current colleagues.

Ensurance of IRB-Based Ethical Standards

The National Institutes of Health (NIH) Certificate for Conducting Research on Human Subjects was submitted and approved with the Walden University IRB application and was renewed. As part of the Informed Consent process, participants were informed of the purpose of the study and the nature of data collection and secure storage, and they were assured of both confidentiality and anonymity. Participants were assured that they could withdraw from the study at any time, with no fear of any negative repercussions.

Participant recruitment. I acknowledge that the county superintendents are the gatekeepers for the county school systems who agreed to allow the study to be conducted in their schools. In like manner, the principals are the gatekeepers of their schools. I requested and obtained permission to speak with the elementary school principals about the nature and purpose of the study. Permission was granted to share information about the study to the teachers in their schools in one of their In-service Education Teachers' meetings, referred to as Out of School Environment (OSE) Days. The same assurances described here were provided to prospective participants. Because the participants are the ultimate gatekeepers of the information which the researcher seeks (Hatch, 2002), the nature and care of rapport- building and trust was be especially important.

Methodology

In the section that follows, I describe the population and demographics where the study was conducted, and use pseudonyms for all locations. Data collection, instrumentation and analysis are then described. Finally, the data analysis plan description follows.

Population and Participant Selection

This study was conducted in three southern West Virginia counties and one county in southwestern Virginia. The counties were selected because they met the criteria of being primarily rural and monocultural, although some diversity does exist. In addition, the counties are geographically close to a university in the southern part of the state which has a long- standing teacher education program. This university has produced many teachers over a period of 142 years, with concentrations ranging from pre-school special education to content areas at the secondary to adult level. The most popular teacher education major and concentration area has traditionally been elementary education, multi-subjects. The West Virginia Department of Education has designated the elementary major as kindergarten through sixth grade (K- 6). However, elementary school grades now range from kindergarten through fifth grade, and middle schools now range from sixth through eighth grade. In some areas, high schools may be designated as sixth through 12th grade. The following counties which I describe have been assigned pseudonyms.

Meadows County, WV. Meadows County is located deep in the coalfields of West Virginia and is the location of the early development of the coal industry. Meadows

County attracted a large number of Black workers from the southern United States, and eastern European workers from various countries to work as coal miners. Meadows County is home to six elementary schools—one a kindergarten to eighth grade (K- 8) school— one middle school, two high schools, and one technical center.

Meadows County currently is populated by 89% White Non-Hispanic persons, 9.5% Black Non-Hispanic individuals, and 1.0% two or more races. Of these, approximately 59% are male and 41.3% are female, and the median age in 2010 was 45 years old for women and 42 years old for men. Of considerable concern for many years, due in part to the steady decline of the coal industry and related decline in railroad activity, is the high poverty rate in Meadows County. In 2009, the average percentage of Meadows County residents who lived in poverty was 34%. The high poverty rate in Meadows County has been of concern to the state of West Virginia for many years because of its impact on health status, access to health care, and student achievement in the schools.

Ridge County, WV. Ridge County has two State Parks and two Wild Life Management Areas. Ridge County has 25 public schools, including 16 elementary schools (HomeTownLocator, 2011). Ridge County has a population of slightly over46,000, based on the July 2010 population count (HomeTownLocator, 2011). According to the 2011 census, racial demographics were 93.5% White, nearly 5% Black, 0.2% Asian, 0.2% American Indian or Alaska Native, 0.9% Hispanic or Latino, and 1.3% biracial or multiracial (U.S. Census Bureau, 2011). Of the residents in Ridge County,

20.5% were children age 18 or younger, and median family income in 2009 was $31,920 (U.S. Census Bureau, 2011).

Borderview County, WV. Borderview County, West Virginia has a rich and varied history and culture, combining farming, coal mining and railroad development. The county has 19 elementary schools. Of these, two are prekindergarten (pre-K), nine are K-5 schools, three are middle schools, three are high schools, and one is a technical center.

Borderview county has the eighth highest population of West Virginia's 55 counties—a total of over 60,000 residents. The population distribution as of 2012 is approximately 92% White, 6.3% Black, 0.2% American Indian or Alaska Native, 0.5% Asian, 1.5% Two or More Races, and 0.9% Hispanic or Latino; of these,21.1% are 18 years old and younger.

Eden County, VA. Eden County, Virginia, nestled in the southwestern section of Virginia, has more rolling hills than very tall mountains, and is bordered by West Virginia, Tennessee, Kentucky, and North Carolina. There are 16 schools and one vocational center in Eden County. Of the 16 schools, there are a) one primary, (b) nine elementary, (c) one intermediate, (d) two middle, and (e) two high schools. In 2012, Eden County reported a population of approximately 95% White, 3.3% Black, 0.1% American Indian or Alaska Native, 0.9% Two or More Races, 0.8% Hispanic or Latino, and 0.7% Asian.

In order to align with the research questions, participants initially sought for the study were elementary kindergarten through fifth-grade teachers who (a) had at least

three years of teaching experience, and (b) who had served as a cooperating teacher or student teacher mentor for at least one teacher. The IRB subsequently allowed me to include teachers who had not served as a cooperating teacher or student teacher mentor.

Data Collection

Population and participants. The initial target number for participants was four participants from three counties for a total of twelve participants. The rationale was to seek a variety of participants from across the region of interest that had experience with the phenomenon. Data gathered from the interviews would then be analyzed for themes. At least ten to twelve interviews are a typical target for attaining saturation in phenomenological approaches to inquiry. Saturation denotes the point in qualitative data analysis at which no new material is expected to emerge, and in some instances, as few as four interviews may be adequate for saturation (Guest, Bunce, & Johnson, 2006).

Because there was a change in county leadership in two of the counties during the IRB process, steps were taken to determine if the current letters, which have a range of dates, were sufficient documentation for IRB approval. Because of failure to receive ongoing permission from one new county superintendent, and because recruitment efforts were unsuccessful in another county, new efforts were made to recruit participants from new counties. This recruitment was undertaken only after receipt of Walden University IRB approval of a Request for Change of Procedures.

Location, frequency, and duration of data collection. On-going communication took the form of phone conversations, e-mail, face-to-face meetings with a school official designated by that county's superintendent. Hand assembled mailings of dissertation

materials allowed for regular updates with designated officials. Following Walden University IRB approval of a Request of Change of Procedures, a new round of requests to four county school superintendents took place in the Fall of 2012. Of the four new county superintendents who were sent materials and an appeal, two counties—Meadows County and Eden County—granted permission for me to enlist participants in designated elementary schools. Two of the school officials gave written consent on County Office letterhead to conduct the study. One superintendent conveyed her permission for my research via an e-mail from a designated school official. To preserve the anonymity of the research sites, all school superintendents' Letters of Cooperation and E-mail of Cooperation are on file with the Walden University Research (IRB) Office, as part of the IRB Application. The Walden University IRB determined that the superintendents' Letters of Cooperation and the e-mailed permission were sufficient for permission to conduct the study, because there were no additional necessary county IRB processes or procedures. Furthermore, there was no need to collect Letters of Cooperation from individual elementary schools. Principals gave verbal or e-mailed consent to come to the schools to present my research and make an appeal for participants once they determined that their superintendent supported my study.

Because I sought to recruit participants using purposeful, criterion-based sampling, recruitment began only after determining the demographics of the three counties' schools (described above). Procedures for doing so consisted of visiting the West Virginia Department of Education web site, the West Virginia County Boards of Education web sites of interest, the Virginia County Boards of Education web sites of interest, and

speaking with the superintendents and with my peer reviewer. After these steps were taken, permission was sought and obtained to contact school principals to arrange time on one of their monthly school meeting agendas to present my research and leave recruitment packets with their faculty. No participant recruitment forms were collected at the meetings, in order to prevent the appearance of coercion. Participant recruitment packets consisted of an IRB approved Participant Recruitment Flyer (Appendix A), the Consent Form (Appendix B), the Pre-Screening Survey (Appendix C), and a self-addressed, stamped envelope. I sent a follow- up e-mail via the principals seven days later, if necessary as a recruitment reminder to prospective participants (Appendix D).

After the participants were informed of the nature of the study, those teachers who returned their Pre-Screening Surveys, met the criteria for the study, and consented to provide an interview were contacted for an interview. An initial incentive offered – $10.00 Walmart gift card, was offered to prospective participants. The feasibility and advisability of offering an incentive award was clarified by seeking the guidance of my dissertation committee and the Walden University IRB Office. I explained that they could keep the gift card, even if they later chose to discontinue participation or withdraw their data. Following a Request for Change of Procedures, the incentive award was increased to $15.00.

After contact was made with the prospective participants, arrangements were made for a mutually convenient date, time and private location for the individual interviews. I neither expected nor requested that the participants would allow the interview to be conducted in their homes. However, because it is common in southern West Virginia and

southwestern Virginia for individuals to issue invitations to their homes for some types of meeting purposes, guidance was sought as part of the IRB application process regarding ethics, safeguards, and guidelines about home visits for research data collection purposes. Home visits were not permissible by the IRB guidelines; therefore no such arrangements were made.

Instrumentation

As the researcher, I was responsible for the design of the semi-structured, open-ended interview questions protocol. The Interview Protocol (Appendix E) consisted of appropriate phases, from the interview phase to the closure phase. In addition the protocol was designed so that main questions could be followed up with probes, as necessary, to clarify and enrich the data (Rubin & Rubin, 2005). The validity of the interview protocol was confirmed following suitable rounds of feedback with my Methods Member prior to using it with the participants.

Basis for instrument development. I developed the interview protocol based on guidance in the educational and psychological literature. Such sources provided an understanding of appropriate depth and structure for conducting interviews (Seidman, 2006), making decisions about the context of the study (Hatch, 2002) and how to establish a collegial partnership during the conversation (Rubin & Rubin, 2005). In addition, it was helpful to understand how to develop appropriate levels of questions (Seidman, 2006) and how to ask focused, concise, yet flexible questions to elicit rich responses (Patton, 2002).

Validity and sufficiency of interview protocol. The semi-structured, open-ended interview protocol was developed under the guidance of my methods member. After two to three rounds of feedback and revisions, it was determined to be a valid tool for data collection. The interview protocol was subsequently approved by the Walden University IRB Office.

Data Collection Decisions

Interviewing as a method of qualitative, phenomenological data collection provides a researcher with a valuable tool for exploring participant-co- investigators' lived experiences about a phenomenon of interest (Hatch, 2002; van Manen, 1990). Interviewing practices may range from informal and unstructured to formal and tightly structured (Seidman, 2006). In addition, interviews may be conducted along with observation, or as a lone data collection strategy (Hatch, 2002). Data for the present study were gathered via audio-taped, semi-structured, open-ended interviews. The open-ended feature of the interview format provides the researcher with the opportunity to meaningfully focus on and follow up on participants' responses and shared experiences. Making digitally audio-taped recordings allowed for the participants' exact interview responses to be heard for later, verbatim transcription and or software analysis. Furthermore, audio-taped recordings can capture subtle features of paralanguage which words alone may not convey. Examples of paralanguage include verbal pauses, vocal hesitations, vocal expression denoting questions, concern, and non-language utterances which convey meaning, such as 'huh?', 'uh huh' ahem, etc. (Cushner, McClelland & Safford, 2009), which may be lost when recording manual notes alone. During a later

refinement of the interview transcripts, extraneous utterances were deleted so the material would be clear and grammatically correct prior to searching for invariant constituents—meaningful clusters of statements from the transcript.

Data recruitment, participation and data collection. Prior to actual data collection, I enlisted the input of selected university department colleagues regarding the suitability of the study's research questions, and my peer reviewer was asked to assist with a mock interview in an effort to the hone my interviewing, data collection, transcription, and data analysis skills using the digital voice recorder. By contacting the IRB for guidance, it was ascertained that such practice activities would not constitute a true pilot study requiring IRB approval.

Participants were informed that the audio-taped interviews were expected to last 60 to 90 minutes. The interviews were flexibly structured and included an introductory phase, a main body phase, and a closure phase (Hatch, 2002). Because of the nature of semi-structured, open-ended interviews, the research questions and sub questions were asked of all participants; however, follow-up questions were tailored according to each participant's shared story and lived professional experience.

Prior to the actual commencement of the interview, I provided the participants with information about the nature and purpose of the study, their role as participant co-investigator, informed consent and ethical procedures, including their confidentiality, anonymity, non-coercion, the right to withdraw at any time, and their entitlement to keep the incentive award unconditionally. The introductory phase of the interview included asking background questions to allow the participants to get acquainted and establish

rapport. (Example: *Tell me, how did you become interested in becoming a teacher?*) During the main body phase, the research questions and sub questions were asked as guiding, or core questions. Follow-up questions (probes) were asked, as appropriate and necessary, for clarification, provision of examples, and other details. (Examples: *Can you give me an example? When was the last time that happened? How did you react when that happened?)*. In addition, summarizing and transition statements were used, as necessary to help ensure a smooth conversation. Finally, the closure phase allowed for a summary and wrap- up of the interview, provided an explanation of next steps beyond the interview, and gave a chance for the participant to ask any questions of the researcher that may have arisen. The closure phase also allowed me to express appreciation to the participant for taking part in the study. Addressing all of these phases adequately helped ensure acquisition of thorough, detailed interview data (Hatch, 2002; Patton, 2002).

Interviews, which lasted an average of 49 minutes, were conducted in a private, neutral, mutually agreed upon setting. The time and date of the interview was confirmed two to three days prior to the interview, and the participants and I exchanged contact information (phone numbers and e-mail addresses), in case the need arose to re-schedule the interview.

Data collection ranged from January 24th – April 12, 2013. Interviews ranged from 25 to 70 minutes with an average of 49 minutes, proceeded smoothly and each one was completed from the introduction through the closure phases. Data were digitally audio-taped and a duplicate tape was made on micro-cassettes for each participant as a back-up to the digital recordings. Because there were insufficient participants from the

initial rounds of recruitment in the approved county elementary schools, I subsequently requested approval from the Walden IRB to include two participants who had not served as Cooperating teachers and to recruit retired elementary teachers as participants. Subsequent retired teacher recruitment efforts resulted in two additional participants, for a total of eight participants.

