

2016

# Multicultural Competence for Teaching Diverse Students as Experienced by Preservice Teachers

Cheryl Lynn Lehman  
*Walden University*

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Cheryl Lehman

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Walden University  
2016

Abstract

Multicultural Competence for Teaching Diverse Students as Experienced by Preservice

Teachers

by

Cheryl Lynn Lehman

MED, University of Arkansas, 1982

BS, University of Arkansas, 1979

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

March 2016

## Abstract

The gap between increased diversity of students and the level of multicultural competence of preservice teachers at a local university was investigated in this qualitative case study. The purpose of this study was to describe preservice teachers' experiences with multicultural competence in teaching diverse students. The study's conceptual framework was based on Dewey's theory of experience, Knowles's theory of adult learning, Kolb's theory of experiential learning, and Gay's culturally responsive teaching. Two models incorporating cultural competence by Mason, Benjamin, and Lewis and Pedersen were used to frame professional practice and develop understanding, acceptance, and skills in working with diverse students. Inquiry into how preservice teachers characterized their multicultural competence in relation to their experiences teaching diverse students formed the guiding research question. Data collection included semistructured, individual interviews with 10 preservice teachers selected by purposeful sampling. Lesson plans, class profiles from participants, and handwritten notes of participants' nonverbal expressions during interviews were also analyzed. Inductive data analysis results indicated that preservice teachers perceived a need for additional multicultural competence including increased awareness, knowledge, and skills in working with diverse students. A 3-day professional development workshop training project was developed to address cultural awareness, knowledge, and skills among preservice teachers in grades K-12. Preservice teachers' experiences revealed the need to build and strengthen multicultural competence in order to bring about social change by improving educational outcomes for minority culture students.

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## Dedication

This project study is dedicated to my husband Don and sons John and Jacob who have supported me from the start. Without their love and encouragement, the task would have been overwhelming. I thank them for standing by me as I walked this journey. A journey alone is not as much fun as when others go with you. Thank you to my family.

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Education is a life-long process and this study is proof of that. I have grown as a teacher, supervisor, mentor, wife, and mother. Thank you to all and for all I hope to inspire to do the same.

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## Section 1: The Problem

### **Introduction**

Local preservice teachers' experiences with multicultural competence for teaching diverse students are explored in this qualitative project study. Ongoing demographic changes of K-12 public school student populations currently support the need to narrow a gap identified through current research and personal communication with educators. The gap is between the educational needs of a diverse student population and the level of multicultural competence of classroom teachers. By interviewing preservice teachers and determining how they characterize their experiences of teaching diverse students, a new focus for preservice teacher preparation could contribute to narrowing the gap between student needs and preservice teachers' multicultural competence.

The local problem of preservice teachers' multicultural competence for teaching diverse students is reviewed in Section 1. The problem addressed by this study is the gap between the increased cultural diversity of students and the level of multicultural competence of preservice teachers. Evidence at the local level and from professional literature review delineate the rationale for the study. Multicultural competence is defined as "acquisition of awareness, knowledge, and skills [that individuals need] to function effectively in a pluralistic democratic society" (Sue & Sue, 2003, p. 21). Additional working definitions of terms to follow clarify specifics of the study.

The significance of the study is in its potential value to the local university school of education and the local school district for supporting social change. Social change

specifically focused on narrowing the gap between the increased cultural diversity of students and the level of multicultural competence of preservice teachers. The guiding research question focuses on describing how preservice teachers characterize their multicultural competence in relation to their experiences teaching diverse students. An extensive range of literature reviews addressing university-based teacher education of preservice teachers and current practicing teachers supports the existence of a problem.

### **Definition of the Problem**

Changing demographics of K-12 public school student populations over the past few decades have left teacher education programs graduating preservice teachers who are facing challenges in the classroom. The problem addressed by this qualitative case study is the gap between the increased cultural diversity of students and the level of multicultural competence of preservice teachers. The problem is identified in recently reported statistics of student and teacher populations at local and national levels, researched literature, and personal communication with local educators. The changing landscape of K-12 classrooms indicates changes colleges and schools of education need to address with preservice teachers' preparation.

Professional organizational reports indicate a rise in cultural diversity of students. According to the report of American Association of Colleges for Teacher Education (2013), while more diverse teachers have entered teaching in the past few years, the diverse K-12 student population growth has remained far ahead of cultural diversity in new teacher hires. At the local public school level, student enrollment by race for the

2014-2015 school years was reported in the state department of education website. (Pseudonyms are used in the project study for state departments of education, local school district, local school of education, and practicing educators to ensure confidentiality.) The state department of education website showed a total enrollment of 14,317. From that total, 836 students were identified as representing two or more races, 856 were Asian, 1,686 Black, 4,569 Hispanic, 180 Native American/Native Alaskan, 27 Native Hawaiian/Pacific Islander, and 6,163 were identified White. At the national level, statistics reported by the United States Department of Education, National Center for Education Statistics, Common Core of Data (CCD, 2013), showed the number of White students enrolled in public education K-12 grades dropped 7% between 2001 and 2011. The number of Hispanic students enrolled in public education P- 12 grades increased 7% between 2001 and 2011, while Black student population has decreased 1% and has been projected to remain lower than the Hispanic student population in public education in the future (CCD, 2013). Asians/Pacific Islanders student enrollment represented a lower percentage from the aforementioned groups but continues to increase in public school enrollments in the United States each year (CCD, 2013). Students identified in both the local school district and national reports represented a student population in current K-12 classrooms similar to the diversity makeup described above.

The teacher ethnic population reported at the local and national level is less diverse than the student ethnic population. The state department of education website identified the local public school employees in 2014-2015 by race. With a total of 942



certified teachers currently locally employed, 27 were identified as representing two or more races, four were Asian, 35 Black, 21 Hispanic, 11 Native American/Native Alaskan, one Native Hawaiian/Pacific Islander, and 843 were identified White. At the national level, the American Association of Colleges for Teacher Education (2013) reported during 2009-2010, bachelor's degrees in education awarded to graduating preservice teachers went to 82% White candidates, 6% Black candidates, 4.2% Hispanic candidates, 4.2% race/ethnicity unknown or more than two identified, and 1.6% Asian/Pacific Islander candidates, thus leaving less than 2% in the categories of Native American candidates or candidates from outside the United States. Teacher ethnic populations in current K-12 classrooms identified in both the local school district and national reports presented a diversity makeup similar to that described above.

The growing ethnic population is changing the landscapes of public school classrooms. He (2013) described the student population in the United States as containing a rapidly growing number of foreign-born residents. The students enrolled in public schools represented many countries around the world. Pang (2013) agreed with He that the student population was diverse and added it was linguistically diverse as well. Many languages are spoken in current classrooms that are not representative of the assigned teachers' native language.

College and school of education programs have a responsibility to prepare preservice teachers for teaching diverse students. Miller and Mikulec (2014) noted that multicultural education courses at universities were considered staples in teacher

preparation courses. The concern expressed by Miller and Mikulec was the lack of depth these courses offered when it came to understanding the differences in learners from culturally different settings. Miller and Mikulec claimed that one problem in multicultural courses was White teacher candidates lacking cultural knowledge to build on with diverse students. Dedeoglu and Lamme (2011) previously concluded that preservice teachers needed more cross-cultural experiences because their personal cultures did not match that of their K-12 learners, which added support to the concerns of Miller and Mikulec. College and school of education programs needed to meet the needs of current preservice teachers in preparing them for teaching the diverse student population.

### **Rationale**

#### **Evidence of the Problem at the Local Level**

The gap between the increased cultural diversity of students and the level of multicultural competence of preservice teachers is identified at a local university. To ensure confidentiality, a pseudonym is used for the name of an actual local school of education throughout this project study. The local university has not investigated the problem in a way that provides qualitative or quantitative data. Two local school district teachers (practicing educators, personal communication, December 21, 2014) discussed with me the lack of multicultural competence training that they experienced in their undergraduate work. The two local school district teachers graduated from the same local university in 2005 and 2009 respectively, and indicated that the coursework and field experiences they received did not prepare them for multicultural competence. More

recently, two graduates from the same local university in spring 2015 concurred, stating that they had also experienced a lack of multicultural preparation (school of education graduates, personal communication, May 20, 2015). Currently, all four teachers are employed by the local school district and assigned to multicultural inclusion classrooms. Personal comments by the four local school district teachers confirm a gap between the increased cultural diversity of students and the multicultural competence of preservice teachers.

Mentor teachers experience similar concerns when assigned preservice teachers in practicum placements at the local public school. A recent local school district mentor teacher (practicing educator, personal communication, December 22, 2014) hosted a university preservice student in a kindergarten class for a field experience. The mentor shared that the preservice teacher lacked multicultural competence when working with diverse students, as demonstrated by lessons developed and taught.

A local university faculty member (practicing educator, personal communication, November 12, 2014) who has a teaching history with preservice teachers spanning over a decade indicated that preservice teachers lacked multicultural competence based on assignments submitted. The assignments submitted tended to lean toward a monoculture design. In many cases, assignments reflected all classroom students completing worksheets that only supported one learning strategy and written in the English language. The focus of the assignments catered to one type of learner rather than a diverse student population. I personally experience similar submitted assignments from preservice

teacher that only reflected one strategy for learning a focused objective and failed to incorporate planning for diverse students in the assigned classrooms during practicum and internship courses.

The comments by the aforementioned teachers, mentor, and faculty member along with personal experiences supported the need to address the gap between increased cultural diversity of students and the level of multicultural competence of preservice teachers. The gap can be identified at the local university in regard to preparatory opportunities for multicultural competence of future graduates.

Degree plans at the university are offered in the areas of early childhood, middle level, and secondary level education for teacher licensure in the state. Currently, degree plans require students in the early childhood education program to take a three hour course titled “Children and Family/Diverse Society” (p. 78-79) in their junior year. According to the local university course catalog, the course focuses primarily on “characteristics of young children with developmental disabilities in the contexts of family theory and intervention” (p. 169) and how these affect the child’s family and educational needs. Addressing cultural differences is not mentioned in the course description.

Students at the local university in the middle and secondary level education programs each take a two hour course titled “Survey of Diverse Populations” with both being offered as web-enhanced courses. The local university middle and secondary level course looks at “diverse populations [and is] designed to provide a knowledge and

understanding of individuals with exceptionality and students from different cultures, and of their special needs within a school program.” This course is taken in the junior year. Loreman, Sharma, and Forlin (2013) identified eclectic ways in which teacher preparation programs’ include multicultural teaching and field experiences. The local university degree plans and course descriptions reflect limited academic curriculum offerings.

Preservice teacher field experiences are valued components of teacher training. Preservice teachers’ placement at the university occurs at various sites during their practicum and internship course (practicing educator, personal communication, October 26, 2014). Practicum preservice teachers observe 60 hours during the course of the semester in which they are enrolled. Practicum I and practicum II courses position preservice teachers in varied grade level placements according to their degree plan, giving them a wide range of grade level experience. Internship placements consist of five days a week of intense classroom experience for the full semester.

A variety of criteria outline how placement is accomplished each semester. Preservice teachers can request local or area local public schools for these assignments providing there is availability in those schools for hosting preservice teachers. A set number of hours required per practicum or internship field experience and requirements of grade level experiences are factored in for meeting accreditation standards. The local school district determines the multicultural enrollment in the K-12 classroom. Local and area school districts assign the preservice teacher to a mentor and their students.

Multicultural enrollment in those assigned classes varies and may provide a preservice teacher maximum or minimum multicultural experiences.

Accreditation standards set by the National Council of Accreditation of Teacher Education (NCATE) address diversity in unit Standard Four (NCATE, 2008, p. 39). Standard Four focuses on “design, implementation, and evaluation of curriculum experiences...experiences working with diverse faculty...experiences working with diverse candidates...[and]experiences working with diverse students in P-12 schools” (NCATE, 2008, p. 39-42). At the local university, graduates receive a survey following graduation, at the end of year one of teaching, and again at the end of year three of teaching that instructs graduates to rate their education and preparation experiences with the local school of education in several areas. The 15 item survey has one question referencing diversity consideration among their students. Results from the survey provided evidence that multicultural competence of preservice teachers falls below the state average. On a scale of 1 to 5, 1 not at all prepared to 5 very well prepared, the local school of education ranks 4.143 and the state average 4.291 on the diversity question that is part of a unit assessment report (assessment director, personal communication, October 1, 2014). Thus, evidence of the problem of inadequate multicultural competence training exists for the local university. It is also identified in the professional literature.

### **Evidence of the Problem from the Professional Literature**

The rationale for this project study is based on teachers’ need for a solid understanding of the impact culture plays in learning. In the course of a teaching career,

teachers may teach children who represent dozens of culture groups, and teachers must have a high level of multicultural competence to succeed. Zozakiewicz (2010) and DeVillar and Jiang (2012) identified a gap between theory and practice, which was exacerbated by three areas of deficiency among some preservice teachers. Zozakiewicz and DeVillar and Jiang's first deficiency was the lack of knowledge a preservice teacher had of the complexity of cultural differences. The second deficiency that a preservice teacher had limited personal or professional experiences with diverse students (DeVillar & Jiang, 2012; Zozakiewicz, 2010). These two shortcomings led to a third deficiency, which was a lack of confidence in working with a diverse student population (DeVillar & Jiang, 2012; Zozakiewicz, 2010). Culture impacts learning that takes place in teachers' classrooms.

These deficiencies of knowledge, personal or professional experiences, and lack of confidence working with a diverse student population framed the need for multicultural competence that Gay (2000) addressed while explaining and building on the need for culturally responsive teaching. Diller and Moule (2005) also worked to explain what it meant to be culturally competent when working with various ethnic groups. Han and Thomas (2010) identified that teachers faced complex and numerous issues that are currently challenging the traditional teaching practices once learned. Training methods once taught to and used by preservice teachers no longer provided what multicultural students needed for learning.

Preservice teachers enter field experiences facing a diverse student population for the first time but practicing teachers face this challenge each year. Gay (2010) claimed many practicing teachers did not know how to work effectively in their diverse classrooms to assist their students. Dodson (2013) reported due to the increase in a diverse society, school counselors needed to acquire necessary “knowledge, skills, and awareness” (p. 18) to provide multicultural competent counseling. The diverse student population will continue to increase during the 21<sup>st</sup> century based on demographic reports (Johnson & Larke, 2011). With an increasingly diverse student population, the need to employ more teachers and “re-tool veteran teachers” (Johnson & Larke, 2011, p. 29) to work effectively in culturally, linguistically, economically, and ethnically diverse classrooms will grow. The gap between the increased cultural diversity of students and the level of multicultural competence of teachers continues to exist. The purpose of this qualitative case study is to describe preservice teachers’ experiences with multicultural competence for teaching diverse students.

### **Definitions**

For the purpose of clarification, the following terms unique to this study are defined below.

*Cross-cultural competence*: Green Sands and Green-Sands (2014) defined cross-cultural competence as referring to “knowledge, skills and abilities to operating in diverse environments” (p. 357-358) with diverse individuals.



*Cultural competence:* The U.S. Department of Health and Human Services (n.d.) defined cultural competence as a “set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enables effective work in cross-cultural situations.” Cultural competence is the ability “to understand another culture well enough to be able to communicate and work with people from that culture” (Kivel, 2007, p. 1).

*Cultural competency:* Diller and Moule (2005) defined cultural competency as “dispositions of being aware of cultural differences, being culturally sensitive and able to respond to these differences appropriately” (p. 5).

*Culturally responsive teaching:* Gay (2010) defined culturally responsive teaching as “a comprehensive endeavor that encompasses attention to student needs, curriculum content, counseling and guidance . . .and assessment” (p. 437).

*Culture:* The Association of Colleges and Research Libraries (2012) defined culture as “customary beliefs, social forms, and material traits of a racial, religious, or social group; a set of shared attitudes, values, goals, and practices that characterizes an institution or organization” (para. 6).

*Differentiated instruction:* Watts-Taffe et al. (2012) defined differentiated instruction as instruction that “allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes tailored to students’ learning needs” (p. 304).

*Diversity:* NCATE (2014) defined diversity as “differences among groups of people and individuals based on race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, sexual orientation, and geographic region in which they live” (para. 36).

*Ethnic:* Ethnic comes from the Greek word *ethnos*, which refers to a nation (Moodley & Curling, 2006, p. 189). Moodley and Curling (2006) explained that ethnic groups were “conscious of themselves as in some way united or at least related because of a common origin and a shared destiny” (p. 189).

*Globalization:* Zhao (2010) defined globalization as “creating free movement of people, goods and services, information, and money across national borders and physical distances” (p. 423) in relation to where individuals live.

*Multicultural awareness:* Prieto (2012) defined multicultural awareness as individuals being “cognizant of their own cultural heritage, how this heritage influences their perspective of others’ cultures . . . [and] limits of their personal and professional competence” (p. 52) when working with others not representative of their own culture.

*Multicultural competence:* Sue and Sue (2003) explained multicultural competence as “acquisition of awareness, knowledge, and skills needed to function effectively in a pluralistic democratic society” (p. 21).

*Multicultural knowledge:* Prieto (2012) defined multicultural knowledge as “specific and fact-based knowledge of [one’s] own and others’ cultural heritages” (p.52),

including cultural components such as values, norms, and family characteristics, with a full understanding of how these elements contribute to cultural differences in individuals.

*Multicultural skills:* Prieto (2012) defined multicultural skills as developing and bringing into practice behaviors that are sensitive to the cultures of others. Behaviors such as communicating in others primary language, experiencing others culture, and utilizing culturally different resources to help minimize stereotypical attitudes from acquired personal and professional views.

*Multiculturalism:* The American Library Association (2015) defined multiculturalism as being equally fair with attention and representation to all cultural groups in society in terms of their needs and representation.

*Preservice teacher:* Virginia Wesleyan College (2015) described preservice teacher as a college student gradually being introduced into the teaching role by a supervisor.

*Professional development:* Saleem, Masrur, and Afzal (2014) defined professional development as referring to “skills and knowledge attained for both personal development and career advancement . . . [that] encompasses all types of learning opportunities . . . [and includes] a variety of approaches” (p. 163) for professional growth.

*Self-reflection:* Liang and Zhang (2009) defined self-reflection as knowing one’s beliefs, values, and attitudes and being open to critically and willingly thinking about them.

### **Significance**

The findings of this study will assist the local university school of education in evaluating the multicultural competence of preservice teachers prior to graduation from the program. Preparing preservice teachers involves extensive instruction in content knowledge, methods, and strategies prior to field experiences. Li (2013) claimed the majority of preservice teachers are underprepared to meet the needs and demands of the diverse student population. Gorski (2009) identified efforts to teach multicultural education as trends at celebrating diversity but noted those patterns lacked a design to prepare teachers to determine or eliminate educational inequalities. Gorski added that teachers celebrated cultural holidays that appeared on the calendar, but lacked understanding of cultural learning styles. This study may assist the local university school of education with data describing how preservice teachers characterize their experiences with multicultural competence in teaching diverse students. Addressing the gap between the increased cultural diversity of students and level of multicultural competence of preservice teachers' can benefit the local university school of education and the local school districts.

This study will impact social change by providing data related to multicultural competence of the local university school of education preservice teachers. Gay (2013) explained that by improving the multicultural competence of preservice teachers, social change would be identified in "equal educational opportunity initiatives" (p. 50) as differences would be more than celebrated but valued for personal and societal

development. Gay claimed preservice teachers' unrecognized personal biases that hinder educational growth of their K-12 students might be identified. Gay further thought that by learning to teach to and through those cultures, K-12 student scores would improve. As preservice teachers graduate with multicultural competence, equal learning opportunities for all students occurs (Gay, 2013). As multicultural competence develops among preservice teachers, K-12 school cultures change giving rise to social equality.

### **Guiding/Research Question**

The alignment with the local problem and the purpose of the study guides the focus of the research question. I used a qualitative case study of interviews with 10 preservice teachers' that provided depth for analyzing the guiding research question. The guiding research question was:

**RQ:** How do preservice teachers characterize their multicultural competence in relation to their experiences teaching diverse students?

### **Review of the Literature**

#### **Conceptual Framework**

The conceptual framework for this project study draws upon Dewey's (1938) educational philosophy, in particular the theory of experience and continuity of experience. Knowles' (1980) also contributed with the adult learning theory emphasizing the importance of producing competent individuals. Furthermore, based on Dewey's theory, Kolb (1984) developed a theory of experiential learning that created a framework connecting education, work, and personal development through field experience

programs for preservice teachers. Gay's (2010) theory of culturally responsive teaching carried the concept of developing competent people into the education arena. Two models by Mason, Benjamin, and Lewis (1996) and Pedersen (1994) incorporated cultural competence and developed models for use in personal or professional practices that support this project study.

Dewey's (1938) educational philosophy focused on the unity of experience and continuity of experience. Dewey stated "every experience lives on in further experiences" (1938, p. 27). Early laboratory schools during the progressive school movement laid the foundation for educational theory and current day education. The new education introduced freedom of the learner and gave learners opportunities for organized experiences (Dewey, 1938). Dewey viewed every experience as a "moving force" (1938, p. 38). As preservice teachers prepare for multicultural field experiences, those experiences assist in building multicultural competence. Dewey viewed teachers as instructors who were knowledgeable of their students' needs and skills.

Knowles (1980) established a setting for the adult learner in a time when education was once a right and privilege for a selected class of people. The delivery of the content was initially that of "transmitting knowledge to them, telling them what they ought to know, or at best enticing them to learn" (Knowles, 1980, p. 37). As time passed with "knowledge explosion, technological revolution, and social policy of equality" (Knowles, 1980, p. 18) the original purpose and philosophy of education was antiquated.

Knowles stated that the mission of education was to “produce competent people” (1980, p. 19) who were able to develop and apply their knowledge in changing conditions.

Dewey’s (1938) theory inspired the experiential learning theory of Kolb (1984). Kolb’s experiential learning theory offered more than just a pathway to coping with change; it formed a “framework for examining and strengthening the critical linkages between education, work, and personal development” (p. 4). Kolb’s theory of experiential learning contributed to field experience programs for preservice teachers. Kolb viewed learning as a process where knowledge, through experiences, created individual changes. Kolb identified a learning cycle that included four processes into which the learner could enter at any point in the cycle. Those four processes included having exposure to substantial experiences, reflection, forming concepts, and actively experimenting to create a well-rounded learning experience.

Gay (2010) established characteristics of culturally responsive teaching that preservice teachers worked to develop and employ in their multicultural field experiences. One of those characteristics emphasized the role culture played in teacher development and student achievement (Gay, 2010). With the focus of this project study being multicultural competence, Gay’s work provided support by stressing the importance of teaching to and through student strengths. Added to Gay’s theory of culturally responsive teaching, I incorporated two models of cultural competence previously designed.

Two models of cultural competence framed this qualitative case study. The first model of Mason et al. (1996) consisted of five stages that included: (a) cultural destructiveness, (b) cultural incapacity, (c) cultural blindness, (d) cultural pre-competence, and (e) cultural competence that focused on professional practice. The desired goal is the progression from cultural destructiveness to cultural competence. The second model by Pedersen (1994) emphasized individuals becoming more culturally aware and changing their (a) cultural understanding, (b) acceptance of cultural differences, and (c) working skills with students and parents different from themselves. Both models framed cultural competence in individuals and in professional practices that supported the guiding research question in my study: How do preservice teachers characterize their multicultural competence in relation to their experiences teaching diverse students?

Using Dewey's (1938) theory of experience and continuity of experience, Knowles's (1980) theory of adult learning, Kolb's (1984) theory of experiential learning, and Gay's (2000) work with culturally responsive teaching, the grounding focus of this qualitative case study is multicultural competence in teaching. The structure of Mason et al. (1996) and Pedersen's (1994) competence models gives the qualitative case study strength and support while focusing on the multicultural competence of preservice teachers teaching diverse students. A correlation of identified components of multicultural competence, working definitions, and Mason et al. (1996) and Pedersen's (1994) competence models are shown in Table 1.



Table 1

*Components of Multicultural Competence Defined and Correlated with Cultural Competence Models of Mason et al. (1996) and Pedersen (1994).*

Components of Multicultural Competence	Definition	Mason et al. (1996) model of cultural competence	Pedersen (1994) model of cultural competence
Lack of awareness, knowledge, skills		(a) cultural destructiveness (b) cultural incapacity (c) cultural blindness	
Awareness	Being “cognizant of their own cultural heritage, how these heritage influences their perspective of others’ cultures...[and] limits of their personal and professional competence” (Prieto, 2012, p. 52)	(d) cultural pre-competence	(a) understanding (b) acceptance
Knowledge	Individuals “possessing specific and fact-based knowledge of their own and others’ cultural heritages” (Prieto, 2012, p. 52)	(d) cultural pre-competence (e) cultural competence	(a) understanding (b) acceptance
Skills	Developing and bringing into practice behaviors that are sensitive to the cultures of others like “interacting with people in their primary language...immersing themselves in different cultures [for acquisition]...use culturally relevant ...resources” (Prieto, 2012, p. 52).	(d) cultural pre-competence (e) cultural competence	(a) understanding (b) acceptance (c) working skillfully with others

### Review of the Broader Problem

The literature review was conducted using books, dissertations, and peer-reviewed articles found through educational databases such as Education Research Complete, ERIC, Sage Premier, and + ProQuest. Searches in eBooks, + Google Scholar, and World Cat provided additional information. The literature review focused on research topics associated with preservice teachers’ multicultural competence. Other searches

pertaining to preservice teachers included university-based teacher education programs, changing cultural demographics of students and teachers, changes in the landscape of education, program priorities. An additional focus on educators of preservice teachers, educators identifying personal thoughts and beliefs, the role of education programs, single multicultural courses, cultural competence, cultural responsive teaching and, cultural compete schools enhanced the search. Through a review of each source, additional analysis of the authors' referenced resources helped by tracking leads for deeper understanding. The total number of peer-reviewed journals referenced was 68.

**University-based teacher education programs.** The topic of university-based teacher education programs includes numerous components. The components included in my study were changing American schools, changing foreign schools, purpose and mission of university-based teacher education programs, and challenges of university-based teacher education programs. Each component is related to university-based teacher education programs and helps frame the structure of the programs.

***Changing American schools.*** Changes in American schools occur over time. The demographic landscape of American schools has changed and will continue to change in both the teacher and student population (Amos, 2010; Garcia, Arias, Harris-Murri, & Serna, 2010; Keengwe, 2010; Lastrapes & Negishi, 2011-2012; Pang, 2013; Pazzagya & Williams, 2012; Quezada, 2014; Stevens & Miretzky, 2014). Pazzagya and Williams (2012) indicated that it was projected by 2042 "that today's minorities will become the majority" (p. 577) that incorporating approximately 54% of the population. Due to shifts

in the demographics of the American and public school population, teachers are focused on developing differentiated skills necessary to serve a wider range of multicultural students (Stevens & Miretzky, 2014). Lastrapes and Negishi (2011-2012) described the classroom as a mismatch in diversity and according to Kennedy, Wheeler, and Bennett (2014), the monoculture approach to teaching no longer provided the appropriate approach for student success. Changes in education have evolved over time in American schools and foreign schools as well.

***Changing foreign schools.*** Educational changes take place in foreign countries much like the American Schools. Berchini (2013) looked at France's teacher and student population and saw the shift in the French educational landscape paralleled the U.S.A. educational landscape. In France and the U.S.A., there remained a stark homogeneity in the teacher population compared to student population (Berchini, 2013; Kennedy et al., 2014), and there appeared to be a need to move away from an outdated monoculture approach. These changes in shifting demographic landscapes called for a new look back at the purpose and mission of university-based teacher education programs.

***Purpose and mission of university-based teacher education programs.*** The purpose and mission for teacher preparation are entrusted to university-based teacher education programs. Orchard and Winch (2015) stated the purpose of teacher training was to introduce and engage new teachers with educational theories. New teachers needed the ability to analyze and access educational components (Orchard & Winch, 2015). Gravett and Ramsaroop (2015) claimed university teacher training continued to

focus on the theoretical knowledge more than practical knowledge. Teacher preparation programs are entrusted to prepare teachers for numerous purposes.

University-based teacher education programs work with preservice teachers to develop cultural competence in today's diverse society. In addition to Orchard and Winch's (2015) purpose on teacher education, Ford and Quinn (2010) and Pang (2013) looked at the mission of teacher education programs and recognized more recently the task of teacher education programs included some form of the cultural competence. It became the focus that when preservice teachers engaged in multicultural experiences, the quality and depth of their multicultural competence improved (Ford & Quinn, 2010; Pang, 2013). Mason (2013) claimed that K-12 student achievements appeared improved when teachers felt competent working with multicultural students. Having university-based teacher education programs committed to their program's purpose, mission, and cultural competence it opened opportunities for challenges to emerge.

***Challenges of university-based teacher education programs.*** University-based teacher education programs found themselves faced with challenges that required ongoing attention. One challenge Mason (2013) identified that teacher education programs faced was criticism for the strong theoretical approach in training preservice teachers. Preservice teachers spend many course hours focused on educational theory that grounds what they witness in field experiences. Krummel (2013) claimed that preservice teachers continued to graduate ill-prepared for teaching a multicultural student population. Garcia et al. (2010) alluded to this a few years prior when they recognized

new teachers were not prepared to address multicultural concerns and seemed to revert to traditional teaching methods they learned when faced with multicultural dilemmas in their classrooms. The challenge of bridging theory and practice added the need to review the curricula in use.

A second challenge university-based teacher education programs faced centered on the curriculum. Grossman, Hammerness, and McDonald (2009) had identified fragmentation between foundation courses and methods courses not aligned with the curriculum that complemented one another. The separation of foundation courses and method courses contributed to an unnatural divide between theory and practice. The balance between educational theory, practice, and curricula has continued as topics of on-going discussion with the addition of educational reform being added to the challenges.

University-based teacher education programs faced challenges brought on by educational reform. A third challenge centered on attempts by professional organizations to influence legislatures, departments of education and boards of education in addition to individual teacher programs (Bondy & Ross, 2005). Professional organizations represented by groups like the Carnegie Forum, the National Commission on Excellence in Teacher Education, the National Commission on Teaching and America's Future, and the American Council on Education (Bondy & Ross, 2005). The aforementioned groups focused on their group's goals and concerns for improved teacher education, placing pressure on teacher education programs to make changes. Goals and concerns viewed separately appeared fragmented but when viewed as a whole displayed some consensus

for improved teacher education (Bondy & Ross, 2005). Educational reform movements have targeted teacher preparation as a forerunner to the education goals of higher student achievement scores and the creation of effective public schools.

Accreditation with numerous units added to education programs challenges. University-based teacher education programs faced challenges with accreditation units such as the NCATE and the Teacher Education Accreditation Council (Berchini, 2013). Bondy and Ross (2005) identified the function of NCATE and the Teacher Education Accreditation Council as groups that outlined standards and procedures for educational program accountability. These standards and procedures served as a catalyst for educational reform at the university during accreditation reviews (Bondy & Ross, 2005). In fact, Ford and Quinn (2010) identified that teacher quality had become a top priority within the educational reform movements. Berchini (2013) emphasized the educational focus was on what and less on how teacher training should be taught in response to the new education reforms. Global changes that faced teacher training were fueled by educational reform movements.