Participants exited the study with information on (a) how to contact me following the interview if she had any questions or concerns, (b) her the right to withdraw her interview at any point if she wished to without penalty, and (c) the assurance that she could keep the thank you gift, no matter what. In addition, I asked each participant if I could contact her in two to three months once her interview data were analyzed to ensure that I had understood and interpreted her interview correctly. Each participant agreed to have a follow-up e-mail, phone call, or meeting for the purpose of member-checking.

Data Analysis Plan

The semi-structured, open-ended interview questions were designed to explore the research questions with the participants in a conversational format. After participants responded to the main questions and sub questions, follow-up questions were used to seek clarification or elaboration, if and where necessary, to enrich the data.

After digitally recorded interviews were used to create written transcripts, I created two-column transcript shells, which contained the participant's profile at the beginning. I transferred each interview shell electronically to my IRB-approved typist who used my written notes to type the transcript into the shell. We worked interactively, and I read the most current typed electronic interview transcript, highlighted meaningful

horizons or statement in the first column, and assigned descriptive thematic codes to the highlighted statements in the right column. During this time, the typist worked completing the next interview transcript. The highlighted and coded material was then subjected to reduction and elimination, thereby creating invariant constituents for each of the participants. The invariant constituents were then further reduced to themes for the study. Criteria for theme identification will be discussed further in Chapter 4. Although I considered using NVivo 10 Student version to analyze the data, all data were ultimately analyzed by hand. A detailed description of data and the data analysis process follows:

Each participant's interview was audio-taped on a digital voice recorder. Their names were removed from the collected data, and their audiotapes were assigned a Participant number. Moustakas' (1994) seven-step transcendental phenomenological approach, which is based on van Kaam's (1966) analytic method, was used to describe the transcripts. The steps to be used are described in Table 1, which is modeled after Miles and Huberman's (1994) prototype of a Next Step Matrix. A Next Step Matrix allows the reader to read and consider the step-by-step process by which the voice data were analyzed

Table 1

Transcendental Phenomenological Data Analysis Procedure (Moustakas, 1994)

STEP	PURPOSE	OUTCOME	DECISION
1) Listing and Preliminary Grouping	List each phrase associated with the experience.	Horizonalization—Each phrases assigned equal meaning.	Retain the phrases.
2) Reduction and Elimination	Determine the Invariant Constituents.	Data must contain an expression of the experience and be able to be labeled.	Retain the phrase if both outcome criteria are met.
3) Clustering of Meaning	Search for emerging themes.	Core themes identified.	Eliminate non-theme related material.
4) Final Identification of Invariant Constituents and Themes.	Check constituents and themes for each participant.	Themes and constituents are both explicit and compatible.	Retain themes and constituents if both criteria are met.
5) Construction of Individual Textural Descriptions for each participant.	Construction of verbatim examples of the themes.	Strengthening of emerging themes.	Retain data for each participant.
6) Construction of Individual Structural Descriptions for each participant.	Use of imaginative variation to explore each participant's meaning and essence of the experience.	Consider breadth and depth of meanings and essences of participants' experiences.	Retain data
7) Textural-Structural Descriptions for each participant.	Compile meaning and essences of all experiences.	Depth and breadth of participants' collective experiences.	Use data to develop a composite description of the group's experience.

This transcendental approach to phenomenological analysis differs from that of van Kaam (1966), because van Kaam's approach has both pre-scientific and scientific phases, each with its own sub phases. Linking any particular psychological theory or construct or quantifying those experiences was beyond the scope of this study.

As soon as data collection begins, some researchers suggest that data analysis proceed in a parallel and coordinated fashion, because waiting until the end of data collection to begin interview data analysis can prove to be an extremely unmanageable task (Hatch, 2002). In addition, coordinated data collection and analysis is said to provide an opportunity to reflect on and refine the interview process, while identifying and addressing inconsistencies or gaps in the interview data (Hatch, 2002) and listening for cues as to when data reduction has begun (Wolff, 2002) . However, I followed the guidance of my methods member and I began data analysis once data collection, data transcription, and member checking were complete.

Discrepant cases. Discrepant cases, if they emerged, were described at the end of each theme. First, the participant number(s) were identified for each discrepant case. Second, the discrepancies were described. Finally, a possible explanation was offered for the discrepant cases.

Issues of Trustworthiness

Trustworthiness of the data was important to establish, inasmuch as I was the data collection instrument. Efforts were made to ensure that the interview data were credible, transferable, and dependable. Those steps are described below.

Credibility

Credibility was established via a member-checking process. After each participant's interview transcript was proofread, refined, highlighted and assigned descriptive codes, it was sent to her electronically to read, note questions, comments and to share any clarifications or concerns. Participants had the options of e-mail correspondence, a phone call, or a face-to-face meeting for member-checking. The time frame for each member check was seven to 14 days, on the average. All participants verified that their interviews were fine, and did not need any modification or clarification.

Transferability

In order to ensure that I was reflecting appropriately on my work, I began and kept a reflective journal. I made entries on a regular basis to consider what I learned from the participants in relation to my research questions. Participants' descriptions of their experiences with the phenomenon under study were sufficiently rich to result in saturation, where no new material was apparent.

Dependability

In order to ensure that data collection and analyses were dependable, I kept a separate audit trail notebook for detailed documentation. Examples of content in the audit trail notebook included (a) documentation of contact to elementary school principals via e-mail or in person and their responses, (b) the procedure followed for school-based recruitment at schools' Out-of-School Environment (OSE) meetings, and (c) the number of packets distributed and the number returned. Other audit trail entries included (d) the creation of participant profiles and assigned numbers, and (e) a list of all pseudonyms for

counties, schools, other physical location, and individuals to whom the participants referred. I also included a record of member-checking efforts, via phone or e-mail, from start to finish.

Confirmability

In order to confirm the trustworthiness of the interview data, I read each typed interview two to three times, checking for accuracy, meaning, and to ensure that thematic descriptions were as accurate and well-aligned to the highlighted material as possible. Because of the nature and design of the study, intercoder reliability was not applicable.

Ethical Procedures

During preparation of the proposal, I renewed the National Institutes of Health Certificate for Conducting Research on Human Subjects on December 23, 2011**.** Prior to beginning any data collection, I submitted the updated certificate along with the completed Walden University's IRB application and approval process for research with human subjects (IRB Approval No. 06-11-12-0120020). The application approval was renewed in May 2013, and a new approval extension was granted to June 11, 2014. I sought and received permission, in the form of Letters of Cooperation on official school system letterhead stationery, from superintendents in two counties in southern West Virginia and one county in southwestern Virginia, via e-mail permission, to conduct the study. As explained previously, these materials are on file in the Walden IRB Office, in order to preserve anonymity of the research sites. Follow-up contact with the superintendents consisted of one personal visit with one superintendent's designee, the coordinator of elementary schools; e-mail communication; and phone communication.

All superintendents confirmed that there is no additional IRB process in their school systems which must be followed for permission to conduct the research.

At the initial meeting in the elementary schools, the teachers were informed of the purpose of the study and the proposed method of data collection. Teachers were provided with packets, which contained a Participant Recruitment Flyer (Appendix A), Consent form (Appendix B), Pre-screening Survey (Appendix C), and self-addressed, stamped envelopes, in case they decided later to participate in the study.

Upon subsequent meeting for interview purposes, data were collected in the form of semi- structured, open- ended interviews, using a digital audio-taped recorder, with a mini-cassette recorder running simultaneously to back-up the voice data. Data collected on the audio- recordings have been used for data analysis only, and are being kept confidential and locked in a secure location in my home office. After completion of this study, the data micro-cassette recordings and flash drive-stored transcripts will be moved to a bank safe deposit box for five years. Participant co-investigators were informed that their names would be removed and replaced with pseudonyms or codes.

Prior to beginning the interview, the Informed Consent process was completed and participants were assured that there was no coercion for them to complete the interview. Participants were also informed that should they change their minds about including their interview data in the research study, they have the right to withdraw at any time without penalty, and without any requirement to return their incentive award. Participants were asked if they had any questions or concerns about participation. If there were no questions or concerns, they were asked to sign two Informed Consent Forms, and

one was given to them to keep, along with their thank you card and award. If participants became stressed or otherwise developed concerns about completing the interview, I planned to end the interview immediately, and would have ensured them that their decision was fine. I avoided dual or conflicting relationships with the participants.

After data were collected on the two voice recorders, I checked each recording as soon as I returned home or ended the phone interview to ensure that I had captured the voice data. I then marked the location of each interview (folder and number on the digital recorder), name a note immediately for ease of later reference, assigned the Participant a number, and secured the information. Voice recorders containing audio recorded interviews, and written transcripts, are securely stored in a locked drawer in my dissertation office. Typed interview transcripts are saved on a password protected computer, and on a flash drive, which is also stored in a locked drawer in my dissertation office.

Summary

In this chapter I described the research design related to the problem statement of the study. I explained the rationale for the qualitative, constructivist paradigm underpinning a transcendental phenomenological approach as the best choice, when compared to alternative qualitative approaches. I described my role as researcher, including my background, my reflexive process, my relationship to the participants, and steps I took to ensure adherence to IRB Ethical Standards. Research questions and sub questions were listed, emphasizing the importance of both structure and flexibility to guide the interview process (Hatch, 2002).

I described the context of the study—a three-county area of southern West Virginia and one county in southwestern Virginia— along with the rationale for the types of participants selected. I explained data collection decisions and data analysis procedures. Although I explored the use of qualitative data analysis software, such as NVivo 10 Student Version, I decided to analyze my data without using software. Finally, I explained the rationale for conducting a mock exercise on interviewing and transcription prior to actual data collection. In the next chapter I describe the results of the data collection and data analysis.

Chapter 4: Results

The primary purpose of this qualitative study was to explore ways in which in-service elementary school (K-5) teachers have acquired the ability to teach students effectively from diverse backgrounds in primarily monocultural settings. The secondary purpose was to discover and consider ways in which scaffolding, critical reflection, and perspective taking have occurred for pre-service teachers as a result of their in-class, field based interactions. Because this study was conducted in rural contexts as opposed to urban settings, I also sought to use the results of the study to fill a gap in the educational psychology and multicultural education literature.

Setting

The setting for this study was three counties in southern West Virginia and one county in southwestern Virginia. Descriptions of the counties (Ridge, Meadows, Eden, and Borderview Counties —all pseudonyms) were provided in Chapter 3.

There were some organizational constraints—changes in superintendents in two counties and growing demands on schools' and teachers' schedules— which made participant recruitment challenging. These constraints also presented a challenge with scheduling times and meeting locations for interviews, because teachers were very busy with state-mandated assessments and other instructional duties by the time two new county superintendents granted permission to conduct research in their counties. In addition, the geographical locations of participants in relation to my geographical location had to be taken into consideration when arranging meeting locations. Finally,

differences in county school systems' OSE meeting calendars and inclement weather occurrences delayed participant recruitment.

Demographics

A total of eight female participants were successfully recruited and interviewed, using an open-ended, semi-structured format and protocol (Appendix L). Five interviews were conducted in-person, and three interviews were conducted by phone. Interviews ranged from 28 to 70 minutes, with an average of 49 minutes. Seven participants were White, and one participant was Black. Six of the eight participants were active elementary K- 5 teachers with experience ranging from three 3 to 32 years of teaching. Of the retired teachers, one taught for 25 years, and one taught for 32 years.

Participant Profiles

Participant 1. Participant 1 has 15 years of teaching experience at the elementary level, has had approximately 30 culturally diverse students, and has served as both a Cooperating Teacher and Student Teacher Mentor for pre-service teachers. Participant 1 stated on her Pre-Screening Survey: "I have taught students from culturally diverse backgrounds, as well as taught the parents of those students." Participant 1 has taught in a different state in addition to West Virginia, and had interesting and contrasting perspectives to share, given her current years of teaching in West Virginia.

Participant 2. Participant 2 is an upbeat, energetic teacher, who reports rich, prolonged experience, having taught for 30 years at the elementary level. She has taught hundreds of diverse students from various backgrounds over the years, and has served as both a Cooperating Teacher, and as a Student Teacher Mentor.

Participant 3. Participant 3 is a younger teacher with five years of teaching. She has taught approximately 30 students from diverse backgrounds up to this point in her career.

Participant 4. Participant 4 has over 25 years of teaching at the elementary level. During her years of teaching, the participant has reported considerable experience in multicultural teaching, and has taught approximately 200 students from diverse backgrounds. In addition, she has served as a Cooperating Teacher for pre-service teachers.

Participant 5. Participant 5 is a veteran teacher of over 30 years who has, over the years, taught over 200 students from diverse backgrounds. The participant has taught wide range of grade levels at the elementary level, and has served as both a Cooperating Teacher and as a Student Teacher Mentor. Participant 5 expressed passion and fulfillment for teaching, and has taught in at least two other states.

Participant 6. This participant, a young teacher with three years of experience, completed her teacher education program at a university in a border Appalachian state, and has been teaching in West Virginia since her graduation. The participant has been particularly touched by the social class differences among some of the students and their families, and the challenges that poverty presents in some of their lives.

Participant 7. Participant 7 is a retired elementary K- 5 teacher participant. She taught for 25 years in southern West Virginia. The participant, the sole African-American teacher, reports having taught one student from a diverse background—an Asian child,

and attributes part of her experience teaching diverse students to her early experiences in her community setting. She has served as a Student Teacher Mentor.

Participant 8. Participant 8 is a retired National Board Certified Teacher, with over 30 years of experience as an elementary school teacher. Over the course of her career, she has taught approximately 250 students, out of a total of approximately 900 students, from diverse backgrounds. The participant has served as both a Cooperating Teacher, and as a Student Teacher Mentor. Participant 8 is dedicated to culturally responsive teaching, has a Master's Degree in Education with a specialization in multicultural education, and has provided multicultural education teacher workshops with fellow colleagues in public school settings.

Data Collection

Interviews

Interviews were conducted either in person or via telephone between January and April 2013 from the eight participants described. In-person interviews were conducted in neutral locations, including a reserved restaurant meeting room, a reserved high school conference room, a reserved university conference room, and a reserved public library conference room. Three interviews were conducted by speaker phone from my home dissertation office. Regardless of the location or format of the engagement, the interviews were recorded digitally, with the participants' permission. A microcassette recording was made simultaneously, as a safeguard, to ensure that the voice recordings were captured. Each device was tested before recording began. A copy of the interview protocol (Appendix E) was used to guide each interview to ensure that the research questions and

sub questions were asked of each participant. Background questions were asked of each participant as a means of getting acquainted. Follow-up questions (probes), summarizing statements and transition statements were used flexibly as the interview progressed.

Each face-to-face interview began with a thank you to the participant for her cooperation, the Consent Form was reviewed, we both signed it, and the participant was given a thank you greeting card, which contained a $15.00 Walmart gift card. Participants were reminded that they could withdraw from the study at any time without penalty and the gift card was theirs to keep, no matter what. If the interview was conducted by phone, the same Consent Form review and assurances were completed, the interview was conducted, and the greeting card, gift card, and the copy of the Consent Form with both of our signatures were mailed the next morning. Each participant then e-mailed me to let me know the gift card and signed Consent form copy were received. I kept a copy of each participant's signed Consent Form for my records.

Three important Walden IRB approved variations in data collection were made which differed from the original IRB application approved for this study. First, I was allowed to incorporate phone interviews, along with face-to-face interviews, as a method of data collection. Second, I was allowed to recruit retired elementary teachers as participants, and to incorporate snowball sampling with the retired participants' consent. Each of the retired participants was given packets to pass along to other retired teachers. Finally, I was allowed to retain the interviews of two teachers who had not yet served as a Cooperating Teacher or Student Teacher Mentor. Once interviews began, they were completed successfully. All recorded interviews were checked immediately following the

meeting or phone call, and all interviews were successfully captured on both recorders. Each recording was immediately assigned a participant number and locked in a special drawer in my dissertation office.

Data Analysis

Once data collection began, interview transcription occurred in alternation with interview meetings. I listened to each recorded interview in its entirely prior to beginning hand-written transcription, and I completed transcription within approximately three to five days to allow for coordination of work. A verbatim transcript was completed and the exact duration of each interview was noted on the written document in minutes and seconds prior to completing a subsequent interview. The exception to this pattern of work was how I dealt with the last two (retired teacher) interviews. Those last two interviews were recorded on two successive days—and were subsequently transcribed in the order in which they were gleaned. I used the Walden University IRB approved service of a typist to type my verbatim hand-written transcripts. As the typist completed each transcript, he forwarded them to me via e-mail to proofread, edit or clarify, where needed. First, I read each verbatim transcript, which included non-word utterances (e.g. uh, um, h-m-m, ah, etc), and saved each unaltered transcript to a password protected computer. I subsequently reviewed each transcript for a second round of revisions, removed non-word utterances, repeated phrases, and other material deemed unnecessary to the meaning intended by the participant, and I corrected grammatical errors, where necessary. Once the transcript refinements and member-checking were complete, I began the transcendental phenomenological data analysis process.

Listing and Preliminary Grouping

As part of the transcription process, two columns were created for each of the interviews. The first column, into which the typist typed the interviews, consisted of the raw interview data, each statement constituting the equal horizons of the participants' lived experience teaching children from diverse backgrounds (Moustakas, 1994). The interviews were read and statements which conveyed special meaning related to the participants' experience were highlighted. The second column was created to assign descriptive codes to accompany highlighted passages, and these codes were placed adjacent to the passages. This process constituted clustering of meaning for each of the participants.

Reduction and Elimination

In this stage of data analysis, each interview was examined for invariant constituents from the horizons, in other words, those unique or notable statements which stood out from the others (Moustakas, 1994). The invariant constituents and their respective preliminary themes for the participant interviews ranged from seven to 22, with an average of 13 invariant constituents.

Seeking Themes from the Data

After creation of eight sets of invariant constituents—one for each participant—the criteria for creation of a theme was set as identification of a common element by at least six out of eight participants. I repeatedly examined the eight sets of invariant constituents by their labels, searching for common experiences and essences that

constituted a theme describing the participants' lived experiences. The following section provides the thematic analysis outcomes.

Themes

As a result of reduction and elimination, the following five themes emerged: (a) Qualities, Dispositions, and Experiences Teaching Diverse Students; (b) Barriers to Teaching Diverse Students; (c) Mentoring Relationships; (d) Advice to Teacher Education Programs; and (e) Participants' Advice to Pre-service Teachers. Each theme is described below. In addition, the number of participants whose material addressed those themes is shared.

Theme 1: Qualities, Dispositions and Experiences Teaching Diverse Students

Six out of eight participants shared content indicating that they had qualities, dispositions or experiences which enhanced their abilities to teach diverse students effectively. Such experiences included early experiences and influences of their parental upbringing, which instilled an appreciation for their own origins. In addition, caring for each child as unique and loving children were important attributes. Furthermore, their years of teaching experience provided them with richer perspectives. Quotes below illustrate the importance of (a) early experience with families and within communities, (b) being caring and loving, and (c) perspective-taking ability.

Early experience. Participants who gave credit to their early experience as an important determining factor for culturally competent teaching indicated a deep, heartfelt appreciation for the examples of their parents' lives. Upwardly mobile parents were

credited with helping Participant 2 remain grounded in appreciation for her own humble family origins, even though she herself enjoyed a more comfortable life:

> My parents came from actually a very poor background. But yet, they went on to school and became very privileged, so I was raised, I would consider, rather privileged, but my parents always reminded me of where they came from. A lot of times when I was teaching, I would think of my own Mom and Dad.

Early upbringing also resulted in qualities and attributes that were important in teachers' adult and professional lives. "My parents communicated respect for all people . . . . I discovered it in myself as I began working." (Participant 8)

Important elements of early experience associated with Participant 7's culturally competent teaching were the era and community context in which she grew up. Participant 7, a retired Black elementary school teacher explained:

> I guess due to the area where we live. We were integrated before integration was actually mandatory. But as a child growing up, I was involved with other kids of different races. We only had two; that was Black and White. Black kids played with White kids, and such and such. When I went to _____for my first year of teaching, I had all White students in a community. So that didn't really bother me, because I grew up with a mixture of kids integrated in the community.

Loving care. Importantly, the cultural or social background of the children did not affect Participant 5's feelings about her students. She stated, in relation to adjusting to teaching in a more diverse urban area, "It was a change for me, but it was a challenge that I enjoyed and I loved the children there and, as a teacher, I didn't feel any different."

Love emerged as an affinity from Participant 6, as well: “I love it, I love my children.” Participant 8 articulated the core of the experience when she stated concisely “So an open-heartedness, a respect for culture, and teaching from the heart. And I think that speaks to the disposition.”

Perspective-taking. The enhancement of participants’ perspective-taking can be described as an on-going, sometime difficult journey when learning to teach diverse students effectively. Such a journey “cannot be appreciated if you haven’t experienced it directly” (Participant 1).

> My path lead me to a lot of diversity I wasn’t really trained for. I’m still very fortunate to have been able to experience all that, and I think it gives you a different perspective. And I learned, too, that it doesn’t matter what language you speak. It doesn’t matter what the color of your skin is. (Participant 1)

Therefore, a blend of participants’ early experience and inner disposition, when combined with their teaching experience, provided helpful perspectives and presented them with opportunities to advance along the path of effective multicultural teaching.

Theme 2: Barriers to Teaching Diverse Students

Six participants pointed out that students’ basic needs and time constraints due to other teaching responsibilities presented barriers to teaching diverse students effectively. For two participants, having been trained in or having taught in other states in addition to West Virginia created for them an awareness of comparative lack of diversity in West Virginia. In addition, they have noted less preparation of teachers for multicultural teaching. This contrast included how students with basic needs are supported.

Furthermore, the time necessary to devote to multicultural activities has been curtailed due to state-level mandates and requirements for student assessment. Such constraints have stifled creativity.

Lack of diversity. Comparisons of other states to West Virginia seemed to result in some measure of frustration for one participant, who observed, "You look at any of the other states anywhere, you know, it's just seems like, there's just not the services here" (Participant 1). Sometimes lack of diversity in the schools could influence some teachers' attitudes about diversity. One participant noticed this when she tried to create a multicultural experience, with artifacts sent from students in another country, and when she tried to create levels of engagement to enhance students' culturally diverse learning experiences. When Participant 8 attempted such activities, she experienced little support from her school faculty. "I had an idea, and there were comments made . . . . 'What's she doing now?' There was one teacher who was particularly unimpressed." Therefore, building support among colleagues could present a challenge, or barrier to culturally competent teaching.

Basic needs. Some participants shared that once they began teaching, Maslow's hierarchy of needs, which they had learned about in some of their teacher preparation courses, came to life for them in powerful and meaningful ways, because when children's basic needs went unmet, the children could not learn. Participant1 shared that basic services for children in the schools where she taught in another state had not only free and reduced breakfast and lunch, but showers, clean clothing, and even periodic haircuts

for the children. She discovered that those services, so essential to children's well-being, were not available in West Virginia.

> Children can't learn when they're dirty, and their head's scratching. We made sure those needs were met. And I think that's a huge need that people here just don't get. So there's so many things that I learned multiculturally. It wasn't about book learning and learning about Martin Luther King. It was about real street learning; about who lives in a car.

Increased demands on teachers. In addition to meeting children's survival needs, the state administrative top- down mandates for reading, math, and other student assessments were usurping time from both students' and teachers' creativity and time for multicultural activities.

> As the years went on, I couldn't be myself, you know? I had to be somebody else, somebody they wanted me to be. In other words, my creativity in my teaching—no more! I couldn't deal with that; I just couldn't conform to it. Just being creative, just being myself. It's like tying you down. That was the biggest barrier I had. (Participant 7).

Participant 4 expressed concern that an increase in current teacher responsibilities could result in a decline in multicultural education efforts in West Virginia:

> One of the barriers is having time to examine multicultural activities. I think that is because we are so test-driven. I'm afraid that creativity or drawing in of different things is slowing going to be mustered out, that we are going to have less and less of an opportunity to give our kids multicultural experiences.

> Unfortunately, I think we are overburdening our teachers, too, that they're so busy.

These shared concerns and demands on teachers' time and energy have resulted in inner challenges for many teachers. On the one hand, they are faced with addressing children's basic survival needs so the children are ready to learn. On the other hand, they must now meet new state mandates which have increased their professional responsibilities and accountability.

Theme 3: Mentoring Relationships

Six participants shared content which indicated the value of mentoring relationships, as related to reflection, scaffolding and perspective-taking. It was important to those participants who served as mentors to ensure that pre-service teachers were equipped with what they would need in order to be good teachers. Whether or not participants had served as Cooperating Teachers or Student Teacher Mentors, they were able to describe relationships that conveyed support and assistance improving their skills and dispositions for teaching in general and teaching students from diverse backgrounds in particular (scaffolding), opportunities for journaling and discussion related to pre-service teachers' field placements or student teaching (reflection), and appreciating the importance of students' lives outside of class (perspective-taking). Understanding how it felt to be an outsider helped enhanced pre-service teachers' perspective-taking abilities. Mentoring relationships should take students where they are, and can also result in reciprocal learning between the pre-service teacher and in-service teacher. In addition, matching pre-service teachers with culturally competent in-service teachers has the

potential to equip pre-service teachers with the skills and dispositions to teach diverse students.

Ensuring pre-service teacher support. When mentoring pre-service teachers, it was important to participants to provide them with the instructional strategies and supports necessary for their success. “When I was mentoring teachers, I made sure… they were really ready to be on their own. If they weren’t strong really strong in one area, I made sure they were strong.” (Particpant1). In addition, “Definitely knowing the experience from the other person… and being able to share with someone else, then help the person.” (Participant 2) was beneficial.

Contexts for scaffolding, reflection, and perspective-taking. Supports for pre-service teachers’ field placements or student teaching mentorships were broad-based and not necessarily confined to classroom interactions. Other settings for engagement were found to be important in guiding pre-service teachers’ effective multicultural teaching. Participant 2 emphasized the importance of enlarging the circle of mentorship by including pre-service teachers in in-service teachers’ professional development activities:

> I know our grade group met weekly, and if we had a student teacher, or even one who is observing, they actually came to the meetings with us, and after school, too. I do think the hands on, and being there is really important. It’s so different from reading a book or listening to a lecture.

Therefore, mentoring relationships can be collective in nature, and can involve a number of faculty members. It need not necessarily be confined to a dyadic relationship between the pre-service teacher and in-service teacher within a single classroom.

Creating a context for perspective-taking. Accompanying in-service teachers on an out- of-class observation of communities where some students live has the potential to provide a lens through which pre-service teachers and in-service teachers alike can view glimpses of many students' lived experiences. Participant 3 suggested just such an activity when she stated:

> One thing that I've heard about that I would like to do myself is to take new teachers on a tour of the area where students would come from to see daily struggles that our children face that we have not known about. That would help me, even, to have a little more understanding. How to provide them with just a little extra patience and a little extra support. It's been this past year that I've gotten to see where they live.

Awareness of out-of-classroom contexts suggested by participants related to this, then, has the potential to enhance teachers' culturally competent teaching.

Pairing pre-service teachers with experienced mentors. A particularly effective strategy for teacher education programs would be to link pre-service teachers with in-service teachers who have experience teaching diverse students and who can enhance pre-service teachers' perspective- taking abilities:

> I think this is already in play, but pairing them with a teacher, with an older, experienced teacher who's experienced in teaching for diversity? Because it's only going to get more and more important as the population gets more and more diverse. So making that a requirement, making that one of the qualities of the mentor. Talk about being 'outside.' And that's perspective-taking. We want to

> communicate that to the pre-service teachers, and we want them to communicate that to the children. (Participant 8).

Theme 4: Advice to Teacher Education Programs

Six participants offered advice for improving teacher education programs in ways that can enhance pre-service teachers' culturally competent teaching. They suggested starting certain steps earlier in the pre-service teachers' field experiences. Such steps include (a) providing opportunities for pre-service teachers to learn about diversity in their geographic area (P2, P6), (b) having classes on teaching diverse students (P1, P2, P.3); and (c) providing more research opportunities on multicultural teaching in rural Appalachia (P6). In addition, it is vitally important for new teachers to take time to learn about diversity in their own classroom (P1). In one case, (P4), it was suggested that more training on working with children with special needs as a diverse group would be helpful. Participant 5 recalled concerns which some past pre-service teachers had shared. "I've had them say, 'Well, they didn't tell us anything about this in college. 'Those are things that, I think, need to be addressed when a teacher is being prepared."