Global challenges faced university-based teacher education programs as demographics changed with multicultural groups. As demographic changes evolved, teaching perspectives had turned more global (McGaha & Linder, 2014). The fourth challenge university-based teacher education programs encountered was the need to train preservice teachers for multicultural competence. Braskamp, Braskamp, and Merrill (2009) described global perspectives as an individual's ability to get to know someone

and their culture, which for the most part, would not reflect their own. Miller and Mikulec (2014) further agreed with Braskamp et al. that preservice teachers were immersed in an educational context very different from their own. Global changes brought new awareness of needed changes.

The global challenge university-based teacher education programs faced now was preparing new teachers for the multicultural, diverse student population (Zozakiewicz, 2010). Teacher preparation programs needed to reevaluate how training of preservice teachers needed to be infused in their training to meet the K-12 student's needs. Meeting the challenge of 21<sup>st</sup> century students by providing them necessary skills and background knowledge to function in an equitable learning environment required embracing the development of multicultural competence (Miller & Mikulec, 2014). These challenges and more opened up new discussions about teacher education programs and their need to prioritize needs with these programs.

***Priorities of university-based teacher education programs.*** University-based teacher education programs faced prioritizing needs for programs based on new educational reform and accreditation standards. Darling–Hammond (2010) envisioned the role teacher education programs played as a dominant factor in transforming teaching and learning. Asplin and Marks (2013) and Zeichner (2010) agreed with Darling-Hammond's (2010) vision that there was a need for a greater transfer of preservice teacher learning from theory courses to K-12 classroom practice. Preservice teachers needed to incorporate educational theory studies into their field placement settings

(Asplin & Marks, 2013). Transitioning from course work to field placement settings needed to be as seamless as possible. Unfortunately, as Friedrich (2014) expressed it, preservice teachers had learned educational teacher jargon and at times allowed that learned jargon to take the place of vision when transitioning from theory to practice. In brief, Friedrich described teaching as a complex activity that required sophisticated understanding that preservice teachers should internalize to achieve success.

Transitioning from educational theory to field placement settings now had university-based teacher education programs focused on a top concern and priority.

Organization of teacher training faced changes. Educational reform forced teacher education programs to reflect, rethink, and change how they would prepare new teachers (Asplin & Marks, 2013). The educational reform movements caused university-based teacher education programs to look at all aspects of their traditional training designs, even though research failed to prove a connection between teacher preparations and K-12 learners (Wiens, 2012). Priorities placed on university-based teacher education programs to improve caused a question to arise that focused on whether preservice teachers entering 21st century classrooms appeared ready (Favela & Torres, 2014; Kane & Francis, 2013). Priorities stemming from educational reforms were forging a new course of action university-based teacher education programs needed to reevaluate.



**University-based teacher education educators.** University-based teacher education educators are challenged to meet preservice teacher's needs. Educators need a personal understanding of self before instructing future teachers. Faculty of preservice teachers relate to preservice teacher changes that are necessary to work with diverse student populations. Teacher educators have professional responsibilities to teach new preservice teachers.

*Know yourself.* In preparing to work with a multicultural student population, preservice teachers should engage in conversations that bring to the surface hidden biases and assumptions they could unconsciously have. McDermott, Shelton, and Mogge (2012) believed that polite dialogue was taking place in preservice teacher courses that masked personal senses and memories of biases that needed to be addressed to reach multicultural K-12 students. Conversations needed to take place to allow preservice teachers to open up about personal experiences that possibly created biases they may have or unknowingly had (McDermott et al., 2012). Constant reflection and re-examination of one's cultural beliefs of others needed to be an integral part of both preservice teacher coursework and field experiences (Bunten, 2010). Lee (2012) held the philosophy that individuals should view themselves as cultural persons with differences so sequentially they might transfer that understanding while viewing others. The new focus for preservice teachers inclined towards becoming culturally responsive beings with dispositions and practices that reflected those characteristics (Miller & Mikulec, 2014). Preservice teachers preparing to

teach needed to develop the understanding of the value of knowing themselves before engaging in teaching a multicultural student population.

*Faculty of preservice teachers.* Faculty of preservice teachers recognized a need for personal changes to take place. As the multicultural student population increased in public school settings, many educators at university-based teacher training programs consequently discovered change needed to start with them (Bunten, 2010). A traditional training approach no longer worked with multicultural K-12 students. The university educators at times appeared ill prepared to train preservice teachers due to their lack of time back in public school settings (Keengwe, 2010). Novice teachers over the course of time had changed methods as the demographic trend started in public schools but, what novice teachers discovered was new graduates continued to enter the schools using traditional approaches that no longer worked with the a multicultural student population. Bunten (2010) called it a cultural discrepancy between teacher and students. Teacher training programs needed changes to happen that started with dialogue and open conversation on the part of preservice teachers and teacher educators.

Conversations in courses about multicultural teaching needed to reach deeper into personal understandings. The polite dialogue McDermott et al. (2012) had referred to that previously been taking place in preservice teacher courses now called for educators to engage more deeply with candidates to prepare them with dispositions and knowledge of a multicultural student population (He, 2013; Krummel, 2013). The responsibility and

teaching focus of educators of preservice teachers had reached a crossroad and change needed to take place.

University faculty have a variety of assigned teaching responsibilities. For some time, university educators served as supervisors of practicum and intern preservice teachers along with on-campus teaching assignments at their university (Prieto, 2012). Prieto (2012) described them as supervisors, but Asplin and Marks (2013) described university educators as “inspectors” (p. 1). Preservice teachers were mentored by classroom teachers during field experiences on a daily basis but, university educators observed only a set number of visits. Asplin and Marks saw the partnership between the preservice teacher and university educators as a weak link in the triad. The relationship between the preservice teacher and the university educator needed to be a partnership that allowed for a depth of transferred learning (Asplin & Marks, 2013). Changing roles of university educators in addition carried an ethical responsibility.

Ethical responsibilities are included in all components of teaching. Aleccia (2011) noted that university educators needed to incorporate into their instruction and expectations of their students’ ethical practices that would in turn benefit society. For educators to expect ethical practices from their preservice teachers, Aleccia stated educators needed to make sure their own personal multicultural house was in order. Educators needed to refrain from stereotypical, prejudicial, and ethnocentric attitudes towards others (Lee, 2012). These educators needed to be models for the preservice teacher whom in turn would be models for their future students. As university educators

carried out their responsibilities for preservice teacher training, the value of building multicultural competence of equality and fairness to all became a staple component needed in all curriculums.

**University-based teacher education multicultural curriculum.**

*Single course offerings.* University-based teacher education programs are designed to prepare preservice teachers. These University-based teacher education programs emphasize including multicultural education training (Krummel, 2013). Keengwe (2010) saw many programs offered standalone courses that covered multicultural education but those courses limited knowledge and understanding of others. Ford (2014) believed that segregating multicultural courses were sending the wrong message. All curriculums needed multicultural education interwoven throughout. Miller and Mikulec (2014) agreed with Keengwe (2010) that the one-course approach programs sometimes took was not adequately preparing and training preservice teachers. Miller and Mikulec (2014) referred to these courses as staples programs used to meet accreditation requirements. Single multicultural course offerings are limited to reach the key goals of multicultural education.

A variety of goals for multicultural education exists. One key goal of multicultural education is to “help individuals gain greater self-understanding by viewing themselves from the perspectives of other cultures” (Banks, 2008, p. 2) in hopes that respect and understanding may follow. Gorski (2010) conducted a study on 45 syllabi from multicultural education courses from a number of universities. Gorski limited the

analysis of the courses to course descriptions, objectives, goals, and other contextual text. After data were gathered and coding conducted, Gorski identified ways that multicultural education was being framed in relation to coursework. Gorski discovered that most course outlines failed to prepare teachers to identify inequalities in curriculum presentations but merely met the NCATE (2010-2014) standards. Multicultural education remains unfamiliar to many.

A change in the design and focus of multicultural courses offered needs to reflect more than meeting standards. Bunten (2010) claimed that a change would not occur overnight or even over a one-semester course. Prior to Bunten, Liang and Zhang (2009) had resolved that changing preservice teacher thoughts and beliefs about working with a multicultural population covered in a single course would not necessarily ensure that transformation had taken place and a culturally responsive teacher developed. Charged with the responsibility of teaching cultural competence and developing responsible teachers, university-based teacher education programs strive to meet the challenge.

**University-based teacher education multicultural competence.** University-based teacher education multicultural competence focuses on multiple aspects. Multicultural competence incorporates key factors that develop over time. A description of a multicultural effective teacher is explored and school and family partnerships are reviewed.

***Multicultural competence.*** Multicultural competence includes multiple components. Sue and Sue (2003) defined multicultural competence as “acquisition of

awareness, knowledge, and skills” (p. 21) needed to function successfully in a pluralistic society. Individuals build multicultural competence by establishing the foundation of right dispositions (Ford & Quinn, 2010). For a preservice teacher to develop multicultural competence, dispositions such as awareness, knowledge, and skills that help cultivate multicultural competence, must be modeled by teacher educators (Keengwe, 2010). Teachers must recognize themselves as cultural beings just like the diverse students (Nieto & Bode, 2008). A full working knowledge of multicultural competence dispositions benefits preservice teachers.

One recognized disposition in multicultural competence is multicultural awareness. Prieto (2012) defined multicultural awareness as being cognizant of our cultural history and how that interacts with others’ culture. Woods, Alice Barksdale, Triplett, and Potts (2014) claimed education programs must support the understanding and awareness of cultural diversity by providing opportunities in authentic and meaningful contexts. Multicultural awareness of educators shares in students’ worth.

A second disposition in multicultural competence is multicultural knowledge. Multicultural knowledge describes knowing own heritage and the heritage of diverse students (Prieto, 2012). Knowledge includes factors like values, worldviews, social norms, and taboos that present themselves in behavior and experiences of culturally different individuals (Prieto, 2012). Han and Thomas (2010) explained that knowledge may be natural in obtaining to a point, but more specific intensive efforts should explore

deeper meaning of culturally different students. Educators that added to personal multicultural knowledge improved relationships others.

The third disposition in multicultural competence is multicultural skills. Multicultural skills involve practicing communication behaviors that are culturally sensitive (Prieto, 2012). Communicating to students' expectations in caring environments with balanced approaches for all cultures represented (Prieto, 2012). Developing deeper understanding of multicultural competence dispositions such as awareness, knowledge, and skills provides preservice teachers abilities in promoting the academic success of their learners.

Teacher educators must model what preservice teachers need to learn and develop. An adverse characteristic seemed to be present when a lack of exposure to others existed (Ford & Quinn, 2010). Personal experiences of individuals are not controlled by teacher education programs; only by the individual. Some experiences cause biases in an individuals' personal beliefs system (Dee, 2012). Personal experience of individuals with others is developed over time and becomes ingrained in individuals as personal beliefs.

Multicultural competence develops over time. Multicultural competence is a lifelong process and not a one-time event (Kennedy et al., 2014; Saunders, Haskins, & Vasquez, 2015). Ford (2014) expressed the goals of multicultural education and multicultural competence were not set to re-write history but to correct the falsely distorted views that often surfaced in individuals. For preservice teachers to be

multicultural competent, they need to understand the sensitivity towards diversity and lead with professional efficacy in working with multicultural student populations.

Building multicultural competence is a valued component of teacher education programs that helps a multicultural student population. A debate takes place on how to measure multicultural competence. Liang and Zhang (2009) researched cultural competence and summarized their findings with four factors that emerged. Liang and Zhang's four factors included:

Believing that all students can learn; self-reflective and critical examination of one's own behaviors working with students of diverse background; setting up high standards and communicating these high teacher expectations to students; and standing up to challenge and ameliorating prejudice and discrimination (p. 19).

Building multicultural competence is a valued component of teacher education but complicated.

The complex nature of multicultural competence continues to exist. As Liang and Zhang (2009) expressed, these four factors previously stated were exhaustive in understanding and defining the complex nature of multicultural competence. Liang and Zhang proposed that teacher education programs bring the four factors together in a more holistic conceptualization educational program and provide a more systematic educational program and provide a more systematic educational experience (2009). Liang and Zhang suggested starting with cognitive understanding, then phasing into the



affective domain and then to the real life commitment and action in schools and daily living (2009). The dimensions of the aforementioned four factors could also be implemented in a curriculum, field experiences, and other teacher education program components. Dee (2012) concluded with research calling for more research and ways of measuring multicultural competence of preservice teachers. Evaluation of multicultural competence needed assessed by more than one approach.

Despite the body of research surrounding multicultural competence, there remain gaps in the literature embracing this complex issue. Dee (2012) found that research that tied a preservice teachers' multicultural competence to authentic assessment was very limited. Along with Dee's research, Nuttall and Ortlipp (2012) added they found very little research had appeared addressing the multicultural competence of teacher educators or supervisors of preservice teachers. For preservice teacher development, the need remains for proper multicultural competence modeling at every level by teacher educators and supervisors.

***Multicultural effective teacher.*** Education practice has existed for a long time. Practices have existed before formal teacher education programs were established (Breault, 2013). Breault identified limited perceptions and experiences by some teachers in the field of education due to their love for a subject or the love of the process of teaching. Working with students rated behind the teacher's enjoyment of the subject content and strategies necessary for teaching. The social environment of the students revealed little or no passion (Breault, 2013). Stevens and Miretzky (2014) described

teachers as holding the educational responsibility for keeping a balance between what multicultural students needed to be taught and trained. Effective, skillful teaching is needed to affirm students regardless of their abilities or background. The teaching task is overwhelming if the teacher's focus and purpose miss focusing on student success and achievement.

Effective teachers are needed. The problem that exists is methods for determining effectiveness are questioned (Strong, Gargani, & Hacifazlioglu, 2011). In Strong et al. (2011), three experiments were set up for the purpose of evaluating teacher effectiveness. Teacher participants categorized by their student standardized achievement scores were averaged over a prior three-year range. Each teacher was placed in categories of higher or lower than average based on students averaged scores. At that point, each teacher submitted a set number of video clips of their teaching for judges to observe and identify if they were effective teachers. The real purpose of the experiments was to determine if the judges who were both experts and nonexperts agreed with each other on their classification of the participating teachers. Study results showed judges were in high levels of agreement with each other that the teachers were effective in all three experiments, but the truth was the judges were inaccurate. They agreed with each other, but what they agreed upon was incorrect. The judges' comments and placement of teachers in higher and lower than average categories did not match up with the actual earlier findings based on the average scores of those teacher's students over the past three years. The results of Strong et al.'s research added to the concern that additional methods

for determining teacher effectiveness needed to be studied and verified for future use. In educational career transitions and advancements, quality teacher effectiveness determines new job placements.

Educators teaching duties vary throughout an education career. Teachers are transitioned from classrooms to educational administrative positions from time to time during their careers (Pang, 2013). From classroom to administrative positions in the field of education, cultural competence is needed for building healthy relationships with students for the intended purpose to promote positive achievement and development (Asplin & Marks, 2013). Favela and Torres (2014) agreed developing such relationships was not an easy task. Time management was needed to accomplish the academic needs and relationships with a multicultural student population (Favela & Torres, 2014). Favela and Torres agreed with Ford and Quinn (2010) and added it was an essential fact that some minority groups needed developed relationships with teachers to perform well academically. Cultural competence at all levels of education was advantageous.

***School and family partnerships.*** Educator and parent partnerships produce student benefits. An educator initiated partnerships with parents is a major key to student academic success (Pang, 2013; Quezada, 2014). Wiseman (2014) created a study of preservice teachers in a language arts methods class. The assignments were focused on diversity and designed to help a preservice teachers' cultural understanding in the frame of literacy pedagogy (Wiseman, 2014). Wiseman showed in the findings and conclusion that learning about all aspects of culture outside the classroom helped preservice teachers

better understand the multicultural student population they were trying to reach. These outside classroom engagements included learning more about the race, culture, class, and community (Wiseman, 2014). Students benefit when educators and parent partnerships exist.