Provisions for learning about teaching diverse students. Participants who made recommendations about this portion of the theme placed an emphasis on learning about teaching diverse students in their geographic area, citing the often derisive attitudes of new teachers from outside the Appalachian region. Some of these new teachers were from urban areas. According to one participant:

> I think it's really important that they do it early in their education. And I do think it's important to spend time in the classroom doing research with the teachers and

> students, and how they best learn. We've actually had student teachers who've come from other cities, and they look down on this area, and they actually almost talk down to the children. After a couple of weeks, they look beaten. (Participant 2).

Participant 6 noticed a conspicuous gap in the multicultural education research when she stated:

> There's no research---even some of the things I've been researching for my classes, it's all about urban areas, and even though there are similarities in some things, this is rural Appalachia. I think we need, in general, more research, and more experiences just in general, to say, 'hey, this is the experience I had'."

Therefore, earlier, more direct field experiences with teachers who have the knowledge, skills, and a disposition teaching diverse students is a key highlight of the theme. Such earlier experience could then help ensure that pre-service teachers were more certain early in their teacher education program that they actually wanted to be teachers.

Theme 5: Participants' Advice for Pre-service Teachers

Six participants offered advice to pre-service teachers. Their guidance included (a) the importance of being caring, open and respectful, truly liking students, and loving them from the heart, (b) the value of being inclusive and avoiding stereotypes,(c) resisting making assumptions about students and their families, and (d) being aware of their own prejudices. As beginning teachers, pre-service teachers will realize what they do not know on the first day or two of class. Two additional perspectives emerged in this theme. Participants 7 and 8—both retired teachers—shared the value of starting their

teaching careers after they were about ten years into adulthood and had had children themselves.

Avoiding assumptions. Refraining from making assumptions about children and families emerged as an important epiphany for some of the participants. Participant 3 noted that it was important "Not to make assumptions. You really have to learn about the children and their backgrounds, where they come from, what knowledge they come to us with, to know where to start, and what gaps they have to fill." Participant 6 offered similar advice when she stated emphatically:

> "Don't assume anything! Your life experiences, I mean everybody's life experiences are different. Don't assume anything, and be open, because that was my biggest mistake: …you can't do that." [make assumptions about children and families].

An additional element related to participants' needs to free themselves of assumptions was a commonly experienced epiphany in the beginning stages of teaching, which was realizing what they did not know:

> Everything that you think you know, you will realize you don't know the first day of school. Just go into it realizing that you're going to make mistakes and that you don't have all the answers, because you're going to realize the second day of school that everything you thought you know, you didn't know. (Participant 4).

Participants' essential advice to pre-service teachers, therefore, spoke to the need to begin teaching from the very first day, with "an open-heartedness, a respect for culture and teaching from the heart" (Participant 8). In addition, freedom from assumptions would

help reduce new teachers' feelings of disenchantment, and the fear of making mistakes. Such freedom could, in turn enhance new teachers' receptivity to what they would learn about students and families.

Discrepant Case

In addition to her contributions about teaching diverse students, Participant 4 suggested that there needs to be additional focus on children with exceptionalities:

> Teacher preparation programs need to have some classes on dealing with students who have been mainstreamed. Autism is one that comes to mind. We're getting a lot more autistic students in our classrooms, but most teachers have not had any training in autism. I would like to have had more training on behavior disorders, emotional disorders, teaching students who are not just your average student.

Composite Textural Description: Qualities for Teaching Diverse Students

Participants' lived experiences teaching students across the various themes indicated that they possess qualities and dispositions which allow them to take students where they are, love and respect them, and teach each individual child. Their own early childhood experiences, whether in terms of their parental up-bringing or the neighborhoods in which they grew up, contributed to how Participants viewed and treated people from different backgrounds. They have been able to sustain and nurture their abilities to teach diverse students effectively, despite barriers such as having to address students' basic needs and being busy with state-mandated assessments. Participants realize that southern West Virginia and southwestern Virginia are not very culturally diverse, as far as such indicators as race, ethnicity, and English language learning are

concerned. However, they acknowledge, to varying degrees, a special barrier, i.e., the impact of children's lack of basic needs on children's ability to learn. Some participants indicated that when a child's first concern is where they will sleep at night or where their next meal will come from, other concerns—including learning—are secondary. They have learned not to make assumptions about children and families prior to getting to know them individually.

Composite Structural Description: Early Childhood Experience and Contrasting Professional Experiences

When growing in their role as teachers, a growth experience may occur which helps teachers learn to teach all students effectively. In their early years, teachers may have experienced upward mobility which is framed in a way that they do not forget their humble family origins. In addition, a sense of respect for all people may be acquired. Such reminders are important in terms of being caring and empathetic towards children's and families' life situations. In addition, when growing up as a racial minority in an integrated community prior to integration, interaction in a larger community context can help to shape a teacher's later competence teaching diverse students. The teacher's racial background may also influence how he or she defines a 'diverse student' when the teacher is a minority.

Completing a teacher education program in a different state, or teaching in public elementary schools in a different state can also contribute to a teachers' ability to compare and contrast multicultural teaching situations and experiences between or among those states. Teachers may become frustrated when they reflect on such contrasts, and

sometimes may not believe that southern West Virginia and southwestern Virginia have the demographic diversity or state-level administrative support to help public school teachers increase their cultural competence for teaching diverse students. Such preparation for culturally competent teaching needs to begin earlier in the teacher preparation process.

Evidence of Trustworthiness:

Credibility, Transferability, Dependability, and Confirmability

In order to ensure that my data analysis was credible, transferable, dependable, and confirmable, it was important to consult with participants following transcription and initial coding of their respective interviews. This was necessary to ensure that my understanding of their contributions to this study was accurate. I used member-checking and reflexive journaling to ensure the accuracy of the data analysis.

Member-checking

At the top of each of the eight typed transcripts, I placed the participant's number and a profile, and saved it as a specially named document. Each refined and highlighted document was sent to the appropriate participant as an attachment to a Walden University e-mail. The participants were requested to read and review their written transcripts, and to reply with her approval, questions, or clarification to the document. Participants were offered an opportunity to meet in person. Seven participants replied by phone or by e-mail and stated that their highlighted and coded transcripts were fine, and did not require any changes. One participant, who lives in a rural area, was unable to open her attached interview document; therefore, her printed interview transcript was delivered to her in a

neutral location in a small neighboring town. She contacted me four days later, and reported that her data looked fine, and that she was pleased with the document. Member-checking is described here because it occurred interactively with the next phase of qualitative data analysis: reduction and elimination.

I interspersed member checking with the continuation of reflexive journaling, as a way to monitor my proficiency and objectivity as the instrument of data analysis. In addition, two reviews of the typed interview transcripts allowed me to hear the interaction of my voice with each of the participants' voices, which allowed for deeper reflection on and refinement of the material.

Results

As stated previously, this qualitative study utilized a transcendental phenomenological methodology to explore the research questions. As I engaged in the interviews mindfully and attentively, participants' qualities and dispositions for teaching all students all students emerged in multiple ways. In addition to their verbal responses, participants' facial expressions and body language (in face-to-face interviews), and non-word utterances and thoughtful, reflective pauses, vocal inflections (in both face-to-face and phone interviews) enriched the meaning they sought to convey. As the participants shared their respective paths to teaching during the introductory phase of the interviews, the importance of my on-going reflexivity and my epoche process as part of my research engagement was apparent. These processes were important because of my background as the researcher, and because of my dedication to the field of education. The following research questions and sub questions which framed the study are answered here, in turn.

Research Question 1

What qualities and experiences do in-service elementary school teachers possess which allow them to teach students from a variety of backgrounds effectively?

The responses of six participants to this question aligned with Theme One: Qualities, Dispositions and Experiences Teaching Diverse Students. Qualities such as being open and open-hearted (P4, P8), loving (P2, P4, P5, P6) having a wonderful parental upbringing (P2, P8), and having a racially integrated neighborhood and growing up experience (P7) enhanced participants' abilities to teach diverse students effectively.

Sub question 1) How have the teachers acquired these experiences?

In addition to the influence of early experience on their ability to teach diverse students effectively, two participants reported about their experiences teaching in a different, in either a culturally and linguistically diverse school district (P1), or in a culturally diverse urban school district (P5).

> But my path lead me to a lot of diversity that I wasn't prepared for. I'm very fortunate to have experienced all that. I think being able to do so [teach diverse students] makes you much richer, makes you more aware of our students, and I think it give you a different perspective. Unless you've experienced it, you have no idea. (Participant 1)

In addition, Participant 5 recalled her experience teaching in an urban area in a West Virginia border state. She shared:

> It was a change for me, but it was a challenge that I enjoyed and I loved the children there and, as a teacher, I didn't feel any different, because they were still

> children and they still had the same qualities. It doesn't matter where you are; you still have to adapt to each child as unique and different.

Therefore, their actual lived experiences teaching students from a variety of backgrounds resulted in these participants' professional enrichment, and may be described as transformational.

Sub question 2) Did the teachers experience any barriers to being able to teach students from a variety of backgrounds effectively?

Three important barriers were shared which affected participants' perceived ability to teach diverse students effectively. First, there is currently considerable focus on student assessment outcomes. Teacher collaboration, facilitated by school administration has become very time consuming. Participant 4's contribution summarized this barrier:

> One of the barriers is having time to examine multicultural activities.
>
> I think that is because we're becoming so test-driven. I'm afraid that we're going to have less of an opportunity to give our kids multicultural experiences.
>
> Unfortunately, I think we are overburdening our teachers too; they're so busy.

Secondly, both Participants 4 and 7 expressed the fear that students' and teachers' creativity would be adversely affected by the current strong state mandates for testing. "I'm afraid that creativity or drawing in of different things is slowly going to be mustered out." (Participant 4). Such assessment-driven state mandates had become a source of considerable frustration to Participant 7, as well, who stated:

> As the years went on, I couldn't be myself. I had to be somebody else; somebody they wanted me to be. In other words, my creativity in my teaching—no more. That was the biggest barrier I had.

Finally, as explained previously in Theme 3, the need to address some children's lack of basic needs became an area of considerable concern and focus. Making sure those needs were addressed had to take priority to help ensure the children were ready to learn.

Sub question 3). When mentoring pre-service teachers, what interactions and communications typically occur between in-service teachers and pre-service teachers to enhance pre-service teachers' ability to teach diverse students effectively?

Four participants shared insights related to this sub questions. Engagement which included (a) keeping journals and shared reflection on the journal entries, (b) meetings both in and out of the classroom (P2, P8), (c) experiences designed to help pre-service teachers understand students' and families' lives outside of school (P3, P6), as well (d) as understanding what it feels like to be an 'outsider' (P8) were valuable. In addition, all of the participants whose responses addressed this sub question shared ways in which both formal (officially assigned) and informal (in-school, co-worker) mentorship had helped them as new and developing teachers.

Sub question 4). Looking back over their years of experience, who, or what has helped support their ability to teach students from diverse backgrounds effectively?

Five out of eight participants responded with content which spoke to this question. Participants 1, 2, and 4 credited school principals, and Participant 8 stated that a nearby university professor, international students at the same university, parents, and a

public school first-grade teacher had provided her with positive supports for teaching diverse students. An additional helpful resource for Participant 6 was studying the work of Ruby Payne, which relates to working with students and families across social classes, especially those who live in poverty. Table 2 summarized participants' thematic responses to Research Question One and its respective sub questions.

Table 2

Participants' Responses by Theme for Research Question 1 and Sub questions

	Number of Participants Responding				
Theme	RQ 1	SQa	SQb	SQc	SQd
1) Dispositions	P2, 4, 5, 6, 7, 8	P2, 7, 8			
2) Barriers			P1, 3, 4 5, 6, 7		
3) Mentoring				P1, 2, 3, 5, 6, 8	
4) Advice to TEPS				P1, 2, 4, 6, 7	
5) Advice to PSTs					

Research Question 2: What do in-service teachers suggest for improving teacher preparation for the challenges of diversity in schools?

Five participants indicated that it was important to begin certain processes early in pre-service teacher preparation. These included (a) classes that emphasize strategies and supports for teaching diverse students (P1, P2, P3); (b) providing earlier field placement opportunities to learn about diversity in their area (P2; P6), (c) providing research opportunities about diversity in Appalachia (P6), (d) and pairing pre-service teachers with Mentor Teachers who gave experience teaching diverse students (P8). More study of the work by Ruby Payne was also suggested (P6).

The emphasis on addressing certain competencies early related to effectively teaching diverse students was express by Participant 2, who viewed this as a possible self-screening vehicle for pre-service teachers:

> I definitely think it's important that they learn about different cultures, different races, boys and girls, different genders; that they definitely spend lots of time in observation of what it's like to be around children. I think it's really important that they do it early in their education, so that if it's not for them, they can actually get out of the program before they go in.

Participant 3, a younger teacher with five years of experience, shared recollections of her teacher preparation at a small university in southern West Virginia:

> I went to PineView University. I remember discussing it, just the issues of having

children from diverse backgrounds in terms of differentiating instruction, and what not. But I didn't have a class solely on meeting the needs of children from diverse backgrounds, or how to meet them.

PineView University has taken steps across the years to ensure that multicultural education content related to teaching diverse students is infused across its Teacher Education courses and curriculum.

Sub question 1**)** In retrospect, what would in-service teachers like to have known about teaching diverse students when they were new teachers? This question failed to yield a theme and was not subjected to further analysis. However, content was clustered, where appropriate, and addressed along with sub question (b) for purposes of data analysis.

Sub question 2) What key advice would in-service teachers offer to pre-service teachers now, regarding teaching students whose backgrounds are different from theirs?

Important advice from Participants included (a) truly liking (P7) and loving (P8) students, (b) being open and respectful (P2, P8), (c) avoiding stereotyping and having an inclusive attitude towards students and families (P2, P3, P8), and d) being aware of their own prejudices "because we all have them". (P8). In addition, beginning teachers would need to realize that they still have a lot to learn, which would become apparent on their first or second day of class (P4). It was also deemed important for teachers not to make assumptions about what they think they know about children and families. Participant 3 stated "You really have to learn about the children and their backgrounds, where they come from, what knowledge they come to us with." An additional element related to

participants' needs to free themselves of assumptions was a commonly experienced epiphany in the beginning stages of teaching: realizing what they did not know. Research Question Two, its sub questions, and their related themes are summarized in Table 3.

Table 3

Participants' Responses by Theme for Research Question Two and Sub questions

	Number of Participants Responding		
Theme	RQ 1	SQa	SQb
1) Dispositions	P1, 2, 6, 8		
2) Barriers			
3) Mentoring			
4) Advice to TEPS			
5) Advice to PSTs	P1, 2, 6, 8		P2, 3, 4, 6, 7, 8

Summary

In Chapter 4, I provided the results of data collection and analysis, which focused on two main research questions: Question 1) What qualities and experiences do in-service public elementary school teachers possess which allow them to teach students from a

variety of backgrounds effectively? Question 2) What do in-service teachers suggest for improving teacher preparation to meet the challenges of cultural diversity in schools? The eight participants were active or retired kindergarten through fifth grade elementary school teachers from southern West Virginia or Southwestern Virginia.

A qualitative, transcendental phenomenological approach was used to analyze the participants' digitally recorded interview data. As a result of data analysis, five themes resulted: Theme 1) Qualities, Dispositions, and Experiences Teaching Diverse Students; Theme 2) Barriers to Teaching Diverse Students; Theme 3) Mentoring Relationships, Theme 4) Advice to Teacher Education Programs, and Theme 5) Advice to Pre-service Teachers indicated that they genuinely liked or loved their students, were open, and had positive parental and early community experiences. Participants' summary responses to Question 2 articulated the importance of beginning certain teacher education program coursework, field experiences, and research opportunities related to teaching diverse students early in their programs of study.

In Chapter 5, I discuss an interpretation of the findings, including the relationship of the findings to the Conceptual Framework. I discuss the limitations of the trustworthiness of the study, and offer recommendations for future research, based on the study's findings. Finally, implications are offered from the study which have the potential to effect positive social change in teacher education programs in rural settings.

Chapter 5: Discussion

This study was designed and conducted to close a gap in the multicultural education literature by examining ways in which in-service teachers help prepare pre-service teachers to teach diverse students effectively, with a special focus on southern West Virginia and southwestern Virginia. The following research questions were explored: 1) What qualities and experiences do in-service public school teachers possess which allow them to teach students from a variety of backgrounds effectively? 2) What do in-service teachers suggest for improving teacher preparation to meet the challenge of cultural diversity in schools?

A primary focus of this study was to assess how elementary kindergarten through fifth grade teachers in rural Appalachia passed their expertise teaching diverse students on to pre-service teachers. This focus was important because a majority of the research in the multicultural education literature has focused on urban settings and little research has been conducted in rural settings (Hagemann, 2009). However, all 21st century teachers across the grades must be prepared to teach students from all backgrounds effectively, regardless of whether they live in urban settings or rural settings, because the U. S. population is rapidly becoming more culturally and linguistically diverse (Council of the Accreditation of Educator Preparation [CAEP], 2013). Furthermore, in order to maintain accreditation, all teacher preparation programs must be able to demonstrate that their pre-service teachers are prepared to teach all P-12 (preschool to 12th grade) students, including "students who represent diversity based on ethnicity, race, socioeconomic

status, gender, language, religion, sexual identification, and/or geographic region" (CAEP, 2013, p. 3).

Nature of the Study

Given the purpose of the study and research questions, a qualitative approach was used. Because I selected the research questions to explore Appalachian elementary teachers' lived experiences teaching diverse students, as well as how they have passed their experiences on to pre-service teachers, a transcendental phenomenological methodology was most appropriate. Semi-structured, open-ended questions were used to interview eight female participants. Of the participants, six were active elementary K- 5 teachers and two were retired elementary K-5 teachers. Seven participants were White, and one participant was Black. Although there was no effort to control for demographics, the participants who volunteered for this study did generally represent the racial demographics of the region.

Summary of Findings

Interviews with eight elementary kindergarten through fifth grade (K-5) teachers were conducted to explore their lived experiences teaching diverse students in southern West Virginia and southwestern Virginia. The first research question was used to discover the qualities and experiences in-service teachers possess which allow them to teach students from a variety of backgrounds effectively. The second research question was used to determine what in-service teachers suggest for improving teacher preparation for to meet the challenge of cultural diversity in schools. The five themes that resulted from the data analysis are summarized as follows:

Theme 1: **Qualities, Dispositions, and Experiences Teaching Diverse Students.**

In the first theme, participants alluded to three important elements of their personal backgrounds and or dispositions which helped them teach diverse students effectively. First, some of the participants shared ways in which their early experiences influenced them in terms of their effective teaching. Witnessing and being inspired by their parents' upward mobility, being taught by parents to be respectful of all people, and or growing up in a racially integrated community before legal segregation ended emerged as important experiences. The reference to the need for teachers to be caring is reinforced by Ladson-Billings's (1994) description of culturally responsive teachers' dispositions.

In addition, some participants explained ways in which their perspective-taking had increased. Being able to appreciate "being an outsider" (Participant 8), for example, enhanced the ability to teach students from a variety of backgrounds effectively. Findings in the literature also attest to the effectiveness of providing Appalachian teachers with opportunities to become aware of and develop an appreciation for ways in which they themselves are culturally diverse (Druggish, 2003).

Theme 2: Barriers to Teaching Diverse Students.

In the second theme, participants emphasized three significant barriers to being able to teach diverse students effectively. One barrier, which was frequently reported, was having students who lacked basic needs. When students lack the necessities for survival (food, clean clothing, hygiene supplies and or a stable family life), it is difficult for learning to occur. Participant 6 reported having a student to whom she gave food to

take home for weekends. This theme contrasted with previous findings that it was not uncommon for students from low-income families to be high achievers (Harmon, 2011).

Another barrier was growing demands on teachers' instructional time, because so much of their responsibilities are currently assessment-driven. The nature and extent of assessment activities have infringed on teachers' creativity and professional autonomy. Such assessment-driven infringement on teachers' instructional time could result in a "tipping point" (Gladwell, 2002, p. 7)). At this juncture, teachers' time and desire for multicultural teaching and classroom experiences could eventually be adversely affected, and could decrease or disappear. A tipping point refers to a social trend, based on external influences, which can increase or decrease individual and group behavior and which have long-term consequences (Gladwell, 2002). A final concern which was perceived as a barrier was a lack of diversity in southern West Virginia and southwestern Virginia. In addition, the lack of multicultural research in rural areas such as Appalachia was reported to be discouraging.

Theme 3: Mentoring Relationships

In this theme, participants shared roles and contexts which emphasized the nature and importance of mentoring relationships. Participants stated that they helped their pre-service teachers acquire or strengthen skills in which they were weak or which they did not possess. In addition, they made sure that the pre-service teachers acquired the necessary teaching proficiencies before the mentorship ended. Participants also explained that both in-class and larger school-faculty contexts, such as planning meetings, were important spaces for the in-service-teacher and pre-service teacher mentoring

relationships. In other words, effective mentoring is not exclusively confined to one-to-one interactions in the classroom. Finally, a valuable suggestion was offered by one participant to pair pre-service teachers with mentors who have experience teaching diverse students. Providing seasoned teachers with opportunities to participate in workshops designed to enhance culturally responsive teaching (Phuntsog, 2001) has the potential to equip those potential teachers with the knowledge, skills, and dispositions for effective pre-service teacher mentoring.

Theme 4: Advice to Teacher Education Programs.

Theme 4 focused on advice for improving rural teacher education programs. Teacher education programs can improve pre-service teachers' culturally competent teaching by providing increased opportunities for pre-service teachers to learn about teaching diverse students. Participants' advice in this study in this regard, is in agreement with those of participants in rural Wisconsin (Hagemann, 2009). In addition, it was suggested that the lack of multicultural education research in the Appalachian region be more fully addressed by increasing such research opportunities.

Theme 5: Participants' Advice to Pre-service Teachers.

In the final theme, participants offered advice for pre-service teachers. First, an open, caring disposition for teaching all students is vitally important. Second, pre-service teachers must be prepared and must have the disposition to be inclusive of all students, regardless of the child's background. Third, participants strongly shared the importance of entering the teacher-student and teacher-parent-student relationships free of assumptions about children's and families' circumstances and life experiences. Finally,

participants emphasized that it is very important for pre-service teachers to realize what they do not know as they begin teaching, so they can be open to what they will learn about teaching students from a variety of backgrounds. Teachers' freedom from assumptions and openness to what they would learn with regards to teaching diverse students is also reinforced by Phuntsog's (2001) recommendations to provide seasoned teachers with multicultural learning opportunities. In addition, such training experiences could result in shifts in teachers' stages of perspective-taking when teaching diverse students (Hill-Jackson, 2007).

Interpretation of the Findings

Participants who provided interviews for this qualitative study provided valuable information and insights about their lived experience teaching diverse students which aligned with previous researchers' findings. First, six participants possessed a loving and caring disposition for all students, a finding supported by Ladson-Billings (1994; 1995). Such an inner disposition is necessary, along with cultural information about students, for culturally competent teaching to occur (Diller & Moule, 2005). Second, both in-service elementary teachers and in-service special education teachers expressed the need for additional professional development for teaching diverse students in rural areas (Hagemann, 2009). However, three participants in the present study reported concerns about the amount of time teachers must now spend in professional development related to assessment, and subsequent assessment of students, because these assessment activities take away from valuable time for multicultural activities. Third, Participant 8's contribution about pairing pre-service teachers with experienced, culturally responsive in-

service teachers, and providing meaningful experiences in field placements and student teaching concur with prior findings related to similar support initiatives and experiences (Garmon, 2005). One such experience included providing Appalachian pre-service teachers with opportunities to reflect on themselves as culturally different (Druggish, 2003) and being on the 'outside' (Participant 8).

One discrepancy was found between findings in the literature and participants' interview material. Although children from low income families were reported as more likely to thrive academically in rural schools (Harmon, 2011), Participants 1, 5, and 7 have had a different experience related to teaching children who live in poverty. They discovered that these children often have difficult time learning when they lack basic necessities. Participant 1 shared that, based on her experience teaching diverse students in another state, if children lacked basic needs, such as showers, clean clothing, haircuts and high quality nutrition, these things were provided at school. Meeting such basic needs enhanced children's readiness and ability to learn. She expressed concerns about the lack of those services in West Virginia.

Researchers in the multicultural education literature also reported the benefits of collaborative teaching and learning experiences for both in-service teachers and pre-service teachers (Carignan, et al., 2005) with a focus on a variety of levels and types of reflection (Ottesen, 2007). These findings and the fact that there is a paucity of collaborative action research on culturally responsive teaching can be used to support future research.

The Conceptual Framework

By conducting interviews with the eight participants, I sought, in part, to discover if there is an intersection among critical reflection, scaffolding, and perspective-taking. These three elements are all considered to be important in the pre-service teacher-in-service teacher relationships in helping pre-service teachers learn to teach all students effectively. Furthermore, because both pre-service teachers and in-service teachers are individuals, their interactions do not necessarily fit into neat, rigid categories or structures (Larkin, 2013).

I asked no questions regarding the three-part interactional framework because I wanted to be fully engaged and mindful regarding what meaning the participants and I would co-construct during the interviews. The meaning emerging from our interactions needed to be authentic, not forced into any particular category with simple 'yes' and 'no' answers. Mindfulness entails the openness to new information in preparation to learn something new, and the ability to construct novel categories from what one learns using multiple perspectives (Langer, 1989). Figure 2 depicts the three-part interactional framework once again, and lists beneath the figure how participants tended to use the interactional strategies with pre-service teachers, or how they experienced them with mentors.

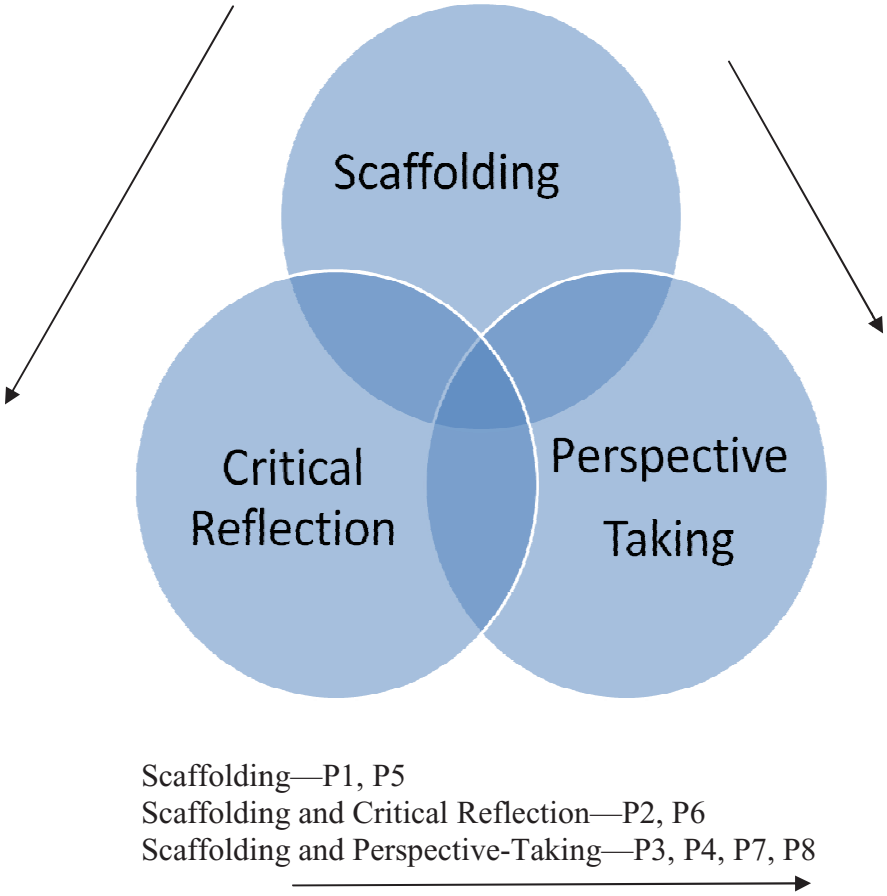

Figure 2. In-service teacher-pre-service teacher post interview interactional framework.

Critical reflection. In teacher education, critical reflection is one of the most important cornerstones in teacher preparation. It refers to the thoughtful, abiding examination of one's beliefs and actions, and should optimally result in transformation (Dewey, 1910) based on engagement in community contexts (Dewey, 1938). Participant 2 described her use of reflective practice with one of her student teachers:

> I had a student teacher and she started at the beginning of the year, and we used journals. We would write on different topics, and we would discuss the topics

together, and she might ask me questions. It's so different from reading a book or listening to a lecture.