Parenting and family focuses on education differ. Purcell-Gates, Lenters, McTavish, and Anderson (2014) uncovered that family and parenting focuses were differed from cultural group to cultural group and universally not accepted. Purcell-Gates et al. learned when planning for multicultural students, challenges disappeared when a teacher's focus changed from expectations of what the partnership should look like to what it was. Some traditional expectations of western culture teachers did not match that of parents and families, yet they were all trying to help the students (Purcell-Gates et al., 2014). For Purcell-Gates et al. valued the concept time on task but, for one particular group of refugee families from Sudan, not equally valued was time on task. Purcell-Gates et al. concluded that a better understanding of our cultural knowledge would give teachers a better understanding of others.

Parents involved in any aspect of their child's education are beneficial. Louque and Latunde (2014) discovered common ways parents advocated for their children in education settings. Parent groups, calling the school personally from time to time, going on-site for school visits, and becoming involved in some local and district decision-making processes were ways parents worked to help improve the future of their children's education. Through further research Louque and Latunde realized that parents

may have joined these parent groups but did not actively participate. Parent participation is valued but at times complex.

Parent involvement is not always understood. Machado-Casas, Sanchez, and Ek (2014) clarified that not all parents in different cultures understand the concept of involvement as known in American schools. Such groups as Latina/o parents desired to participate in their children's schools but due to translation issues, lack of personal formal education, and not fully understanding school operating procedures, avoided visits to schools (Machado-Casas et al., 2014). Torrez's (2014) findings revealed the lack of parent involvement from migrant families centered on lacking enough communication from the schools to understand services and support they qualified for along with second language issues. Torrez continued to explain that not only the education of their children but just trying to establish a residency in the local community differed from their home country and was trying on the family during that process. Multicultural families' value educational opportunities for their children but numerous barriers prevent them from partnering with teachers in the way traditional teachers expect they should.

**University-based teacher field experiences.** Teacher education programs focus on bringing theory to practice for preservice teachers. The traditional field experience, once referred to as practice teaching, was designed to give preservice teachers actual experience in classrooms under the mentorship of the classroom teacher (Summers & Weir, 2012). Preservice teacher observed lessons, received feedback from mentors, and gathered support along with hearing constructive criticism (Summers & Weir, 2012).

University supervisors played the part of a critic on occasional visits to observe preservice teachers teach (Summers & Weir, 2012). Traditional field experiences served a valuable training experience for future teachers.

With global emphasis in public school, traditional field experiences for preservice teachers could benefit from re-evaluation. Miller and Mikulec (2014) agreed with Summers and Weir (2012) that the field experiences needed to provide meaningful and beneficial experiences for instilling confidence in preservice teachers. Darling-Hammond (2010) saw the practice in practice as an essential part of becoming a great teacher, and it was one of the most dominant components of a teacher education program. The field experiences needed to bring all the theory learned in university coursework to the forefront and engaged with under the supervision of the mentor teacher. Mason (2013) agreed with the traditional design, but failed to find a wealth of literature on how much control mentors had or should have with the preservice teachers training. Mason stated having a mentor's voice in some portion of the preservice teachers field experience planning and assessment would benefit both sides involved. The more input from others such as mentors in the field, the more growth preservice teacher would experience.

Supervisors hired to work with preservice teachers represent the university. Zozakiewicz (2010) claimed in many of the traditional field placements supervisors are far removed from what preservice teachers training had been prior to placements. Little research has been produced following preservice teachers into the field and beyond with diverse placements (Colón-Muñiz, Brady, & SooHoo, 2010; Walton & Rusznyak, 2013;

Zozakiewicz, 2010). New avenues need to be explored for preservice teachers to have and experience in their brief practicum placements. The traditional view of skill development with preservice teachers started experiencing a shift resulting in a change to a more reflective behavioral focus of the field experience.

University-based teacher education programs experienced a shift from the traditional view. The shift from traditional approaches of field experience to recognition of preservice teacher as an active participant in their learning was Darling-Hammond's (2010) view. Donovan, Ashdown, and Mungai (2014) identified the landscape shifted in educators' preparation to include an accountability models that included components of performance assessment of teaching, feedback reports with growth scores based on students standardized test scores, and meeting current accreditation standards with evidence of K-12 student learning. The shift from traditional field approaches opened up a number of proposed revisions.

Revisions of teacher education programs abound. Cuthrell et al. (2014) conducted an eight year study that resulted in suggestions for teacher education program revisions. Those revisions included (a) developing and nurturing a culture of evidence, (b) include technology, (c) tag teachers for easy coding over time, (d) identify leaders, (e) engage professors, (f) invest in the professors participating, (g) find ways to keep the process sustainable, (h) include all stakeholders, (i) remain patient, and (j) celebrate accomplished revisions. The landscape shift in traditional field experiences provided enrichment to more stakeholders than just preservice teachers.

Teacher education programs that transitioned from the traditional field placement model to partnership models found benefits for more than just preservice teachers. Shroyer and Yahnke (2012) reviewed Kansas State University PDS partnership focus and found it (a) included field experience of new teachers, (b) provided ongoing professional development for all stakeholders, (c) enhanced learning for all students, and (d) all practice directed towards the improvement of scholarship. Due to the combined efforts and mission of the Kansas State University PDS, the PDS developed a strong culture of learning. Polly, Frazier, Hopper, Chapman, and Wells (2012) revealed that preservice teachers in their study scored significantly higher than those preservice teachers not in the PDS on aspects of planning, instruction, management and assessment. The continued concerns remain around the experiences preservice teachers were getting in a varied class composition of students; more specifically multicultural student population.

A need for a variety of classroom experiences existed. Kennedy et al. (2014) felt preservice teachers needed placed in a variety of classrooms for the sake of gaining experience. Lastrapes and Negishi (2011-2012) had confirmed the value and importance of preservice teachers in diverse field experience placements about the time Flessner (2012) reported that the field experience was more tightly connected to earlier course preparation on campuses. Most recently, Pang (2013) added to the conversation about field experience the needed connection preservice students should have with community programs with a multicultural population. Classroom experience is valued, but the need



to gain experience outside the classroom in local community-based opportunities was equally valued if not more.

In conclusion, university-based teacher education programs are host to education reform movements that stress teacher and program improvements. The duty of teacher education programs is to provide preservice teachers the theoretical framework to support teaching and learning. Field experiences placements are one of the most beneficial portions of the preparation designs and allow a preservice teacher the opportunities to reflect and take ownership in the learning process. I will address the gap between the increased cultural diversity of students and the level of multicultural competence of preservice teachers as identified at a local university.

### **Implications**

Education aims at preparing today's children for the future. Zhao (2010) described education as a "future-oriented business" (p. 422) focused on developing the next generation of individuals for labor and service in local, state, national, and international settings. For the most part, education has served at the local level, funded by local or national taxes, supporting the local communities (Zhao, 2010). This concept of local is now considered a thing of the past (Zhao, 2010). Globalization poses challenges for K-12 teachers and teacher educators (Herrera, 2012). Educating today's children for the future entails a broader focus.

Part of the broader focus in education includes curriculum and instruction. Herrera (2012) saw the course of curriculum and instruction in the United States being

contested by the need for “(a) preparedness for global competition; (b) global competence with diversity; and (c) capacity building for global citizenship” (p. 1). Each of these challenges points teachers and teacher educators to the need for students to acquire the skills, knowledge and dispositions that would help them become responsible global citizens. With the disappearance of boundaries due to globalization, communities are now multicultural, and that reflects the student population in public schools (Aydin & Tonbuloglu, 2015). Teacher and teacher educators must impart a cultural sensitivity and equality to all students as they teach or prepare to teach.

Based on the findings from personal communications, literature reviews, and results from interviews conducted with practicum and internship preservice teachers, a possible implication of my project study could be a curriculum plan. The implications for a designed curriculum plan would promote earlier infusion of multicultural competencies such as awareness, knowledge and skills at various levels of preservice teacher field experiences rather than a single course approach as described at the local university school of education course catalog. A purposefully infused curriculum plan implemented all levels of preservice teachers practicum and internship field experiences would construct a multicultural competence foundation earlier in field experiences and would connect theory and practice in a more practical approach.

Upon graduation from the local university school of education, preservice teachers would enter the teaching field more advanced in multicultural awareness, knowledge, and skills; components needed to meet the multicultural student population

awaiting teachers in today's classrooms. According to Ruus and Timoštšuk (2014), currently most preservice teachers are required to interact in field experiences that they have only imagined in a theory-based course. At the local university school of education, diversity courses do not have field experiences built into the curriculum according to course catalogs. A curriculum plan designed to meet a preservice teacher's need for multicultural competence training would bridge theory and practice in an authentic field placement setting. I did not select a curriculum plan after review of the data analysis.

A second possible implication of my project study can be professional development training curriculum and materials. Based on the data analysis, I selected the professional development training. Han and Thomas (2010) focused on developing strategies for multicultural responsiveness. Han and Thomas emphasized the how of instructing children in a multicultural classroom. Gay (2010) saw multicultural responsive teaching as critical for unleashing children's cultural strengths in instruction.

Saunders et al. (2015) described developing cultural competence as an "elusive journey that likely has no destination" (p. 20) meaning it is a journey that covers a life time and never completed. Designing professional development training curriculum and materials for use with preservice teachers meets the ongoing need to develop culturally responsive teachers for equality when teaching diverse students.

### **Summary**

The local problem addressed in this qualitative case study is the gap between the increased cultural diversity of students and the level of multicultural competence of

preservice teachers. The rationale is based on a local university school of education program, personal communication with current public school teachers, university professors, and peer-reviewed journal articles that addressed multicultural student population plus challenges facing education in the 21st century. Key terms are defined that specifically relate to the study. The significance of the project study gives support to the local university-based teacher education program and local public school teacher and administration for closing the gap between the educational needs of the multicultural student population and the multicultural competence of the teachers. The guiding research question asked: How do preservice teachers characterize their multicultural competence in relation to their experiences teaching diverse students? An in-depth literature review presented key terms and phrases covered that surrounds the problem.

Section 2 addresses the research design and approach. The selection of participants, data collection, analysis, and analysis results are indicated. The final portion of Section 2 focuses on accuracy, credibility of findings, discrepant cases, and other themes that reflect the content.

## Section 2: The Methodology

### **Introduction**

The design and approach of my project used a qualitative case study. I invited 15 preservice teachers identified by purposeful sampling from practicum or internship for fall 2015 courses from a local university to serve as participants with the goal of interviewing 10-12 of the 15 contacted. The justification for a smaller sample of participants is that it allowed for deeper inquiry. A working relationship with preservice teacher participants and an overview of the protection of participants' rights were established prior to data collection. Data collection included individual semistructured interviews, review of past lesson plans with class profiles, and handwritten notes taken during the interview. Data compiled in tables created in Word documents allowed for grouping of answers for easier color coding and analysis. I provided evidence of quality and clarification of procedures for dealing with discrepant cases.

### **Qualitative Research Design and Approach**

The research process started with a design and approach determined according to the phenomenon. The phenomenon I researched was multicultural competence of preservice teachers. The problem addressed by this qualitative case study was the gap between the increased cultural diversity of students and the level of multicultural competence of preservice teachers to effectively address that diversity. More specifically, the purpose of this qualitative case study was to describe preservice teachers' experiences with multicultural competence in teaching diverse students. An interest in the social

element of research establishes the foundation for any qualitative research (Featherston, 2008). Bogdan and Biklen (2007) described the term qualitative research as an “umbrella term” (p. 2) that included several different strategies in research yet contained distinct characteristics I used in my study. This doctoral project study exemplified a qualitative design and approach.

Qualitative researchers find interest in the social processes and characteristics of their subjects and sites. Staller (2010) claimed a broad understanding of individuals and multiple details of lived experiences intrigue qualitative researchers. Focusing on preservice teachers’ experiences with multicultural competence for teaching diverse students provided a broad understanding of participants and their first-hand lived field and classroom experiences. This study used a qualitative method with the primary interest of gathering rich, thick data surrounding the phenomenon of multicultural competence (Bogdan & Biklen, 2007).

Qualitative research design evolves in the data collection and is flexible by nature. Staller (2010) described qualitative studies as less controlled than quantitative studies. Investigating how preservice teachers characterized their experiences with multicultural competence for teaching diverse students using a qualitative method permitted participants the freedom to tell their stories based on real experiences. Bogdan and Biklen (2007) labeled qualitative data collection as “soft” (p. 2) referring to the kind of data collected and the minimal control of the researcher over the evolving data. Qualitative data exhibit unique features and characteristics supported only by qualitative methods.

Qualitative research caters to particular features not found in quantitative studies. Bogdan and Biklen (2007) identified five features qualitative research displayed. These features included a naturalistic setting, descriptive data, a capacity to address concerns, inductive methods of reasoning, and meaning (Bogdan & Biklen, 2007). A deeper look at each feature provided guidelines for the data collection and analysis.

The first feature of qualitative research was documentation in a naturalistic setting (Bogdan & Biklen, 2007). Staller (2010) agreed with Bogdan and Biklen that researchers wanted to obtain their data in a real world setting because that is where thick descriptive data were available. Approaching preservice teachers in their teaching environments and their real world lives supported Bogdan and Biklen's first feature.

The second feature Bogdan and Biklen (2007) identified was descriptive data. Data drawn from pictures and words rather than statistical sets of numbers can prove productive and informative (Bogdan & Biklen, 2007). Interviewing preservice teachers provided thick descriptive data typical of qualitative data.

The third feature Bogdan and Biklen (2007) identified was addressing concerns that can arise. Concerns of the researcher or participants contribute to research findings. Merriam (2009) indicated that a key concern was the understanding from participants' perspectives, not the researcher in qualitative research. The participants' views were the goal for understanding.

The fourth feature Bogdan and Biklen (2007) identified was inductive methods of reasoning. Lodico, Spaulding, and Voegtle (2010) added that qualitative researchers use

inductive reasoning and, for the most part, are collecting data based on interpretive research. Data collected from interviews provided volumes of text from the recordings. Interpretation of recorded text served as research findings.

The final feature of the qualitative research is meaning. Bogdan and Biklen (2007) termed meaning as “participant perspectives” (p. 7) or how individuals made sense of life. Lodico et al. (2010) described meaning as “giving voice to the feelings and perceptions” (p. 264) of participants concerning the phenomenon studied.

Qualitative research features are distinct and identifiable. This qualitative project study promoted features of a naturalistic setting, descriptive data, addressing concerns, inductive methods of reasoning, and meaning that Bogdan and Biklen (2007) had identified as important. Bogdan and Biklen explained that qualitative researchers establish procedures and strategies to learn from the participants’ full story. With the five qualitative features identified, the phenomenon of multicultural competence was explored in this project study.

Research purposes determine the types of qualitative research selected. Types of qualitative designs associated with educational research studies are ethnography, case study, phenomenology, and grounded-theory (Lodico et al., 2010). For the purpose of this research, I selected a case study design based on Yin’s (1994) definition of case studies. A case study is an “empirical inquiry that investigates a contemporary phenomenon” (Yin, 1994, p. 13) in a real life setting. Preservice teachers engage in such real life settings during field experiences. A too broad range of data collection can provide more



than can be reported, and therefore it is a narrowing down of the data that leads to the findings (Bogdan & Biklen, 2007). I used a qualitative case study design in my project study.

This case study could more distinctively be described as an instrumental case study because of the particular phenomenon of multicultural competence (Creswell, 2012). Conducting an instrumental case study permitted me to step personally into the study and gather rich data that would not be possible with other designs (Creswell, 2012). As an adjunct professor of preservice teachers, I experienced the problematic insufficiency of multicultural competence among preservice teachers that is addressed in this qualitative project study.