Scaffolding. Scaffolding occurs when a mentor interacts with an apprentice to help the apprentice move gradually from a novice to an expert after repeated, recursive interactions (Vygotsky, 1978). In the field of teacher education, scaffolding occurs throughout the pre-service teacher's program of study, until he or she attains competency as a beginning teacher. Participants 1 and 5 spoke of the importance of providing strong and consistent support for pre-service teachers under their mentorship. Such consistency was viewed as important for pre-service teachers' success. "When I was mentoring teachers, I was sure they were really ready to be on their own. If they weren't really strong in one area, I made sure they were strong" (Participant 1). "My mentor teacher helped me so much and everything, in every aspect of my teaching I always said she was the one who taught me how to teach" (Participant 5). Participant 5 was a seasoned teacher with 32 years of experience, which includes student teacher mentorship. Nevertheless, her own experiences as a new teacher, with the guidance of her mentor, remained very meaningful to her.

Perspective-taking. Perspective taking refers to the ability to see empathetically through another's eyes, as well as the ability to think in terms of larger interacting systems (Hanvey, 1976). Perspective-taking can be fostered in pre-service teachers until they have attained critical consciousness and begin to work to address social inequities (Hill-Jackson, 2007). Participant 8 shared the value of helping pre-service teachers engage in experiences which would equip them with alternative perspectives when

teaching students from a variety of backgrounds. Advice that she would offer to teacher education programs included "talking about being 'outside'; being an outsider—'Have you ever felt like and outsider? What does it feel like?'" (Participant 8)

Scaffolding and critical reflection. Scaffolding and critical reflection occurred interactively for two of the participants and their pre-service teachers. As reported above, Participant 2 used journals simultaneously for reflections on teaching, which was useful for both participants and the pre-service teachers. As related to scaffolding, she also stated "I think definitely knowing the experience from the other person and being able to share with someone else, and then help the person, if they do need help. (Participant 2). Participant 6, a teacher with three years of experience, still recalled helpful experiences she had with her Mentor Teacher, which demonstrated opportunities for scaffolding and critical reflection:

> My first year, I had a Mentor, and she was really wonderful, and I still go to her for a lot of questions. I really look towards her for a lot of things. She was familiar with the socio-economics and had been teaching there for many years, and she's really respected. Those things did help me out quite a bit.

Scaffolding and perspective-taking. The combination of scaffolding and perspective-taking were valuable for four participants. Participant 3 continues to improve her teaching by learning more about "the daily struggles that our children face that we have not known about." Scaffolding and perspective-taking could also be mutually beneficial, and not just a one-way, top-down interaction between an in-service teacher and a pre-service teacher.

> My pre-service teachers learned as much from me as I learned from them. It's so exciting, because things have changed. I have probably learned more from the students that's worked under me than they do from me! It's always exciting for me to go 'Well, there is a better way to do it!' (Participant 4)

Scaffolding can also occur even in basic, more formal relationships, and perspective-taking can be actively taught. Participant 7 shared with her mentee, who was a new teacher under her guidance, that "you have to get to learn the students; you have to learn the parents. You have to go in with a psychology view of people because you're going to have that child almost eight hours a day."

Occasionally, pre-service teachers have to be gently reminded and challenged to move to more sophisticated levels of teaching when appropriate and necessary. "Sometimes giving them a little push [is helpful]. 'You need to come up with more now.' Honest communication, but from the heart." (Participant 8).

Appalachian Cultural Contexts Related to Teaching Diverse Students

The creation of meaningful co-created mentorships for teaching all students effectively is further enhanced in Appalachian cultural contexts because of communities' collectivistic relationships and interactions. Appalachian home-school-community relations often extend beyond schools into churches, neighborhoods, organizations, and other social activities. Communities' stability, communal care, and assistance are apparent when students engage in service learning, fund-raisers and activities to assist families and even businesses in need. In addition, businesses often form partnerships with schools to support school programs and projects in a variety of ways, such as funding and

volunteerism. Such activities benefit all communities' families and members, regardless of race, income, or ethnicity. In addition, long-time teachers in a community may have taught two or even three generations of students in a family, or even some of the pre-service teachers.

> I mentored one of the teachers that came to our school. The first year that I mentored a teacher, I went from my school and she was in another school in another area of our county. And then, maybe a couple of years after that, I had another student teacher. I taught her, and she wanted me to be her Mentor Teacher. So she came back to me! (Participant 7).

The Conceptual Framework, Revisited

An examination of the Conceptual Framework revealed that scaffolding, critical reflection, and perspective-taking, which are so important in teacher preparation, do interact in meaningful ways. Importantly, scaffolding emerged as the universal construct for all eight participants. Scaffolding interacted with perspective taking for four of the participants, while two participants used scaffolding with critical reflection. Furthermore, the interaction of the three elements is not rigid, static, or prescriptive. They contribute to a fluid, dynamic process which is unique to each in-service teacher-pre-service teacher dyad. Participant 8 effectively captured the essence of this relationship when she stated emphatically:

> So, just letting the pre-service teachers in to begin with, being truly open to where they are, because, by being truly interested, that opens them up to express their creativity. What does the pre-service teacher feel his or her gifts are?

> So helping the pre-service teacher understand that it's not going to be what they say to students that will be the deepest communication, it will be how they are with the students.

The mentoring relationship, therefore, resembles a kaleidoscope, which has a lens through which stain-glass type particles can be turned and viewed in an infinite array of patterns. There is no best pattern; each pattern is unique. The lens is the window of the instrument. The two partners—the in-service teacher and the pre-service teacher—are the ones who interact, co-construct, and experience the phenomenon.

Limitations of the Study

There were changes in the original research methodology which may have affected the trustworthiness of the study. First, the original purposive sampling goal was four elementary K-5 teachers from three counties in southern West Virginia, for a total of 12 participants. Because there was a lack of response during participant recruitment in two of those counties, two IRB- approved Requests for Changes in Procedures resulted in a total of eight participants (six active teachers and two retired teachers) from southern West Virginia and southwestern Virginia.

In addition, there were uneven numbers of culturally diverse students taught by the participants. The sole Black participant had taught both White and Black children during her 25-year long career. However, she defined the Asian child that she taught as culturally diverse. White participants considered Black, Hispanic, and Middle Eastern Children to be diverse; some of these participants reported teaching many diverse students, in some cases as many as 250 or more.

Finally, there was a broad range of interview durations. The research goal was a 60 minute interview per participant. In actuality, interviews ranged from 25 to 70 minutes, with an average of 49 minutes. Trustworthiness may have been enhanced had the one short interview been richer and more detailed.

Recommendations

Two sets of recommendations are offered as a result of this study. The first set of recommendations is based on the limitations of the study, while the second set of recommendations is offered based on the scope of this study. These are offered in this section, in turn.

Recommendations Based on Limitations

The present study used interview data from a small, unevenly distributed, purposeful sample of K- 12 teachers. Thus, further research using a larger sample more evenly distributed across additional counties in the region would be desirable. In addition, the focus of the study was on in-service teachers with at least three years of teaching. Participants in this study were able to answer the research questions regardless of their number of years of teaching experience, or whether or not they had served as Cooperating Teachers. Therefore, in addition to recommendations to replicate the present study by using the same qualitative approach to inquiry, it would be fruitful to ask the same or similar research questions of Appalachian pre-service teachers. Such an extension of the present study could further enrich the multicultural education literature by adding pre-service teachers' and beginning teachers' voices, experiences, perspectives and concerns about teaching diverse students effectively in rural settings. Previous

researchers have revealed that pre-service teachers acquired in-depth and interesting perspectives as they learned to become teachers (Sandoval-Lucero, Shanklin, Sobel, Townsend, Davis, & Kalisher, 2011).

Recommendations Based on the Scope of the Study

In spite of the early historical foundational focus on critical reflection as an anchor in teacher preparation programs, there have been shifts in teacher-training focus over several decades (Caires, Almeido, & Vieira, 2012) Many programs in decades spanning the 1960s through 1980s, for instance, focused on teachers' technical teaching skills and behavior modification proficiencies, whereas the more current focus in teacher education has returned to student teachers' joint emotion, reflection, and meaning-making along with their mentors (Caires, et al., 2012). Furthermore, as sojourners on the path to becoming teachers, pre-service teachers move through five stages as they are scaffolded to their identity as teachers: (a) anticipation, (b) disillusionment, (c) confirmation, (d) competence, and (e) culmination (Smith & Kariuki, 2011). Mentor teachers' accompaniment during pre-service teachers' reflections on their journey to becoming professional teachers is vitally important (Smith & Kariuki, 2011).

Because the mentoring relationship is unique to each dyad, it is impossible to truly explain how Cooperating Teachers mentor student teachers (Larkin, 2013). One reason is that a Cooperating Teacher's individual educational belief system may or may not be congruent with research-based best practices (Larkin, 2013). In addition, important guidelines include ensuring that student teachers are not left alone (Larkin, 2013). In the present study, Participant 1 reaffirmed the importance of remaining close when she was

mentoring pre-service teachers. She "made sure they were ready to be on their own." Participant 8' emphasized that "When the teacher mentor is truly interested in who they [pre-service teachers] are, they're more free to express their creativity. What does the pre-service teacher feel his or her gifts are?" Her advice aligns with the guidance that it is important to "help the student teacher find creative outlets." (Larkin, 2013, p. 40).

An understanding that critical reflection has evolved in terms of its levels and complexities remains important for pre-service teachers' growth, and can be useful in fostering such growth. This understanding can be useful in enhancing effective in-service teacher-pre-service teacher mentorship. In addition, it is helpful to understand the various stages that pre-service teachers progress through as they become full-fledged, certified teachers. What remains to be done is to use educational settings and frameworks which have already been proven effective in teacher education programs, with a special emphasis on culturally competent teaching.

The Role of Professional Development Schools in Multicultural Teacher Preparation

It is important to consider how this study can be applied practically in the field of teacher education. The application of these findings may be particularly useful in collaborative public school- higher education engagement in southern West Virginia and southwestern Virginia. Professional development schools (PDS) are also referred to as partner schools (Fullon, 2000), and are forged from collaborative agreements between university teacher education programs and public schools (Grych, 2008; Tietel, 2003). PDS schools evolved from John Dewey's laboratory schools in the early 1900s, during

the Progressive Movement (Grych, 2008; Schlussler, 2006; Trachtman, 2007). Data were collected from school principals in southern West Virginia in two counties during a study in which the researcher used anonymous questionnaires to explore the role of educational psychologists in PDS schools. Participants who responded shared, in part, that educational psychologists could be instrumental in collaborating in action research in PDS schools (Grych, 2008). Teacher preparation programs may follow a number of different models. When compared to Teacher-in-Residence Programs, teachers reported greater preparation for "dealing with diversity in the classroom" when they completed field placements in either traditional programs or PDS programs (Sandoval-Lucero, Shanklin, Sobel, Townsend, Davis & Kalisher, 2011, p. 340). In the latter two types of programs, pre-service teachers reported experiencing greater depth and duration of mentorship with the Cooperating Teacher (Sandoval-Lucero, et al.)

Given the nature and benefits of PDS partnerships between university teacher education programs and public schools, my recommendation from the present study is to explore the feasibility of a collaborative action research project between a university teacher education program in southern West Virginia with one of the university's partnership (PDS) schools. Depth and richness of reflection on the ability to teach students from all backgrounds effectively is an important stepping stone on the path to becoming a culturally competent teacher. In order to be meaningful and yield optimal outcomes, a collaborative action research project with this focus must be mutually agreeable, co-constructed, iterative, and supported by both the public school administration and faculty and by the university teacher education faculty. An optimal

outcome of the action research project could be multifaceted reflection on multicultural education, resulting in effective instruction of all students, even those whose backgrounds are different from the teachers' background (Diller &Moule, 2005).

Implications

Culturally competent teaching in the 21st century is vitally important, because the U.S. population is rapidly becoming more culturally and linguistically diverse. This study has the potential to effect social change by improving teacher education programs in rural settings. This study can also be used to provide guidance for collaborative action research to promote effective multicultural teaching in professional development (PDS) schools. An important outcome of future research in PDS schools could be a strengthened focus on critical reflection for both in-service teachers and pre-service teachers. This study can be used as a tool to help researchers and educators revisit and re-emphasize the importance of various forms of critical reflection development in Appalachian pre-service teachers as it relates to teaching all students effectively. Regardless of where any teacher will live and work, preparation for teaching all students effectively in the 21st century will be imperative (CAEP, 2013).

Conclusion

Participant interviews in this qualitative study, and the resulting analysis, have revealed that Appalachian elementary kindergarten through fifth grade teachers' culturally competent teaching is influenced by early experience and by a caring inner disposition. Culturally competent teaching can also be effectively enhanced by quality mentoring relationships between in-service teachers and pre-service teachers. Scaffolding

emerged as a construct which was used by all participants when mentoring pre-service teachers. Importantly, culturally competent teaching is essential across all demographic regions if future teachers are to be able to teach all students effectively in the 21st century (CAEP, 2013). By lending their voices and perspectives to this study, Appalachian elementary K- 12 teachers have enriched the multicultural education discourse, and have helped to create the potential for transformative (Druggish, 2003; Ensign, 2009), not simply replicated (Ensign, 2009), teacher education programs in rural settings.

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Appendix A: Participant Recruitment Flyer

Participant Recruitment Flyer

PARTICIPANTS NEEDED FOR RESEARCH IN ELEMENTARY TEACHERS' EXPERIENCE WITH TEACHING FOR DIVERSITY

I am seeking volunteers to take part in a dissertation study related to elementary school teachers' involvement with diverse students and with pre-service teachers.

Phase One: Completion of a Pre-Screening Survey.

Phase Two: If selected, participation in a confidential 60 minute audio-taped interview to share your experiences teaching diverse students, and ways you have passed your expertise on to pre-service teachers.

Follow- up: Participation in a 30 minute meeting approximately three to four months later.

If you are selected to participate in an interview, in appreciation for your time, you will receive a $15.00 Wal-Mart gift card, unconditionally, at the beginning of the interview portion of the study.