Other qualitative research approaches exist, but they failed to support the problem addressed by this study. An ethnographic design is one example of an alternate approach. Creswell (2012) described ethnographic designs as study options used to interpret “a culture-sharing groups’ shared patterns of behavior, beliefs, and language” (p. 462) inside their culture. An ethnographic design creates an abstract portrait of a particular group of people (Caines, 2010). Although researchers in ethnographic and case studies may both develop close relationships with their participants, ethnographic researchers look for data that explains the behavior of the group being studied (Lodico et al., 2010). This study was not designed to explain the behavior of the groups being studied but rather the experiences of the participants in regard to the phenomenon being investigated.

A second qualitative approach used by some researchers is phenomenological research in which individuals interpret their experiences (Lodico et al., 2010). The phenomenological approach takes a close look at the “individual’s interpretation” (Lodico et al., 2010, p. 270) of the experiences. Phenomenology is described by Hays and Wood (2011) as a constructivist approach, with the central purpose focusing on in-depth description of individuals’ lived experiences. This approach is appropriate for counselor and client type research (Hays & Wood, 2011) whereas this research incorporated a one-time, individual interview with the participants for the purpose of describing preservice teachers’ experiences with multicultural competence in teaching diverse students.

Grounded theory differs from ethnographic and phenomenological research. Lodico et al. (2010) described a grounded theory approach as one in which a researcher hopes to take the findings and generalize them to other settings (Lodico et al., 2010). Data are gathered over an extended period of time (Lodico et al., 2010). Grounded theory is systematic in nature, and a number of individuals are examined over time with the sole purpose of contributing to a general explanation (Creswell, 2012). Again, this study was a one-time interview to describe experiences of the participants regarding their multicultural competence and therefore did not cover an extended period of time.

Qualitative approaches to research methods support researchers in collecting a wealth of data. Because the focus of this project study was on a single unit or bound system surrounding the phenomenon of multicultural competence, the instrumental case study design provided excellent support and structure for this study (Lodico et al., 2010).

I selected the instrumental case study bound system because it took into account setting and data collection, keeping the study manageable and making efficient use of time (Heck, 2006). Using an instrumental case study allowed me to focus on the phenomenon of multicultural competence bound by participants, settings, and time. The qualitative approach was justified over the quantitative approach in this project study because numerical results found in quantitative summaries lacked the narrative data that came with qualitative data collections (Lodico et al., 2010). Participants' narrative answers best addressed the research question of how preservice teachers characterize their multicultural competence in relation to their experiences teaching diverse students. Participant selection followed the research design and approach.

### **Participants**

The participant selection for my qualitative case study included inviting a total of 15 preservice teachers with the goal of interviewing 10-12 of those consenting. After a two sets of invitations were sent, ten preservice teachers consented to participate in the case study. The preservice teacher selection came from practicum or internship courses listed in the fall 2015 class schedule at the local university. Practicum I and practicum II courses come during the second semester of the junior year and the first semester of the senior year. The final semester of the senior year concludes with an internship. Practicum and internship courses are taken after any previous multicultural courses in the degree plans. Once preservice teachers have completed their internship courses, passed licensing

exams required by the state, and graduated from the local university, they are identified as teaching professionals with state teaching licensures in their respective areas of study.

**Criteria for selecting participants.** Purposeful sampling was used for participant selection. Purposeful sampling is defined as “intentionally select[ing] individuals and sites to learn or understand the central phenomenon” (Creswell, 2012, p. 206), such as multicultural competence in this project study. Emmel (2013) specifically identified homogeneous sampling conducted with a “group or sub-group in considerable detail” (p. 39) and the group have defining characteristics. One focal characteristic of homogeneous sampling is all participants are from the same group. In the current sampling, preservice teachers from the local university exemplified homogeneous sampling.

Preservice teachers work with diverse students in field placements. The participant selection involved inviting 15 preservice teachers enrolled in the local university school of education practicum I, practicum II, and internship courses in fall 2015 term to consent to interviews. Participants from those courses represented preservice teachers who could potentially produce information of firsthand lived experiences. Creswell (2012) explained that purposeful homogeneous sampling occurred prior to data collection.

Once participants consented to be interviewed, I conducted semistructured interviews with selected preservice teachers. As fewer than 10 participants consented to interviews after two weeks, I invited five more preservice teachers from each of the practicum I, practicum II, and internship courses in fall 2015 term. I repeated the process

until a total of 10 preservice teachers consented to interviews. According to Creswell (2012) saturation occurred when “the researcher makes the subjective determination that new data will not provide any new information” (p. 433), which in this case would be by interviewing additional preservice teachers. The sampling from preservice teachers provided the local university with data. Local preservice teachers graduate from the local university intending to work in the local schools in the surrounding areas. Thus, local preservice teachers represented the broader educational population of that area.

**Justification of the number of participants.** I used Creswell’s (2012) approach to justify the number of participants. The initial contact with 15 local preservice teachers supported the concept that a few individuals or cases were best used to reach the objective of presenting an in-depth view of a situation. Ten interviews were scheduled out of a total of 30 invitations sent. A smaller sample size allowed for a much deeper inquiry into the phenomenon and simplified the process of gaining access.

**Procedure of gaining access to participants.** The procedure for gaining access to participants incorporated the following process. I worked as an adjunct professor at the local university school of education and planned that fall 2015 preservice teachers will participate. Walden University requested I gain approval of the local university institutional review board approval (IRB) to serve as the IRB of record for data collection. Walden University served as the IRB for data analysis and findings. Gaining access to participants started the pre-working relationship with volunteers.

**Establishing a researcher-participant working relationship.** A working

relationships with participants started with the first e-mail notification I sent to preservice teachers. Two e-mail attachments included the letter of invitation (Appendix B) and the letter of informed consent for preservice teachers. A brief overview of the project study introduced preservice teachers to read the attached letter of invitation and letter of informed consent before making their decision to participate or not. The e-mail notification included my personal contact information if individuals had questions, and instruction for signing the informed consent form and returning by an e-mail attached document should they decide to participate. I received no e-mail notification stating a participant's decision to decline.

The letters of invitation introduced me, my personal education experiences, explained my current position at the local university, and the program of study I currently am conducting research. The title of the project study showed the central phenomenon of the research focus; multicultural competence. The prospective participants learned about an individual, one-time only interview request. I identified the requirements preservice teachers needed for this study. The letter of invitation (Appendix B) outlined the time commitment of approximately 40-50 minutes for the one-time interview. I coordinated the scheduling of the time and dates for the interviews with the volunteer participants within the designated Fall 2015 semester. I provided a full explanation of the nature of the voluntary participation position and thanked individuals for reading the letter of invitation for their time and consideration to participate. Additional information clarified

that if participants wanted to withdraw from the study, they were free to do so with no repercussions.

**Protection of participants' rights.** The letter of informed consent included statements that the study was involved in research surrounding the phenomenon of multicultural competence. The subject selected portrayed concerns of preservice teachers' preparation for the diverse student population. My role as an adjunct teacher at the local university did not include placement with any preservice teachers participating while data collection occurred. As an adjunct teacher, I did not have any authority over participants such as grading or evaluation. The study was part of my Educational Doctor of Education program at Walden University. The letter of informed consent defined the research purpose for describing preservice teachers' experiences with multicultural competence for teaching diverse students.

The letter of informed consent outlined procedures for the data collection. I scheduled a time and place to meet with participants for their individual, one-time interview (Creswell, 2012). Established times and locations were private and not shared with anyone outside the project study. I digitally audio-recorded the interviews for an accuracy of the interviewer and interviewee dialog. In the case of malfunction of the first recorder, a second digital audio recorder was available for backup. I took journal notes by hand to identify body language and additional information that a digital audio recording did not collect (Creswell, 2012).

The letter of informed consent stated the voluntary nature of the study and assured participants that they were not treated any different if they determined a need to withdraw from the study and, no penalties related to school or work would occur. A statement of risks and benefits for being in the study addressed possible uncomfortable situations that could arise that might mirror similar daily encounters such as uneasiness with a topic (Lodico et al., 2010). The benefits of participating in the project study supported social justice and equality for a diverse student population. There was no payment or compensation for the participants' time.

The letter of informed consent included my personal contact information along with the local university Director of Academic Assessment and Accountability, IRB Chair and Coordinator, contact information that could assist participants with concerns about rights as a participant in the project study. Participants were welcome to retain a copy of the letter of informed consent for personal reference. To my personal knowledge, all potential conflicts of interest were disclosed in the letter of informed consent. The letter of informed consent was written in the primary language of the participants selected. No language asked participants to waive their legal rights in the letter of informed consent.

All participants interviewed were assigned a pseudonym, and no personal information shared outside of the project study. After completion of all interviews, I sent each participant a copy of the initial data analysis (Appendix M) with identified themes for member checking (Creswell, 2012). I asked participants to provide feedback within



three days of their viewpoint of the initial analysis in an email reply. All 10 participants replied to the email with acceptance of the initial analysis findings.

All invited participants who accepted the invitation to participate and signed the letter of consent remained active participants in the project study. No participant requested to withdraw. I will keep all data collected, including handwritten notes, and digital audio recorded coded transcripts, for five years. All computer files are password protected, and recordings are maintained in a locked cabinet at my private residence. After the five year period, I will shred all paper files, and delete all computer files.

Confidentiality is crucial to the protection of all participants. Glesne (2011) stated participants have a right “to expect that when they give you permission to ...interview, you will protect their confidences and preserve their anonymity” (p. 172). I collected signed confidentiality agreements (Appendix G) from the transcribers and any other individuals who needed access to or came in contact with collected data. Also, while interviewing participants, I asked all participants to refer to the local site as the university. Protecting the rights of the participants was one component of valuable research (Appendix O).

## **Data Collection**

**Justification for data collection.** Data collection for my qualitative case study derived from semi-structured individual interviews, review of preservice teachers’ lesson plans, and handwritten notes taken during the interview. Individual digitally audio recorded interviews with preservice teachers provided detailed depth for analyzing.

Gagnon (2010) noted interviews were among the most valued sources of information. The use of a semi-structured individual interview reduced the amount of freedom by the respondent but allowed some leeway for probing by the interviewer (Gagnon, 2010). Baskarada (2014) concluded a researcher's use of a semi-structured interview approach allowed freedom for interviewers to refocus questions or prompt questions if something of interest emerged. My interview questions began with open-ended responses followed by prompts to clarify the respondents' answers (Creswell, 2012). The interviews of preservice teachers served as a valuable tool in my qualitative research process.

Preservice teachers' online portfolios were the second source of data. An online portfolio included lesson plans and class profiles. Lesson plans for multicultural classrooms were created, written, and submitted in preservice teachers' online portfolios from previous terms. The lesson plan document served as evidence of multicultural competence of preservice teachers. An accompanying class profile document completed on the preservice teachers assigned class population each semester identified the specific learning needs of the class population. The lesson plan and class profile documentation contributed additional research data.

The final source of data was handwritten notes taken during the interview. Notes included nonverbal expressions that audio recording would not pick up. Lodico et al. (2010) suggested that keeping a journal added to data collection. Creswell (2012) suggested that notes taken served as a backup plan should a recording device fail. Notes

taken during interviews supplemented the digital audio recordings with nonverbal expressions.

The use of interviewing, review of documented lesson plans, and handwritten notes allowed for triangulation of the data to occur. Merriam (2009) described triangulation as “comparing and cross-checking [multiple sources of] data” (2009, p. 216) to confirm credibility and accountability. Cross-referencing themes from interviews, lesson plan data, and handwritten notes taken favored triangulation. Justification to use three forms of data collection provided strength to my study findings.

**Data collection instrument and sources.** The primary data collection tool for my qualitative case study was the interview. Interviews created opportunities for purposeful conversations with the participants in studies (Lodico et al., 2010). Roulston (2010) summarized that interviewers should be prepared, stay true to the research design and question, be a good listener, and remain skeptical through the interview. Interview protocol gave the interviewer a starting point if a conversation needed realigned to the phenomenon being addressed.

Interviews conducted with protocol set the stage for the collection of data. Lodico et al. (2010) described components needed in an interview protocol. Lodico et al. suggested interview protocol included brief scripts explaining the purpose of the project study to the participant, confirmation of the current date, background of the interviewee, and a list of questions guiding the interview. As I conducted the interview, an abbreviated description of my current status as a doctoral candidate was shared establishing a point of

reference for the volunteer being interviewed (Appendix C). The interview protocol (Appendix C) questions served as a starting place allowing flexibility for following new information should it surface by use of probes (Lodico et al., 2010). Interviews served as the first data source followed by review of lesson plans.

In addition to interviews, the second source I used was reviewed preservice teachers' lesson plans and class profiles submitted to an online portfolio at the school of education by the preservice teacher participants. Each semester of practicum I, practicum II, and internship, preservice teachers submit and accumulate assignments in an online portfolio. The assignments have focused on local and professional standards for teacher licensure and the local site's NCATE accreditation (2008). An NCATE standard addressed is diversity in unit standard four (2008). One component highlighted in the school of education lesson plan format is "potential adaptations to the lesson" giving students a section for underscoring any special needs of students in that assigned class. I reviewed the submitted class profile that identified the students with specific learning needs and lesson plans the preservice teacher submitted for those classes. A comparison of the class profile and lesson plans served as the second data collection source.

**Source of data collection instrument and sufficiency.** The source of my first data collection instrument derived from a previously created survey tool. Use of the Multicultural Awareness, Knowledge, Skills Survey: Teacher form (Jones, 2013) provided material for my data collection. The author of the MAKSS: T granted permission to use for research purposes in my study (Appendix D). D'Andrea, Daniels,

and Heck (1991) established sufficiency with the MAKSS: T form through the reliability and validity of the survey. The MAKSS: T form contained 50 items divided into three subscales that are, Awareness (8 items), Knowledge (22 items), and Skills (20 items) (D'Andrea, Daniels, & Noonan, 2003; University of Wisconsin-Eau Claire, 2014). A selection of questions drawn from the MAKSS: T served as the foundation of the reconstructed interview questions. Table 2 correlates connections between components of multicultural competence identified by D'Andrea et al. (1991), definitions of the components (Prieto, 2012), and the competence models of Mason et al. (1996) and Pedersen (1994) with interview questions designed to answer the research question.

Table 2

*Interview Questions Addressing Multicultural Competence: Acquisition of Awareness, Knowledge, and Skills*

Components of Multicultural Competence	Interview Questions	Mason et al. (1996) model of cultural competence	Pedersen (1994) model of cultural competence
Lack of awareness, knowledge, skills	1. Could you describe a situation or experience when you lacked multicultural awareness, knowledge, skills? How did you deal with the situation? What happened?	(a) cultural destructiveness	
Lack of awareness, knowledge, skills	2. Could you describe a situation or experience when it was difficult to deal with a person from another culture? How did you deal with the situation? What happened?	(b) cultural incapacity	
Lack of awareness, knowledge, skills	3. Could you describe a situation or experience when you were not aware of the cultural perspective of a person from another culture? How did you deal with the situation? What happened?	(c) cultural blindness	
Awareness	4. Describe your experience when you needed to compare your own cultural perspective with that of a person from another culture? How did you deal with the situation? What happened?	(c) cultural blindness (d) cultural pre-competence	(a) understanding (b) acceptance
Awareness	5. Can you give any examples of <i>intentional</i> communication signals that you may have experienced? How did you deal with the situation? What happened?	(d) cultural pre-competence	(a) understanding (b) acceptance (c) working skillfully with others
Awareness	6. Can you give any examples of <i>accidental</i> communication signals that you may have experienced? How did you deal with the situation? What happened?	(d) cultural pre-competence	(a) understanding (b) acceptance (c) working skillfully with others
Knowledge	7. Can you give any examples when collaboration with others helped you with multicultural issues? Is there anything else? Can you elaborate? Can you explain further?	(d) cultural pre-competence	(a) understanding (b) acceptance (c) working skillfully with others
Skills	8. Describe your experiences teaching students from a cultural background significantly different from your own. Is there anything else? Can you elaborate? Can you explain further?	(d) cultural pre-competence	(a) understanding (b) acceptance (c) working skillfully with others
Skills	9. Describe your experiences assessing the needs of students and their families from a cultural background different from your own? Is there anything else? Can you elaborate? Can you explain further?	(d) cultural pre-competence	(a) understanding (b) acceptance (c) working skillfully with others

**Processes for data collection.** Fall 2015 term was the period for the data collection and the local university served as the site for data collection. I scheduled the semi-structured interviews for a time that worked with the interviewees' school or work schedules and conducted during participants' free time. The local university supplied the private room location for the interviews being conducted with preservice teachers. A digital audio recorder used during each interview housed data until I uploaded data to TranscribeMe (2015). Transcribers employed by TranscribeMe were assigned uploaded data for transcription. A Walden confidentiality agreement was signed by an employee of TranscribeMe (Appendix G) and TranscribeMe provided a confidentiality agreement all employees sign (Appendix F). When a transcription was completed, I received an email notifying me the transcript was completed and ready to download. Audio files remain in my personal account with TranscribeMe and are housed there for five years password protected.