For additional information, please contact:

Diane Smith Grych, Ed.S.
Walden University Doctoral Candidate

E-mail: diane.grych@waldenu.edu

Appendix B: Consent Form

CONSENT FORM

You are invited to take part in a research study regarding the role of in-service elementary school teachers in supporting pre-service teachers' ability to teach diverse students effectively. You are being invited because of your position as an elementary teacher who teaches a grade between kindergarten and fifth grade, who has experience teaching students from a variety of backgrounds. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Diane Smith Grych, Ed.S, who is a doctoral student at Walden University. Even if you know the student in another capacity, her student role is separate from any other capacity.

Background Information:
The purpose of this study is to interview ten to 12 active or retired elementary kindergarten through fifth grade teachers with at least three years of teaching experience, and to ask them to describe there experience teaching students effectively whose backgrounds are different from their own, and how they have been able to share these experiences and skills with pre-service teachers—either in field experiences or as student teachers.

Procedures: If you agree to be in this study, you will be asked to:

Complete the Pre-Screening Survey (about 10 minutes), to help determine your eligibility Participant for phase two of the study.

- Everyone will respect your decision of whether or not you choose to be in the study. If you are willing, you will be asked to be available for a 60 minute, open-ended, semi-structured interview, where the questions of interest will be addressed in a conversational way. After the initial interview, and once the data are analyzed, you will be asked to be available for a 30 minute follow- up check to ensure that my understanding and analysis or your interview data were clear and correct.
- Be willing to have your interview audio-taped for data analysis, only. Your interview will not be shared with anyone under any circumstances, and will be kept locked in secure location.
- In this study, you are regarded as a participant co-investigator, whose role is to collaborate with the researcher to making meaning of your professional experience teaching diverse students effectively.

Here are some sample questions:

- What qualities and experiences do you have which allow you to teach students from a variety of backgrounds effectively?
- How have you acquired these experiences?

- What do you suggest for improving teacher preparation to meet the challenges of cultural diversity in schools?
- What key advice would you offer about teaching students effectively when the students' and teachers' backgrounds are different?

Voluntary Nature of the Study:
This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at Walden University will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind during or after the study. You may stop at any time.

Risks and Benefits of Being in the Study:
Being in this type of study involves some minimal risk of the minor discomforts that can be encountered in daily life, such as fatigue or stress. Being in this study would not pose risk to your safety or wellbeing.

The benefit of this study would be the knowledge that you have helped advance scholarly research in the area of multicultural education, and supporting the ability of pre-service teachers to be effective teachers of culturally diverse students, even if they live and teach in communities that are not very diverse.

Payment:

At the beginning of the interview, you will be presented with a small thank you gift— a $15.00 Wal-Mart gift card. You are permitted to keep the gift, even if you decide later to withdraw from the study, or to discontinue the interview. This award only applies to the interview, not the Pre-Screening Survey.

Privacy:
Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Transcript data will be kept secure by locking it is a desk drawer at the home office of the researcher, during the study, and in a bank safe deposit box after completion of the study. . Any audio-taped data kept on a computer will be password protected. Data will be kept for a period of at least 5 years, as required by the university.

Conflict of Interest.
In conducting this study, fair and earnest efforts have been made to avoid any conflict of interests, in terms or prior or present personal or professional relationships between myself—the researcher, and you—the participant.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via phone at, or via e-mail, at diane.grych@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 1210. Walden University's approval number for this study is **06-11-12-0120020** and it expires on **June 10, 2013**.

The researcher will give you a copy of this form to keep.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I understand that I am agreeing to the terms described above.

Printed Name of Participant	
Date of Consent	
Participant's Signature	
Researcher's Signature	

Appendix C: Pre-Screening Survey

The Role of In-service Teachers in Pre-service Teacher Preparation for Multicultural Education: Scaffolders of Shifting Perspectives

Thank you so much for your interest in my dissertation study. Please respond to the items below, and leave your name and contact information. I will contact you as soon as possible.

Diane Smith Grych, Ed.S.

NAME_____

E-MAIL ADDRESS_____

PHONE NUMBER_____

1) How many years, total, have you taught at the elementary level?

   _____

2) Have you ever had students in your class who were from diverse backgrounds (race, ethnicity, social class, or religion, etc.)?

   Yes_____ Approximate number_____

   No_____

3) Have you ever mentored a pre-service teacher, either as a Cooperating Teacher for an early field experience, or as a Student Teacher Mentor for a student teacher?

   Yes, as a Cooperating Teacher_____

   Yes, as a Student Teacher Mentor_____

   I have provided both types of experience_____

No, I have provided neither type of pre-service teacher mentorship_____

Questions or Comments:

_____

_____.

Appendix D: E-Mail Invitation Script

Hello,

Thank you for allowing me to present my research study at the end of your recent in-service teachers' meeting. I understand and appreciate how valuable your time is at these meetings, and given your teaching responsibilities.

I hope you have had the opportunity to review the materials I left with you at the meeting. If you have already reviewed the Consent Form and Pre-Screening Survey and returned the Survey, thank you very much. If not, and you would still like to consider participation, I have included the Consent form and Pre-Screening Survey for your consideration, and ask that you return them within seven days. Please be assured, however, that this is not intended to convey any coercion for you to participate; it is merely for your convenience.

Thank you, again, for your thoughtful consideration.

Kind regards,

Diane Smith Grych

Walden University Doctoral Candidate

Appendix E: Interview Protocol

In-service Teachers' Reflections on Teaching Diverse Students

Interview Protocol for Open-Ended,

Semi-Structured Interview

The following interview is divided into Introductory, Main Body, and Closure phases. Background Questions provide the opportunity for getting acquainted and establishing rapport, Core Questions and Core Sub questions are the same as the Research Questions and Research Sub questions. Follow-up questions, or probes, will be used, as necessary, to further deepen and enrich the data.

Introductory Phase

(At the beginning of this phase, using the Adult Letter of Consent, the nature of the study will be described, Informed consent will be fully explained and described, and permission obtained before beginning the interview.)

Introduction: "Once again, Mr(s)._____, thank you so much for agreeing to meet with me to participate in this interview on how experienced elementary school teachers can teach diverse students effectively. You can truly help advance the multicultural education literature in a very important way by lending your voices and perspectives to this topic."

Background Question 1: "Before we get started, may I ask how you began your journey in a career as a teacher?"

Background Question 2: (If not already shared): "Can you tell me something about the grade levels and schools in which you have taught?"

Transition Statement: "Thank you for sharing your background and experience as an educator with me. I now can appreciate more fully how you came to be an elementary school teacher, as well as what you bring to your students' lives."

Main Body Phase

Prefatory Statement: "Let us begin now. The first thing I would like you to share relates to how you as a public school elementary teacher have developed the disposition and your expertise when teaching students from different walks of life. This can be students who are from different racial, ethnic, religious, or social class backgrounds. . ."

Core Question 1: "What qualities and experiences do you as in in-service elementary teacher possess which allows you to teach students from different background effectively, so that all students' achievement is enhanced?

Core Sub question 1: "How have you acquired these experiences?"

Follow-up Question 1: "You stated _____. Can you give me an example of when that happened?"

Core Sub question 2: "Did you experience any barriers to being able to teach students from different background effectively?"

Follow-up Question 2a: Please take a moment to recall some of those barriers. . . . can you share one or more examples?"

Follow up Question 2b: "How was that situation resolved?"

Follow up Question 2c: "How satisfied were you with the outcome of that situation?"

Follow up Question 2d: "Please think for a moment . . . do you happen to recall any particular inner challenges, moments of discovery, or any insight you had as you worked with diverse students that you would care to share?"

Core Sub question 3: "When mentoring pre-service teachers, what interactions and communications do you believe typically occur between cooperating teacher s and pre-service teachers that will help them teach diverse students effectively?"

Follow up Question 3a: "What has been your personal experience mentoring pre-service teachers, either as a cooperating teacher or student teacher supervisor?"

Core Sub question 4: "Looking back over your past years of experience, who, or what has helped support your ability to teach students from different backgrounds effectively, so that the students' achievement levels show improvement?"

Follow up Question 4a: "What was the most meaningful aspect of that experience?"

Summary Statement: "Up to this point, you have provided wonderful, rich information which has helped me understand your professional experiences teaching diverse students, how you have gained those experiences, barriers and supports you have encountered, moments of insight, you have had, and your opinions about helping pre-service teachers learn to work with diverse students so that they can improve their leaning and achievement. Is there anything else along these lines you would like to share?" (Pause. . .) Great, thank you. Let's continue.

Transition Statement: "We are about _____ minutes into our discussion. Over the next _____minutes or so, I would like for you to think about insights and advice you can offer to teacher education programs to help them support new

teachers as they prepare to teach diverse students and what guidance you would personally give new teachers on this subject. . .” (Brief pause.)

Core Question 2: “What do you suggest for improving teacher preparation programs to meet the challenges of cultural diversity in schools?

Core Sub Question 2a: “In retrospect, what would you like to have known about teaching diverse students when you were a new teacher?

Follow up Question 2a: Can you give an example from your own past teaching experience where that was an issue or concern?”

Core Sub question 2b: What key advice would you offer pre-service teachers now, regarding effectively teaching students whose backgrounds are different from theirs?”

Transition: “In this phase of our conversation, you have shared your professional advice, based on your experience, both about how we can improve teacher education programs, and about what pre-service teachers should keep in mind about teaching diverse students. Is there anything else you care to share?

Closure Phase

Closing Statement: Mr(s), your participation in this interview has been invaluable. Your accompaniment on my research journey has provided me with insights, and taught me a great deal on this topic. As I mentioned, these insights have great potential to move the research literature forward. This especially true, because I have found extremely little in the scholarly literature which has included the voices of Appalachian teachers, especially those from southern West Virginia, on the topic

of effective multicultural teaching. Let me share with you what will happen next. Over the next several months, I hope to interview several more elementary teachers in this region of our state on this topic. As I gather interview data, I will, at the same time, begin to analyze this information to see what trends or themes evolve.

I would like permission to contact you again, as I mentioned earlier, when I have finished analyzing the data, to allow you to read my understanding and description of your contribution. This is to ensure that I have accurately portrayed what you have shared. If you believe that I have misunderstood your contribution, I will ask for your clarification or correction. It is very important that my inclusion of your information and insights is accurate. I will either send you're my results as an attachment to e-mail and ask for your response by a certain date, or I could send you a written document, and arrange to meet with you again for about 30 minutes. Would that be alright with you?

I also want to remind you of your right to withdraw from the study at any time, without penalty. You may keep your thank you gift no matter what. Here is my contact information, and this is the contact information I have for you; is this correct? Do you have any further questions at this time?

Once again, thank you so much.

CURRICULUM VITAE

Diane Smith Grych, Ed. S.
Assistant Professor of Education

[redacted] University
[redacted]

EDUCATION

Walden University, Minneapolis, Minnesota (Academic Headquarters). Admitted to Ph.D. Program in General Educational Psychology, January, 2007. Current doctoral candidate in final dissertation phase.
Spring Quarter, 2014.

George Peabody College for Teachers of Vanderbilt University, Nashville, Tennessee (1978-1979). Specialist in Education (Ed. S.) degree in Psychology: Child Development Specialist.
August, 1979.

University of Hawaii at Manoa, Honolulu, Hawaii (1974- 1976). Master of Arts in Psychology (Developmental).
December, 1976.

East-West Culture Learning Institute, Center for Cultural and Technical Interchange Between East and West (East- West Center) (1974- 1976). Certificate of Cross-Cultural Studies. August, 1976.

University of Cincinnati, Cincinnati, Ohio (1969-1973.) Cum Laude, Bachelor of Arts Degree in Psychology. June, 1973.

EMPLOYMENT HISTORY

**[redacted] College — Assistant Professor of Education
[redacted] West Virginia — August 1992- Present
** since 2004)

[redacted] College
[redacted] West Virginia

Adjunct Assistant Professor of Education
August, 1990- May, 1992

Southwest Virginia Community College
Richlands, Virginia

Part-time Instructor of Education and Psychology
September, 1983- April, 1985

Cumberland Mountain Community Services- Richlands, Virginia

Child Development Specialist
February, 1983- February, 1984

Cumberland Mountain Community Services- Richlands, Virginia

Prevention Specialist
February 1984- February, 1985

Center for Developmental and Learning Disorders
Division of Psychology
University of Alabama in Birmingham School of Medicine
P.O. Box 315 University Station
Birmingham, Alabama 35205

Staff Psychologist
September, 1979- September, 1982

Instructor of Psychology
Department of Psychiatry
January, 1981- September, 1982

Family, Infant and Toddler Project
Box 151
George Peabody College for Teachers
Nashville, Tennessee 37203

Infant-Family Trainer
February- July, 1979

MEDED, Inc.
Kapiolani-Children's Medical Center
1319 Punahou Street
Honolulu, Hawaii 96814

Technical Assistant and Consultant
January - September, 1977

Creative Schools, Inc.
1747 Oxmoor Road
Birmingham, Alabama 35205

Certified Montessori Preschool Teacher
September, 1973- May, 1974

RELEVANT PROFESSIONAL ACTIVITIES

Pre-school Inclusion in Early Childhood Settings. Workshop conducted for Director and staff of [redacted] University Child Development Center.
August 1, 2013.

The Fishbowl Classroom: Visible Collaboration- Workshop presentation at the Professional Development Schools National Conference, New Orleans, LA. Co-presenters: Tammy Accord, and Terri Gunter, Bradley Elementary School.
February 17, 2013.

Milestone Four Academic Ph. D. Residency for Walden University—Jacksonville, FL, September, 2010.

Milestone Three Academic Ph.D. Residency for Walden University- University of Minnesota, Minneapolis, MN,
July, 2009.

West Virginia Service Array Process Participant: Southern Region.—This group helped to create a 'wrap- around' system of services to children and families-
October 23rd, 2008 – April, 2009.

Celebrating Connections Conference One Day Institute: Typical and Atypical Infant and Toddler Development- Charleston Civic Center.
Presented February 20, 2008.

Milestone Two Academic Ph.D. Residency for Walden University, Lansdowne, Virginia, April, 2008.

Milestone One Academic Ph.D. Residency for Walden University, University of Minnesota, Minneapolis, MN.
July, 2007.

[redacted] *County Starting Points Local Advisory Board*- Member
Spring, 2006- Spring 2010.

Making a Difference Initiative: Attended Kick-Off Meeting as West Virginia Early Intervention Interagency Coordinating Council (WVEIICC) Acting Chair on September 15, 1005.