The second source for data collection of lesson plans and documented class profiles of the preservice teacher was an online portfolio. I received permission from the local university IRB who served as the IRB of record for the data collection to access the online portfolio for research purposes. A review of submitted lesson plans compared to the learning needs identified in the class profile for a preservice teachers assigned semester field placement provided evidence for review. The portfolio system was password protected for each authorized user and served as a source of data collection.

The third source for data collection included handwritten notes taken during the interviews with preservice teacher participants. As the interview was conducted, I noted the setting, any body language the might add to the recorded interview, and personal thoughts that might alert me during the analysis process. These notes were taken on a tablet and marked by a participant's pseudonym letter.

**Systems for keeping data.** Data collected and organized by spreadsheets, file folders, and computer files early on made it easy to add emerging data from the start (Creswell, 2012). A developed color coding system helped track commonalities in the collected data (Appendix K). A duplicate password protected copy of all data collected will remain at my home residence. Remaining organized and use of organized systems assisted in keeping the collected data easy to reference during the analysis process.

**Procedures for gaining access to participants.** Following IRB official approval [██████15-003] from the local university and Walden University IRB approval [07-21-15-0374726], I sent e-mail notifications out to 15 prospective participants by personal, local university e-mail accounts. I sent individual e-mails and not a group e-mail invitation. I sent invitations to five practicum I, five practicum II, and five internship preservice teachers enrolled in the fall 2015 term. One volunteer consented in practicum I Middle-Level Education (MLED), four from practicum II Early Childhood Education (ECED), and one intern in ECED. Following a period of about two weeks, I followed the same process of sending additional invitations to five practicum I, five to practicum II, and five internship preservice teachers. Two interns in Secondary Education (SED) volunteered



along with two additional practicum II ECED (Table 3). Table 3 identified all three preservice teacher groups represented in the 10 interviews with six participants from practicum II ECED. Practicum I preservice teachers have had limited classroom experiences while practicum II and internship preservice teachers have more accumulative time in classrooms. No other preservice teachers responded to the invitation. Once volunteers agreed to participate, signed the informed letter of consent, and returned the informed letter of consent, one additional e-mail communication was sent confirming interview times and room numbers (Appendix E). There was no response from any preservice teacher declining the invitation to participate.

Table 3

*Participants Interviewed and Course Titles for Fall 2015*

Participants	Course Title	Time Requirements	Gender
A	Internship ECED	Full Semester	Female
B	Practicum II ECED	60 hours	Female
C	Practicum II ECED	60 hours	Female
D	Practicum II ECED	60 hours	Female
E	Practicum I MLED	40 hours	Female
F	Practicum II ECED	60 hours	Female
G	Practicum II ECED	60 hours	Female
H	Practicum II ECED	60 hours	Female
I	Internship SECONDARY	Full Semester	Male
J	Internship SECONDARY	Full Semester	Male

*Note.* ECED= Early Childhood Education; MLED= Middle Level Education; Secondary= Secondary Education Subject Specific.

**Role of the researcher.** Currently, I teach as an adjunct at the local university school of education. Preservice teachers enrolled with other professors qualified for participation in the proposed study during the Fall 2015 term. I did not have a teaching assignment that included any of the participating students. As the researcher, my role remained disengaged from the participants.

My role in relationship to the focused phenomenon of multicultural competence in this proposed study is one of a teacher who identified a need to bring about social change for the benefit of teacher education programs locally and nationally. As a former public school employee, I recognized benefits for that setting as well. Living in a

southern state, a diverse student population and a diverse community would benefit from such a proposed study. Following the recommendations of the American Psychological Association (2010), I used precision in writing to avoid bias and only mentioned differences when relevant. The use of labeling individuals was avoided to protect the individuality of the participants. The role of the researcher carried a responsibility in scholarly writing.

### **Data Analysis**

**Process of data analysis.** The process of data analysis started with a systemized approach. Guest, MacQueen, and Namey (2012) emphasized the importance of maintaining a “systematic analysis process aligned with a targeted analysis objective” (p. 29) for retention of quality and preservation of reserved data in the current study. Following established targeted analysis objectives, steps are needed to reach those objectives. Creswell (2012) identified six steps involved in data analysis and interpreting. The six steps follow:

1. Preparing and organizing the data;
2. Exploring and coding the database;
3. Describing findings and forming themes;
4. Representing and reporting findings;
5. Interpreting the meaning of the findings;
6. Validating the accuracy of the findings. (p. 236)

Organization around Guest et al.’s (2012) targeted analysis objectives and Creswell’s

(2012) data analysis steps, the data analysis process gained structure. Guest et al. also described the exploratory analysis approach that I used after the analytical objective was determined. Guest et al. defined exploratory analysis as “what emerged from the interaction between researcher and respondent” (p. 36) that inspired the coding and identification of the emerging themes. Providing the data analysis process with structure produced a framework support for data.

The data analysis process for my qualitative case study started with digital audio recorded interviews uploaded into TranscribeMe (2015). TranscribeMe provided a comprehensive security policy (Appendix F) and a sales operations manager signed a Walden confidentiality agreement (Appendix G). The TranscribeMe service had transcribers assigned to take the digital audio recordings and transcribe them into text (Appendix J). Once the text was ready, transcribers sent an email notification the transcribed text was ready for return. Data analysis of the transcribed recordings began.

I first placed the transcribed text in my NVivo 10 software account. After consideration of the NVivo 10 services, I declined the use of the service. I continued to create and use a Word table created to house the collected data that better served my need. After each interview, I uploaded the digital audio recording for transcription. I read each interview transcript three times, coding and searching for commonalities. I designed a color code system and coordinated what data went with the codes (Merriam, 2009) (Appendix K). Also, I included handwritten notes taken during the interviews for the

additional text describing the participant's body language, facial expression, and any commonalities not collected in a digital recording (Appendix L).

The process of data analysis also involved reviewing lesson plans and class profiles (Appendix H, Appendix I). I analyzed previously submitted lesson plans and class profiles participating preservice teachers agreed to release. The class profiles identified the learning needs of the class population for the created lessons (Appendix I). Class profiles specifically focused on English Language Learners that would indicate cultural composite of the classes. Lesson plans, class profiles, and the transcripts of interviews, along with handwritten notes taken at each interview, allowed for triangulation. One type of triangulation Denzin (1970) identified was using multiple theories and the perspectives of those theories to interpret the data. I reflected on Mason et al.'s (1996) model of cultural competence described in my conceptual framework, and correlated findings from interview transcripts, and lesson plans to the model. Theoretical triangulation afforded additional strengthening in the qualitative research data analysis.

All sources of data contributed to the property of evidence collected. First, disseminated copies of the initial data analysis results went to participants first for member checking (Appendix M). Member checking rendered no changes needed. Second, faculty and administration at the local university school of education will be provided links to the final published project upon approval of the final study. Last, a review of venues for submitting publications such as peer-reviewed journals and professional conference presentation opportunities will be considered.

**Evidence of quality and procedures.** The indication of quality in my qualitative case study started with ensuring credibility. The time spent with each interviewee added value and built credibility to the project study (Lodico et al., 2010). Farquhar (2012) claimed readers convinced of a sense of protocol throughout the study derive authenticity of the study. Member checking served as a bias check, as I aimed for a balanced view of the data collection (Lodico et al., 2010). Creswell (2012) explained that going back to participants in the study and asking them to review the findings added credibility to research and diminished discrepant cases. Following the initial data analysis of the transcribed text, each participant had opportunities to review and make comments on corrections or interpretations reflecting accuracy. No changes were requested.

Researchers determine the evidence for transferability by their situation. Featherston (2008) pointed out that improving chances for researchers to transfer findings from one qualitative study to others depended on the quality of the reporting in the original study. I read peer reviewed journal articles that highlighted recent findings from others researching same or similar multicultural competence phenomenon. Findings from those studies furnished the framework for my project study. The finding in my project study matched similar findings found in other current research findings. Dixon et al. (2014) supported the ongoing need to support teachers with continuous professional training for changing demographics of the student population. Dixon et al.'s (2014) research served as an example for professional teacher training relevancy and ongoing need for research to narrow the gap between the sufficiency of the multicultural training

received by teachers working with a diverse student population and those students' educational needs. Examining the findings from other studies prompted my project study and findings future researchers may find applicable.

**Procedures for dealing with discrepant cases.** Researchers occasionally uncover discrepant cases. Merriam (2009) pointed out that time spent collecting data would most likely reveal variations in the original understanding of the phenomenon. Merriam additionally suggested purposefully looking for data that supported disconfirming or challenging findings (2009). This particular strategy was one example of discrepant or negative case analysis (Merriam, 2009) or deviant case (Silverman, 2010). Qualitative research exhibits interpretive analysis and could uncover unforeseen data.

Research composed evidence is valued but at times complex. Creswell and Miller (2000) pointed out researchers “find confirming rather than disconfirming evidence” (p. 11) easier. Research recognized to contain discrepancies need to be reported in the findings alerting readers of those discoveries (Creswell & Miller, 2000; Lodico et al., 2010). All data reported from the research whether discrepant or not should remain usable for establishing the credibility of the project and individuals studying the phenomenon. No discrepant data emerged in my project study.

### **Data Analysis Results**

Data analysis results generated through several processes. The first process initiated by establishing targeted analysis objectives (Guest et al., 2012). Creswell (2012)

established data analysis steps that when applied helped reach analysis objectives. Data were generated by semi-structured interview transcripts, lesson plans, class profiles, and handwritten notes. Ten preservice teachers in practicum and internship courses in the fall 2015 semester at the local university contributed the collected data.

**Preparing for analysis.** Analysis began by referencing the research question, how do preservice teachers characterize their multicultural competence in relation to their experiences teaching diverse students. The analysis objective of my qualitative case study centralized on how preservice teachers characterize their experiences with multicultural competence. The practical purpose of the analysis focused on developing an intervention for preservice teachers based on experiences shared and evidence gathered from interview transcripts, lesson plans, and class profiles, and handwritten notes taken during the interviews. The analytical purpose focused on identifying shared experiences with multicultural competence and a comparison between participants' shared experiences. Guest et al. (2012) stated "analysis should directly inform one or more of your research questions" (p. 32) producing evidence. Alignment of the research question and analysis objective supported the selection of the analysis approach.

Three sources generated the project study data. The first step in data analysis was preparation and organizing of the data (Creswell, 2012). The primary source was individual semi-structured interviews. The second source of data was generated from submitted lesson plans reflecting a multicultural class preservice teachers experienced the previous semester. The final source was handwritten notes taken during the interview.



Merriam (2009) defined data analysis as the “process of making sense out of the data” (p. 175) collected. Also, Merriam viewed qualitative data collection and analysis as a simultaneous process different from quantitative data collection and analysis that occurred after data collection. Triangulation conducted between the three sources of data justified the significance of the generated data.

The first generated data collection source I used was digital audio recorded semi-structured individual interview questions. After each interview had concluded, the digital audio recording was uploaded to TranscribeMe (2015) for transcription into a word document. When the file transcription was complete (Appendix J) I downloaded the Word document to my personal home computer for initial data analysis. All digital audio recordings were submitted to TranscribeMe (2015) one at a time until the completion of all interviews.

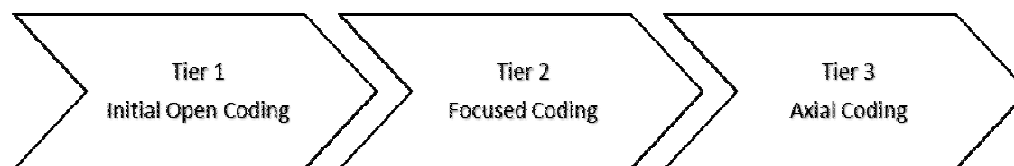
The second generated data collection source I reviewed consisted of a previously submitted lesson plan (Appendix H) and a preservice teacher’s class profile stored in an electronic portfolio (Appendix I). I received permission to access preservice teachers’ electronic portfolio by the informed consent preservice teachers signed. Preservice teachers assigned in prior field placements constructed class profiles (Appendix I) reflecting the student population in that classroom and learning needs of that student population. The second generated data collection source I reviewed consisted of lesson plans and class profiles.

The third source of data collection I reviewed was handwritten notes taken during the interview process (Appendix L). Notes were scanned and saved on my home computer. The notes provided information recordings would not reflect. Interviews, reviewed lesson plans, class profiles, and handwritten notes taken during the interview were part of my data collection that took place simultaneous with data analysis. The organized data were ready for Creswell (2012) data analysis Step 2.

**Coding.** Data analysis included a coding process. Creswell (2012) identified coding as Step 2 in the data analysis process. Coding was defined as “assigning some sort of shorthand designation to various aspects of your data” (Merriam, 2009, p. 173) for easier references back to my research question. The coding could be a unit like words, numbers, phrases, letters, colors or any combinations of these (Merriam, 2009). In reference to the preservice teacher participants, I assigned an alphabetic letter representing each participant in the study. For example, Participant D shared “I severely lacked the ability to communicate in that kind of format” (Appendix K). I coded the statement by Participant D as language barrier and assigned a gray highlight to the initial code language barrier (Appendix K). Participants C, E, F, H, I, J shared similar comments that related to the initial code language barrier assigned Participant D (Appendix K). The comparison of coding units helped identify recurring regularities in different data sources of a collection (Merriam, 2009).

Coding began through the inductive process. Figure 1 displays coding tiers. Tier 1 represented initial open coding that started by reading through one complete interview

transcript three different times and hand coding segments of data that related to the phenomena being studied (Lodico et al., 2010). Merriam (2009) defined this coding as “open coding” (p. 178) assigned to first findings. Open coding allowed access to an interviewees’ experiences as they shared answers to the interview questions (Appendix K). Figure 1 showcased Tier 1 as identifying the initial open coding. Tier 2 represented conducting a refined focused coding over the initial coded data for further clarification of the data (Appendix N). Tier 3, in Figure 1, targeted axial coding where similar open coding [focused coding] group together based on interpretation of like units (Merriam, 2009). Miles and Huberman (1994) stated “codes are efficient data-labeling and data retrieval devices” (p. 65) effective in structuring the findings. Coding helped establish meaning of data collected. Coding allowed for development of thick descriptions and themes.



*Figure 1.* Tiers of the coding process.

**Thick descriptions and themes.** Step 3 in Creswell’s (2012) data analysis emphasized clarification of thick descriptions and themes. Describing data that helped readers live the experience. Lodico et al. (2010) described the goal of thick descriptions as providing a rich description of experiences and settings. Miles and Huberman (1994) suggested once coding was completed, pattern codes should be applied. Miles and

Huberman (1994) defined pattern coding as “a way of grouping those summaries [coding] into a small ...theme” (p. 69) drawing from each coded interview transcript (Appendix, R), coded lesson plan (Appendix, K), and handwritten notes taken from interviews (Appendix, P), helped orchestrate expanded explanations and provide emerging themes providing answers to the research question. I counted the occurrences of each Tier 3 code and identified the most frequent occurrences. These codes were considered sub-themes and a broad themes were assigned to the whole as exemplified in Table 4. Thick descriptions helped provide explanations to the phenomena of multicultural competence. Themes emerged from the thick descriptions of the experiences in the data as shown in Table 5.

Table 4

*Tier 3 Axial Coding Occurrences*

Components of Multicultural Competence	Interview Question	Tier 3 Axial Coding	Occurrence	Sub-Themes	Broad Theme
Awareness	4. Describe your experience when you needed to compare your own cultural perspective with that of a person from another culture? How did you deal with the situation? What happened?	Culture/customs	4	Culture/customs, lack of	Classroom Instructional Strategies for Diverse Student Population
		Language barrier	2	Other perspective	
		Parent involvement	2	Language barrier	
		Experience-lack of	3	Instruction for diverse population	
		Relating to knowledge of teaching strategies applicable to a diverse population	3		

Themes produced the organizational framework for the data collection and analysis.

Merriam (2009) described themes as “recurring pattern[s] that cuts across your data” (p.

181) that are abstractions taken from all the data. Lodico et al. (2010) described themes

as “the big ideas” (p. 307) that bring together several codes that guided the research.

Merriam (2009) supported Miles and Huberman (1994) with previous conclusions

concerning the codes and emerging themes. Themes were helpful in reporting the

research findings and what the findings meant.

Table 5

*Interview Questions Addressing Multicultural Competence: Tier 3 Axial Coding, Sub-Themes, and Broad Themes*

Components of Multicultural Competence	Interview Questions	Tier 3 Axial Coding	Sub-Themes	Broad Theme
Lack of awareness, knowledge, skills	1. Could you describe a situation or experience when you lacked multicultural awareness, knowledge, skills? How did you deal with the situation? What happened?	Multicultural awareness, Culture/customs Language barrier Knowledge of teaching strategies applicable to a diverse population Emotional stress	Cultural blindness Emotional/stress Differentiated instruction	Lack of practice, multicultural experience, cultural blindness
Lack of awareness, knowledge, skills	2. Could you describe a situation or experience when it was difficult to deal with a person from another culture? How did you deal with the situation? What happened?	Culture/customs Emotional stress Language barrier Parents involvement Knowledge of teaching strategies applicable to a diverse population	Culture practices Diverse parenting Language barrier Emotional stress Instruction	Classroom instructional strategies for diverse student population
Lack of awareness, knowledge, skills	3. Could you describe a situation or experience when you were not aware of the cultural perspective of a person from another culture? How did you deal with the situation? What happened?	Unaware of others views Culture/customs Language barrier	Others perspective Culture/customs Language barrier	Culture blindness
Awareness	4. Describe your experience when you needed to compare your own cultural perspective with that of a person from another culture? How did you deal with the situation? What happened?	Culture/ customs Language barrier Parent involvement Experience-lack of Relating to Knowledge of teaching strategies applicable to a diverse population	Culture/customs, lack of Other perspective Language barrier Instruction for diverse population	Classroom instructional strategies for diverse student population
Awareness	5. Can you give any examples of <i>intentional</i> communication signals that you may have experienced? How did you deal with the situation? What happened?	Unawareness/blindness Culture/customs Language barrier Nonverbal cues	Unawareness Language barrier	Communication

(table continues)

Components of Multicultural Competence	Interview Questions	Tier 3 Axial Coding	Sub-Themes	Broad Theme
Awareness	6. Can you give any examples of <i>accidental</i> communication signals that you may have experienced? How did you deal with the situation? What happened?	Unawareness/blindness Culture/customs Language barrier Nonverbal cues	Unawareness  Language barrier	Communication
Knowledge	7. Can you give any examples when collaboration with others helped you with multicultural issues? Is there anything else? Can you elaborate? Can you explain further?	Mentor/teacher Other students Confrontations Translators	Placement teachers  Other students	Additional mentoring/ collaboration
Skills	8. Describe your experiences teaching students from a cultural background significantly different from your own. Is there anything else? Can you elaborate? Can you explain further?	Culture shock Unprepared Clueless Numerous aspects of Diverse parenting Instruction weakness/expectation	Instruction/expectations students/parents  Unprepared	Cultural unawareness  Differentiated instruction skills
Skills	9. Describe your experiences assessing the needs of students and their families from a cultural background different from your own? Is there anything else? Can you elaborate? Can you explain further?	Aside from standardize- no clue Needs are defined different in other cultures Language barrier Parents perspective Unexperienced at assessing	Lack of practice and identification  Culture/customs	Unskilled at assessing

## Research Question Findings

The research question for my qualitative study was addressed by the finding. Steps 4 and 5 of Creswell (2012) data analysis emphasized interpretation of meanings. The findings showcased the identified problem as the gap between the increased cultural diversity of students and the level of multicultural competence of preservice teachers. Furthermore, the findings aligned to the analytical objective and research question, how do preservice teachers characterize their multicultural competence in relation to their

experiences teaching diverse students? All responses to the nine interview questions provided by the 10 preservice teachers described their multicultural competence for teaching diverse students. Four broad themes emerged from the data collection that supported the definition [awareness, knowledge, skills] of multicultural competence as seen in Table 6.

Table 6

*Summary of Themes Emerged from Tier 3 Axial Coding*

Components of Multicultural Competence	Sub-Themes	Broad Themes
Lack of Awareness, Knowledge, Skills	Cultural Blindness Emotional/stress Differentiated instruction Diverse parenting Language barrier Others perspective Culture/Customs	Lack of Practice, Multicultural Experience, Cultural Blindness
Awareness	Culture/Customs Others perspective Language barrier Unawareness Differentiated instruction	Lack of Communication Skills, Cultural Understanding
Knowledge	Mentor/teacher Other students Confrontations Translators	Mentoring, Collaborative Practice
Skills	Instruction/expectations Students/parents Unprepared Lack practice of identifying needs Culture/Customs	Skills Meeting Diverse Needs



**Theme 1: Lack of practice, multicultural experience, and cultural blindness.**

Participants were asked in Interview Question 1 if they could describe a situation or experience when they lacked multicultural awareness, knowledge, skills. Participants unanimously voiced that they all had little exposure to different cultures and did not realize until they were in the middle of placement experiences how different it was.

Participant B said, “Maybe I could have done a little more research had I realized culture differences were going to make me feel so inadequate when trying to communicate with two culturally different teachers”. Participant B prefaced that the experience occurred while on a school observation field trip. Participant B further explained that she was nervous about that interaction, and it was simply the lack of knowledge on her part about those teachers culture that was personally concerning. Participant B expressed fear of offending the teachers and unknowingly doing so.

Participant E shared it was obvious that lack of awareness, knowledge, and skills of a particular culture caused a beginning music lesson to end in personal frustration on their part. First, communication appeared more of a problem than anticipated, musical terms were harder to explain, and non-verbal communication was inadequate as well. Mason et al.’s (1996) model of cultural competence identified the lack of awareness, knowledge, and skills as cultural destructiveness. Preservice teachers lacked awareness, knowledge, and skills as reflected through shared culturally different experiences.

Interview Question 8 addressed experiences like Interview Question 1. Participants experienced teaching students from a cultural background significantly

different from their own. Two interns in SED and all ECED practicum II preservice teachers expressed their concerns at the wide gaps between cultures and academic expectations. The two interns shared similar stories of expectations diverse parents had for their children's school success. The interns recognized that cultural norms differed.

Preservice teachers shared the families expectations were not on grades, but success in other areas such as music, sports, or even work outside of school. The preservice teachers who had experienced practicum I and practicum II at different grade levels of field placement found what worked for their personal learning styles might not match or help their diverse students. The broad theme of lacking practice and cultural blindness due to lack of experience emerged from Interview Question 1 and Interview Question 8.

**Theme 2:Lack of communication skills, cultural understanding.** Interview Question 2 addressed working with persons from other cultures. Interview Question 2 asked if participants could describe a situation or experience when it was difficult to deal with a person from another culture. All participants indicated the language barrier was the first difficult issue. Many of their students were native United States citizens and spoke English, but at home the families' cultural language is the primary language. The language barrier occasionally appeared a problem when working with the parents. Some schools have staff who serve as language interpreters, but interpreters are not always available when the need arises.

Participant D shared about a parent who brought a birth certificate to the school to enroll their child in kindergarten and got confused and upset because of the language barrier. The interpreter was not available and neither the office staff nor parent could communicate in the parent's language. Participant D indicated that at one point she moved closer to try and help with the minimum words in Spanish with which she was familiar. As difficult as the language barrier between the preservice teacher and a parent can be, Participant I said, "Children new to the United States come into the schools, for the most part behind academically, and not knowing the spoken language in school is just another strike against them". Participant I witnessed this situation in one past field placements. Language barriers are problematic along with custom differences.

Along with the language barrier, preservice teachers found cultural difference surprisingly unfamiliar. Participant A shared that during a Thanksgiving holiday season, they were reading a book to students, and a discussion of the traditional meal came up. Many Spanish children had a noticeably different Thanksgiving meal from what other students thought was normal. Participant A further commented that she had trouble explaining to the children what some of the Spanish foods were. The customs of that particular culture were foreign to her, and she interacted with the various cultures in schools but seldom in community events. The lack of knowledge about other cultures appeared to be one of the themes emerging as the interview questions continued. Mason et al. (1996) identified cultural incapacity as a second descriptor when lacking cultural

awareness, knowledge, skills. Preservice teachers' difficulty dealing with persons from another culture identified with cultural incapacity but unknowingly.

Interview Question 3 inquired about not being aware of the cultural perspectives of a person from another country. Participant H said, "I just assume that everybody's American and that they are southern". The participant continued to explain that she knew that is not the case but educated by White female teachers, for the most part, that is how you enter the teaching profession. Participant H continued, "You just don't think things will be all that different". Participant B shared an experience where she lacked understanding of cultural differences about religious holidays and celebrations. Participant B said "I almost removed little dirt smudges on their foreheads" until the classroom teacher explained the family observed a religious holiday.

Participant E was surprised by the open, affectionate responses to greeting that one culturally different group of students expressed. Participant E described herself as a reserved individual and not a "hugs or kisses" person, and when this one group of students arrived they wanted to kiss her cheek because the mother was always encouraging it. Lacking an awareness and knowledge of others' cultural perspective matches Mason et al.'s (1996) component of cultural blindness. Awareness was often absent when related to the cultural perspective.

Interview Question 4 asked participants to share experiences when personal, cultural perspective needed to be compared to other cultures. Participants B and F shared first-hand experiences that identified similar situations. Participant B described pick-up

times, after school, showed a very different picture of family cultures. For the most part, many parents arrived at the schools in cars to pick up children or children loaded buses to ride home. Participant F explained, “At my last placement when school was out, the outside doors opened, and children just run into the neighborhoods. They go home on their own, usually to an empty house” so culturally different. Participant B witnessed whole families coming to pick-up their children on a regular basis.

In addition to the similar pick-up procedures, mothers of diverse students appeared to serve as the contact person for the family. The fathers were rarely present at conferences or school events. If fathers were present, the entire family arrived together. Culturally different parenting emerged as experiences shared. Two participants lacked having the experience to share. Participants experienced personal and culturally different perspectives.

Interview Questions 5 and 6 produced the fewest answers from participants. The questions centered on preservice teachers experiences with intentional communication signals and accidental communication signals respectively. Participant A stated “cannot think of one” and “I have not had one, but I do know they exist, not sure what they are”. Participant C had similar comments “not aware of any” “I just don’t know”. Participant F discussed trying to compensate for the language barrier “lots of hand signals...hope I did not offend anyone”. It appeared Question 5 and 6 made many of the participants slightly nervous by handwritten notes taken during the interviews (Appendix L). Participants

were not aware of intentional communication signals and accidental communication signals from other cultures.

Most participants took a little longer to think about the questions and tried to come up with an answer but then expressed they did not know. Some participants had awareness but lacked knowledge of intentional communication signals and accidental communication signals. Participant G stated that “exasperated sighs, rolling eyes showed communicating in any languages”. Those signals were intentional signals students of Participant G had worked with at upper-grade placements.

**Theme 3: Mentoring and collaborative practice.** Interview Question 7 asked participants to give examples when collaboration with others helped with multicultural issues. All 10 participants spoke of collaboration with the mentor teachers as part of their classroom experiences. When probed further if additional mentors were reached out to, the responses by all participants were “no”. They had not gone to anyone else except they used students fluent in the cultures language to help. The participants failed to identify others like professors or community programs. The response was to the point. Additional mentoring and collaborative practice is needed implemented to encourage multicultural competence.

During data analysis, I moved to the second data collection source. A review of lesson plans and class profiles supported the broader theme of instructional strategies for diverse student population. After preservice teacher participants had given permission to view personal work in the electronic portfolios, I conducted an analysis of the items. The

local university served as the IRB of record for data collection. The local IRB requested gaining preservice teachers' permission to view their work. I included a paragraph in the letter of consent stating that request. The request stated if the participant did not want lesson plans used that I would respect the request and only conduct the interview. All participants gave the approval to view their work in the electronic portfolio used by the school of education for submitted assignments by preservice teachers in practicum I, practicum II, and internship courses.

Table 7 identifies the number of English Language Learners (ELL) preservice teacher participants had in their prior field placements. The participants created lessons for the assigned classes and one component of the school of education lesson plan designated preservice teachers accommodate the special needs of those classes. For the purposes of this project study, only the ELL numbers were given in Table 5. The potential adaptations to the lesson were brief and limited.

Table 7

*Sample Lesson Plans and Coordinating Class Profiles*

Participants	Class Profile Data	Potential Adaptations to the Lesson Based on Class Profile Data	Codes
A	5 ELL	“Simplify instruction for students that need extra help”.	Instruction-simplify
B	0 ELL	“If the SMART board is not working, I can use the small white board in its place. If the activity takes longer than expected, during workstation time.”	Equipment
C	4 ELL	“I will have the ELL students clasp out the syllables in a word. If ELL students are having a hard time, or other students who do not understand, I will give them a paper that has 5 _at words on it. That way they will see the ending and just change the first letter. So the words cat, sat, hat, mat, or bat could be produced”.	Strategies- hand claps worksheet
D	2 ELL	“If children have difficulty listening to story, teacher will provide YouTube video of story being told along with illustrations for repeated use”.	Listening- distractions Visuals
E	No Data Available	No Data Available	No Data Available
F	0 ELL	“Should our lesson be interrupted by a drill I will reschedule this assignment for another day”.	Interruptions Schedules
G	8 ELL	“I plan on having pictures, to reinforce vocabulary”.	Illustrations - reinforcements
H	2 ELL	“I would have a worksheet for the students where they label first, next, and last....I would also stay with them when they work the sheet”.	Worksheet Teacher Assistance
I	4 ELL	“If technology fails and I cannot use the Elmo or the smart board, I will model the lesson on the white board”.	Technology
J	5 ELL	“Move students to sit by helpers”.	Environment

*Note:* ELL= English Language Learner

The potential adaptations to the lessons focused on themes of equipment use, simplified instruction with no details, visuals, and schedule modification. No concrete focus on the instructional aspect for diverse learners appeared represented in the brief comments in the adaptations given. Finding from the lesson plan reviews and class portfolios supported the lack of instructional strategies knowledge for a diverse student population. The emerging experience of preservice teacher revealed the need for additional collaboration, mentoring, and knowledge of differentiated instruction for diverse student populations.



**Theme 4: Skills meeting diverse needs.** Preservice teachers were asked in interview question 9 to describe experiences assessing the needs of students and their families from a cultural background different from their own. The immediate response by most focused on standardized assessments that most had not had that experience. When probed further, responses by Participants A, B, C, E, H, I, J were thoughtful when sharing that what they saw as needs might not be what a diverse student or family would characterize as needs. Participants were not sure how to handle assessing students and family needs because of the difference between cultures and values. Lacking skills in teaching and assessing the needs of students and their families was shared by preservice teachers and identified relevant needs of preservice teachers.