Making a Difference: Next Steps meeting. Attended as [redacted] University Representative, both in Charleston, WV. The purpose of the initiative was to craft child and family outcomes for young children from birth to age five and their families in West Virginia.
October 27, 2005

Mini-Workshop presentation: *"The Cultural Spin: A Culture-General Framework for Understanding Cultural Diversity",* for [redacted] University Student Support Services, October 21, 2005; October 12, 2006; October 10, 2007.

Instructional Assistant and Early Literacy Presenter for Early Care and Education (ITQ: Improving Teacher Quality grant) Summer Institute, [redacted] University,
June 13-17; 2005; June 18- 22, 2007. June 16- 20, 2008.

Instructional Assistant for one week Preschool Inclusion Summer Institutes, [redacted] University,
July of 2005, 2006; June of 2007; June 23- 27, 2008.

Credentialed as Co-Trainer for the West Virginia Birth to Three Training and Technical Assistance System for *The Principles of Practice*,
June, 2005 (Provisional Co-Trainings completed on April 13-14 in Charleston, WV and May 16-17 in Beckley, WV.)

Acting Chair, West Virginia Early Intervention Interagency Coordinating Council (WVEIICC).
May, 2005- June, 2006.

Creating Opportunities for Youth (COFY) — *A Community Connections Coalition*. Attended Third Annual Planning Retreat, [redacted] University. Co-presented with Brenda Pruitt of West Virginia University Extension Service as part of *COFY Retreat Review of Best Practices in Mercer County*.
December, 2004.

The Principles of Practice I: Trainer Observation for West Virginia Birth to Three, Clarksburg, WV,
November 19-20, 2004.

Accepted as Trainer Candidate for the West Virginia Birth to Three Training and Technical Assistance System for *"The Principles of Practice I*.
October 16, 2004.

[redacted] University Faculty Consultant to C.A.S.E. [redacted] Child Development Center, September, 2004- present.

[redacted] County Schools Early Childhood Educators Summer Institute, [redacted] University. Co-Instructor. Topic: *Infusing Diversity into the Early Childhood Curriculum Using Multicultural Literacy*.
July 7-9, 2004.

Preschool Inclusion One Week Summer Institute, [redacted] University, Co-Instructor, June, 2004, July, 2005, June, 2006.

Attended *The Building Blocks of Literacy* Forum, Embassy Suites, Charleston, WV.
May 14, 2004.

Partnership for Teacher Quality, County Early Childhood In-service Presentation on Emergent Literacy. Holiday Inn, Bluefield. WV.
April 30, 2004.

Partnership for Teacher Quality. Spanishburg School Parent Workshop for Title I parents. (Co-conducted three sessions for three age groups): *Helping Your Child with Homework.* Co-presented with Michelle McGahey, PTQ early childhood special education pre-service teacher from [redacted] University.
March 11, 2004.

COFY Coalition Teen Expo, [redacted] University: Held March 5, 2004, March 6, 2005, and scheduled for March 11, 2006. Steering Committee and [redacted] University Liaison from Fall, 2003- 2006.

Celebrating Connections Early Childhood State Conference, Charleston, WV: Attended February 26-28, 2004.

Preschool Inclusion Grant Planning Committee, October 2003- 2006.

Creating Opportunities for Youth (COFY) — *A Community Connections Coalition*. Attended Second Annual Planning Retreat at Pipestem Resort State Park. Voted to Executive Committee as Parent Representative. Joint service as [redacted] College Representative, Best Practices Research Work Group.
December 2, 2003- 2006.

Consultant, Office of Maternal, Child and Family Health. Development of Competency Self-Assessment and Orientation Test Bank and Answer Key for West Virginia Birth to Three Training and Technical Assistance System, to align with System redesign.
July 1- December 15, 2003.

Workshop Presenter. Topic*: Diversity and Developmentally Appropriate Practice*. West Virginia Association for Young Children Regional Conference. [redacted] College, September 28, 2002.

Crimson Ark Regional Training Institute: Trained as Tutor/Facilitator, Germantown Maryland.
July- August, 2002, Germantown, Maryland.

West Virginia Association for Young Children Regional Conference Steering Committee, July- September, 2002.

Member, West Virginia PIECES Professional Development Subcommittee.
July, 2002- October, 2003.

Workshop Presenter: Topic: *Blacks In Appalachia: A Minority within a Minority*. Joint Conference of the West Virginia Council of Social Studies and Biennial Appalachian Geography Education. Pipestem Resort.
March 1, 2002.

West Virginia Birth to Three Curriculum Development Work Group Member.
November, 2002-November, 2004.

West Virginia Early Childhood Career Pathway Credential- Level VIII—Obtained September, 2002; renewed at Level VIII.
September, 2005, and September, 2008.

[redacted] College Speakers' Bureau Volunteer. Spring Semester, 2002. Approved Topics: *"Reading Aloud to Children"* and *"Promoting Diversity in Social Settings"*.

Team Facilitator, *"Healing Racism*" two-day workshop, Hemlock Haven Baha'i School, Marion, Virginia,
June, 2002.

West Virginia Birth to Three Training and Technical Assistance Work Group Planning Retreat, Charleston, West Virginia.
May 20- 21, 2002.

Member, Mercer County Early Learning Opportunities Grant Training Task Force.
February, 2002- May, 2003.

Provided Workshop of the Baha'i Community of Charleston, West Virginia entitled *"The Nine Door Model for Local Spiritual Assemblies, Communities and Individuals."*
Charleston, West Virginia, February 3, 2002.

Appointed Professional Development Schools Liaison along with Dr. April Puzzuoli, beginning Fall Semester, 2001.

Conducted a *Parents as Co-Instructors* pilot program with Mrs. Racine Stefancic as Co-Instructor for SPED 325 and E ED 324 as part of NEW SCRIPTS (Systems Change and Reform in Professional Training System) West Virginia State Team Plan. Parent training planning—June, 2001; co-instruction, under the auspices of the Frank Porter Graham Center, University of North Carolina, Chapel Hill.
Fall Semester, 2001.

Redesign Retreat, Charleston, West Virginia,
March 13- 14, 2001.

Attended Professional Development Schools Conference, Charleston, West Virginia, January 30- 31, 2001.

Attended and presented at NEW SCRIPTS FOR THE 21st CENTURY Faculty Training Institute, Flat Rock, North Carolina, as a member of the West Virginia State Early Intervention Team. Joint Presenter at Library Resource Session entitled *Methods and Materials for Infusing Diversity into the Classroom"*.
June 3-6, 2000.

Co-conducted "Continuity in Early Childhood" Focus Group Consultation on the Indicator *Partnership with Families* for the Mercer County Early Childhood Alliance, along with Dr. April Puzzuoli, [redacted] Health Center, Bluefield, West Virginia, December 11, 1999.

Attended West Virginia IMPACT Grant State Conference, Marriott Conference Center, Charleston, West Virginia, as [redacted] College Education faculty member, November 14- 15, 1999.

Attended Read Aloud West Virginia State Conference, *"The Power of Story"*. Charleston, West Virginia, September 25, 1999.

Attended WVEIICC Coordinating Council Annual Planning Retreat, Charleston, WV July 23-26, 1999.

Conducted Workshop on *Diversity Factors in Students' Learning Needs* for [redacted] College Student Support Services tutor trainees, January 23, 1999.

Conducted Workshop for C.A.S.E[redacted] Child Development Center on *Brain Development in Young Children*.
January 6, 1999.

Co-Authored Read Aloud West Virginia of [redacted] County's fourth Annual Author Week Teachers' Manual for 1999, entitled *"Cynthia Rylant: A Voice of Appalachia"*.
November, 1998 (circa).

Cultural Diversity Issues in Faculty, Staff and Student Recruitment and Retention. In-service session facilitated for faculty and staff through the Office of Human Resources, [redacted] College.
November 17, 1998.

Brain Development in Young Children Training of Trainers Workshop— Trained at [redacted] College.
November 13, 1998.

Southern Regional Race Unity Committee of the Regional Baha'i Council of the Baha'is of the Southern States. Attended Conference of Race Amity Conference Coordinators, Nashville, Tennessee.
September 5-6, 1998.

WVEIICC- Attended Annual Planning Retreat, Oglebay Park, Wheeling, West Virginia, July 21-23, 1998.

[redacted] County Early Childhood Alliance. Assisted in the planning and implementation of [redacted] County Kiddie Fair.
May 19, 1998.

WVEIICC- Appointed as a Personnel Preparation representative, January 1998 for a three year term. Re-appointed in January, 2000 and December 2004 for additional three year terms. Member, WV Birth to Three System Redesign Personnel Committee. Member, WV Birth to Three Infant-Toddler and Training and Technical Assistance Workgroups for System Redesign.

National Teacher Training Center, Louhelen Baha'i School, Davison Michigan.
Advanced Training in the Core Curriculum for the Spiritual Education of Children: Race Unity Facilitator Training.
October and December, 1996.

National Teacher Training Center, Louhelen Baha'i School, Davison, Michigan. Teacher Training Facilitator Training in the Core Curriculum for the Spiritual Education of Children.
October and December, 1995.

Upward Bound Program, [redacted] College. Taught a mini-course for high school seniors entitled *"Appreciating Cultural Diversity and Individual Differences"*.
February 11 and 18, 1995.

Monroe County Head Start, Peterstown, West Virginia. Periodic Consultant providing workshops and in-service trainings.
Spring and summer, 1994.

Teacher Training in the Core Curriculum for the Spiritual Education of Children; Charleston, West Virginia.
October, 1994.

S.T.A.R.S. (Statewide Training and Regional Support) Team Training through the West Virginia Office of Maternal and Child Health, Lakeview Resort and Conference Center, Morgantown, West Virginia, August, 1994. Trained to provide team-based training to early interventionists in Region I on most current "best practices" and guidelines

according to Part H Early Intervention Regulations. (Two trainings presented in southern West Virginia.)
February and March, 1995.

Southern Highlands Community Mental Health Center, Developmental Counseling Program, Princeton, West Virginia—Process Consultant.
June, 1995.

[redacted] County Early Childhood Alliance—Member September, 1993- September 2005.

[redacted] College Multicultural Awareness Seminar—Participated as a Panelist in Student Teacher Seminar.
April, 1991 and April, 1992.

[redacted] County MCEOC, Head Start, [redacted] and [redacted], West Virginia. Periodic Consultant providing in-service training.
Spring, 1983 and Fall, 1988.

[redacted] Community Hospital Child Development Day Care Center, Periodic Consultant providing in-service training, Princeton, West Virginia.
September, 1985 and September, 1988.

"The Extended Family as a Support System for Families of Handicapped Children".
Paper presented to the Fall Regional Conference of the National Academy of Counselors and Family Therapists, Lexington, Kentucky.
October, 1983.

Office of Special Education, Special Education Programs, Washington, D.C. Served as a technical reader and review panelist for Handicapped Children's Early Education Programs (HCEEP) federal New Outreach Applications.
March, 1982.

Respite Foster Care Training—Consultant/Trainer for Respite Caregivers for children with disabilities, Birmingham, Alabama.
November, 1981- September, 1982.

Jefferson County Association for Retarded Citizens (JCARC). Participated in a Pilot Parents Training Program in order to prepare a group of parents of children with disabilities to reach out to parents of newly born children diagnosed with disabilities on a "matching" basis. Birmingham, Alabama.
April, 1981.

Parent Advocates for Down Syndrome of JCARC. Advisory Board Member.
Birmingham, Alabama.

May, 1980- September, 1982.

ECHO Foundation. Co-conducted a ten session parent group for parents of young hearing-impaired children. Birmingham, Alabama.
January- March, 1980.

Maternal and Child Health Division, State of Tennessee Department of Public Health. Child Development Specialist Special Education Team.
January- June, 1979.

Co-planned and co-conduced two day workshop for Child Health and Development (CHAD) workers in East and West Tennessee. Emphases were on working with parents of young children with disabilities, P.L. 94-142, educational planning and use of resources in Tennessee.
June- July, 1979.

Conducted comparative field research on Cross-Cultural Facial Expression of Emotion; Jaffna, Sri Lanka, as part of a six culture comparative research study through the East-West Culture Learning Institute, Honolulu, Hawaii.
January- March, 1976.

Conducted Cross-cultural training of Fulbright Scholars, Honolulu, Hawaii, August, 1975.

PROFESSIONAL MEMBERSHIPS

American Psychological Association (APA)—Since July, 1982. Associate Member. Division 45—Society for the Psychological Study of Ethnic Minorities. Joined Division 15- Educational Psychology, August, 2008; joined Division 1- General Psychology, January, 2011.

Council for Exceptional Children (CEC)—Professional Member, including Division of Early Childhood.
Since December, 1991.

*American College of Counselors (ACC) — Clinical Member. Certified as a Child Development Specialist. (Grandfathered into ACC from NACFT, below, in December, 1993.)
January, 1994- 2012.

Associate Member of ACC 2013- Present. Appointed Resident Agent for the State of West Virginia by the National ACC Board of Directors.

December, 2007 to present.

National Academy of Counselors and Family Therapists (NACFT) (currently the American College of Counselors). Clinical Member from 1982-1988; Professional Member 1988- 1990. Reinstated to Clinical Membership January 1991-1993. (See above.)

Phi Delta Kappa (PDK)—Professional Education Fraternity.
April, 1994- May, 2002; 2004- Present.

National Black Child Development Institute (NBCDI).
January, 1995- April, 2002.

Alabama Education Association (AEA).
August, 2002—present.

Alabama Education Retirees Association (AERA).
August 2003—present.

West Virginia Association for Young Children (NAEYC).
May, 2003—present.

Southern Early Childhood Association (SECA).
May, 2003—present.

International Reading Association (IRA).
April, 2005—present.

National Council for the Social Studies.
October, 2006—present.

Association for Baha'i Studies (ABS)—Ottawa, Ontario, Canada.
November 2008- present.

National Association of Multicultural Education (N.A.M.E.)
October, 2009—present.

SPECIAL INTERESTS

- Education for parenthood
- Parent-child relations

- Early Intervention
- Life-span family development
- Extended family support systems
- Cross-cultural family dynamics
- Cross-cultural communication and expression of emotion
- Group dynamics and team functioning
- Multicultural education
- Unity, interfaith and multicultural/diversity activities and forums
- Home- school- community partnerships

REFERENCES

References are available upon request.