The findings the exploratory analysis identified four broad themes that emerged from preservice teachers' interviews, reviewed lesson plans, and class profiles, and hand written notes taken during the interviews. The four broad themes pointed to the lack of awareness, knowledge, and skills suggesting lack of experiences. Preservice teachers shared a lack of experiences in culture, cultural perspective, diverse parenting, and communication while in assigned field experiences. Shared experiences revealed the need for additional knowledge in planning differentiated instruction for diverse student populations and additional collaboration/mentoring to add to experiences. The final theme suggested preservice teachers were inexperienced with assessing student and parents needs of individuals culturally different from themselves.

All the findings supported the analytical objective that focused on how preservice teachers characterize their experiences with multicultural competence and the objective aligned to the research question. The research questions inquired how preservice teachers characterize their multicultural competence in relation to their experiences teaching diverse students. The findings further supported the practical purpose of developing an intervention like a 3-day professional development training for the purpose of adding to preservice teachers multicultural competence awareness, knowledge, and skills.

### **Evidence of Quality**

Validating the findings for accuracy was step six of Creswell (2012) data analysis and interpreting. Evidence of quality for my qualitative project study started with internal validity known as triangulation. Merriam (2009) described triangulation as the use of different sources and cross-checking all collected data. Cross-checking of participants' shared experiences in each of the nine interview questions (Appendix J), along with reviewing participants' former submitted lesson plans with class profiles (Appendix H and Appendix I), and hand notes (Appendix L) were taken during the interviews identified commonalities in themes. No discrepant cases appeared during the analysis of the data from either interview transcripts, review of lesson plans and class profiles, or notes taken during the interviews. Triangulation provided strength to my project study.

Member checking was the second form of evidence to support credibility. Participants received an initial analysis from the 10 interviews questions conducted for review and confirmation of the findings (Appendix M). All 10 participants replied to the

member checking. Participants expressed approval in the reported findings. The time frame for member checking was three days.

Ethical accountability supported training that I completed prior to the start of the research provided evidence of quality. I received my Certificate of Completion from The National Institutes of Health Office of Extramural Research. Date of completion was May 15, 2014. Also, I received IRB approval from my local university IRB, No. [REDACTED] 15-003 and Walden IRB approval number 07-21-15-0374726. The local IRB served as the IRB of record for the data collection, and Walden IRB served as the IRB of record for the data analysis and data findings.

Based on data findings from my project study, I developed a 3-day professional development training as the project outcome. I based the 3-day professional development training proposal on themes that emerged during interviews, lesson plan and class profiles reviewed, and written notes taken during the interview process. To build and strengthen preservice teachers' growth and development in multicultural competence for diverse students, training was designed to strengthen teaching practice that serves the preservice teacher and the local community. I recommended integrating the training into practicum I, practicum II, and internship course assignments in the local school of education.

### **Conclusion**

In conclusion, Section 2 explained the qualitative case study I proposed using for research. The qualitative case-study design complimented the problem and research

questions. With the data collection centered on interviews with volunteer preservice teachers, the review of lesson plans, and handwritten notes, the need to gather answers to questions and to narrow the gap of the research problem appeared attainable. I outlined protocol for participant selection, explained the process of gaining access, and described participants' protection. The study design led to the proposed data collection methods of semi-structured interviewing with open-ended questions, a review of submitted lesson plans and class profiles in an online portfolio of preservice teachers, and handwritten notes from interviews. I identified my professional role in relation to the volunteers and any biases addressed concerning prior positions with preservice teachers. A description of how collected data were stored and protected was presented. For authenticity of the study and findings, I addressed issues of discrepant cases.

Section 3 outlines the project based on the results of my project study findings. The identification of goals of the project and the rationale are stated. A review of the literature provides theoretical support for the project study. The professional development genre supports content delivery needed to support themes identified in Section 2.

## Section 3: The Project

### **Introduction**

In Section 1 of this project study, the problem addressed was the gap between the increased cultural diversity of students and the level of multicultural competence of preservice teachers. In Section 2, I identified the qualitative case study as the methodology for data collection and analysis and presented data analysis results. A 3-day professional development training project was selected and approved as the genre for addressing the findings identified in Section 2. Data from the study revealed four broad themes:

1. Lack of practice, experience, and cultural blindness.
2. Lack of communication skills and cultural understanding.
3. Mentoring and collaborative practice.
4. Skills meeting diverse needs.

In response to these themes, I designed and developed a 3-day professional development training project titled *Multicultural Competence: My Professional Story* (Appendix A).

The broader goal of my 3-day professional development training project mirrored the local university mission statement for preparing students for a global society and career readiness. The workshop goals indicated what participants would gain by attending the workshop. The workshop goals included (a) enhancing multicultural awareness, (b) enhancing knowledge of communication skills and cultural understanding, and (c) developing skills for meeting diverse student and family needs.

The introduction to the foundation for the project study genre and content are described in this section. I introduce the project genre and provide a rationale and literature review for the project. The project description is clarified and the project evaluation plan outlined. Implications for key stakeholders are acknowledged and the potential for positive social change for the local community and beyond are identified.

### **Goals of the Project**

I addressed the emerged themes identified in Section 2, and as previously stated, I used Bloom's (1956) taxonomy for planning my project outcomes, acknowledging the conceptual framework. Bloom's taxonomy of action verbs guided the level of stated objectives in each developed module. Learners moved from Bloom's knowledge level to evaluation level permitting learners to scaffold for personal understanding. The professional development training focused on three specific goals:

1. Enhancing multicultural awareness.
2. Enhancing knowledge of communication skills and cultural understanding.
3. Developing skills for meeting diverse student and family needs.

The identified goals of the professional development training provided a clear, focused direction for program planning. At the conclusion of the 3-day-professional development training, participants gain knowledge and skill building experiences to support multicultural competence.

## **Rationale**

My project study utilized a professional development genre. The idea of a professional development training design emerged based on reviewed literature, data analysis in Section 2, and how the content of the project addresses the problem. I provide justification of each of the aforementioned areas.

First, I justified the use of the professional development genre based on literature. Martin, Kragler, Quatroche, and Bauserman (2014) emphasized successful professional development was designed based on teachers' input and needs. Lino (2014) asserted that professional training started with initial training and continued throughout the professional career. Matherson, Wilson, and Wright (2014) identified the value of integrating the professional development training into teachers' current situations. Considering the defining descriptions of professional development by Lino, Martin et al., and Matherson et al., the selected genre of professional development appeared appropriate for my training format.

Second, I justified the use of the genre professional development based on data analysis in Section 2. Ten preservice teacher participants shared experiences that indicated the need for additional training in the areas of multicultural awareness, knowledge, and skills. The specific needs included practice and experience, identification of cultural blindness, communication skills, differentiated instructional strategies, mentoring and collaborative practice, and skills for meeting diverse student and family needs. Data analysis justified the use of a professional development genre.

Building on the second justification from data analysis is my third justification. Once data analysis revealed that preservice teachers needed additional multicultural awareness, knowledge, and skills training, the development of the content aimed at addressing the problem needed to be developed and presented. Guskey (2014) described the structure of professional development content as driven by purpose, cohesiveness, and effective delivery. Bayar (2014) recognized that content needed to match teacher and school needs, reflect teacher input into planning, actively involve the teachers in the actual presentations, and reflect quality. The content of the professional development training addressed the problem identified by this project study: the gap between the increased cultural diversity of students and the level of multicultural competence of preservice teachers.

### **Conceptual Frameworks**

A central focus of educators is the phenomenon of learning. Bandura's (1977) social learning theory and Patton, Parker, and Tannehill's (2015) eight effective professional development characteristics underpinned the professional development training I developed for my project. Bandura's social learning theory was developed around the concept of observational learning. According to Bandura, observational learning was achieved through four principles. Learning was constructed and scaffolded through the observational process.

The first principle of observational learning centered on attention. Bandura (1977) contended that simply observing did not produce learning. Modeled behavior needed to



accompany an observation. The second principle of observational learning was the retention process. Bandura noted learners needed symbolic images for permanent memory to develop. Bandura's third principle of observational learning included reproduction. Those symbolic images in the second principle needed to be converted to actions. Bandura emphasized that symbolic images needed to be reproduced and refined because images seldom were reproduced accurately the first time. Reproduction occurred through repetitive practice. Bandura's fourth principle of observational learning included motivation. The previous stated principles of attention, retention, and reproduction must resonate with learners for motivated learning to occur (Bandura, 1977). My professional development training incorporated the observational learning principles described.

Based on observation and learning development, my project supported the need for preservice teachers that was identified in Section 2. I focused the project on developing preservice teacher multicultural competence in the specific areas of awareness, knowledge, and skills. Bandura's (1977) four principals of observational learning previously stated provided support for enhancing participants' multicultural competence. Developing participants' multicultural competence met concerns and needs that preservice teacher shared in Section 2.

Well-developed professional training adopts sound characteristics that produce valued learning for participants. Patton et al. (2015) formulated eight effective professional development characteristics that supported this project's development and delivery. The first characteristic identified a teacher's learning needs or learning interests

and scaffolded those learning needs and interests into new knowledge and skills producing a sense of personal ownership. In Section 2, preservice teacher participants shared learning needs and interests about multicultural competence that the genre of professional development could incorporate. I identified the learning needs and interests of the preservice teachers so that I could construct applicable content.

A second effective professional development characteristic identified was learning that involved social connections. Patton et al. (2015) expressed the importance of building of strong working relationships and human support. Preservice teachers shared in Section 2 that while the assigned mentors in field placements were very helpful, having a broader network of teacher mentors would benefit their personal growth as a new teacher. Establishing a professional social network would provide additional support and growth.

A third effective professional development characteristic was collaborating in learning communities with other teachers. Patton et al. (2015) claimed that collaboratively working in groups produced more sustained learning than working in isolation. Getting away from the classroom and interacting with other teachers encountering similar classroom situations produced common bonds. By designing a 3-day professional development training focused specifically on the identified themes in Section 2, preservice teachers could gather and learn about alternate collaborating strategies available to them that could broaden the spectrum or new information rather

than collaborating only with an assigned mentor each semester. A broader collaborative experience would enhance both personal and professional growth.

Fourth, conducting professional development in an ongoing and sustainable learning environment proves useful according to Patton et al. (2015). As identified in Section 1, most multicultural courses were taught separately from practicum or internship experiences. Separately taught courses provided limited exposure. In Section 2, preservice teachers shared experiences that repeatedly emphasized a personal lack of multicultural competence. For preservice teachers' multicultural competence to evolve and expand, learning processes must be sustained over time.

Fifth, teachers needed to experience what learners experience in classrooms. Patton et al. (2015) considered experiences that simulated learners' experiences provided teachers real world practice. Creating training scenarios in which preservice teachers can participate can simulate the classroom experiences of students. Such simulations can provide preservice teachers exposure to what students contend with on regular basis.

Sixth, effective professional development needed to include pedagogical skills to deliver content knowledge. Patton et al. (2015) identified that teaching skills and content knowledge needed to complement one another. Section 2 provided evidence in the analytical findings that supported the need to improve preservice teachers' multicultural competence in regard to communication challenges and general understanding of cultural differences between language groups. Addressing communication problems and general

cultural differences between language groups in focused practicum or internship semesters could provide avenues for pedagogical skills and knowledge improvement.

The seventh effective professional development characteristic focused on a sense of caring. Patton et al. (2015) claimed a sense of caring for students proved a valued component in professional development. In Section 2, preservice teachers shared the desire to work with diverse cultures and avoid unknowingly doing something that reflected a lack of caring or disrespect of something valued by others. Caring appeared a valuable, effective characteristic of professional development.

The final effective professional development characteristic aligned with improved student learning. Patton et al. (2015) stated that quality teacher training supported professional development goals and positive student learning outcomes. The ultimate focus of professional development training is student success that is facilitated by the teacher. Effective professional development helps engage teachers in the concrete components of teaching such as assessment and observation. Patton et al. concurred with Gay's (2010) characteristics of a culturally responsive teacher that was presented in Section 1. The value of professional development training with the effective design characteristics outlined here provided the structure for my 3-day professional development training.

### **Review of the Literature**

The literature review contained peer-reviewed and scholarly analyses supporting the use of a professional development training for preservice teachers. The literature

review centered on components for building and strengthening the growth and development of multicultural competence in teaching a diverse student population. Emerged themes identified in Section 2 were reflected in selected literature (Table 8). Pedersen's (1994) model of cultural competence overlapped workshop themes.

Table 8

*Themes of the Literature Review and Workshop Themes*

Literature Review Themes	Themes Emerged from Data Collection and Analysis	Workshop Themes	Pedersen (1994) model of cultural competence
Professional development Appropriate Genre for the Problem Development Criteria Theoretical framework		Introduction	
Multicultural Awareness Multicultural experience Cultural blindness	Theme 1. Lack of Practice, Multicultural Experience, Cultural Blindness	Day 1 Multicultural Awareness	Understanding Acceptance Working skillfully with others
Multicultural Knowledge Communication Culture Cultural perspectives Culturally diverse parenting	Theme 2. Lack of Communication skills, Cultural Understanding	Day 2 Multicultural Knowledge	Understanding Acceptance Working skillfully with others
Multicultural skills Mentoring and Collaborating	Theme 3. Mentoring and Collaborative Practice	Day 3 Multicultural Skills	Understanding Acceptance Working skillfully with others
Assessing needs Differentiated instruction	Theme 4. Skills Meeting Diverse Needs		
Project evaluation	Evaluation	Day 3 or later	

A search of current scholarly literature provided structure for the professional development training. To locate books and peer-reviewed articles I used the following educational databases: Education Research Complete, ERIC, Sage Premier, and ProQuest. Searches in eBooks, Google Scholar, and World Cat yielded materials for the

literature review. The literature review focused on topics associated with professional development. Search terms such as *multicultural competence*, *multicultural awareness*, *multicultural knowledge*, *multicultural skill*, *collaboration*, *cultural differences*, *parenting*, *communication*, *mentoring*, and *differentiated instruction* were used.

Additional searches included phrases such as *culturally diverse teaching*, *cultural mentoring*, and *culturally responsive teaching*. Through a review of each source, additional analysis of the authors' referenced resources helped in tracking leads for deeper understanding and investigation. The total number of peer-reviewed journals referenced in Section 3 was 55. I outlined the literature review as follows: (a) professional development, (b) conceptual framework (c) multicultural awareness, (d) multicultural knowledge, and (e) multicultural skills.

### **Professional Development**

One approach for enhancing teacher quality is professional development training. University-based teacher education programs are natural environments for disseminating differentiated instruction required for preservice teachers to teach a multicultural student population. Dixon et al. (2014) expressed that teacher education programs provided only introductions to theories in survey courses. Dixon et al. stated the lack of depth with differentiated instruction left preservice teachers experience diminished. Darling-Hammond and McLaughlin (2011) stated that a teachers' ability to envision how to learn from the perspective of a diverse student population required an understanding of complex concepts that generally were not conveyed in traditional training strategies. The

depth of teacher understanding of teaching and learning processes needed to evolve. To address preservice teachers' needs for additional training in multicultural competence, a process of intensified focused professional development training would enhance valued instructional practices for the purpose of improving preservice teacher quality, growth, and development in multicultural competence.

Numerous definitions exist for the term *professional development*. Saleem et al. (2014) defined professional development as “skills and knowledge attained for both personal development and career advancement” (p. 163) ranging from college degrees, conferences, and informal learning sessions. Darling-Hammond and McLaughlin (2011) referred to the professional development as “a variety of educational experiences related to an individual’s work” (p. 28) with the objective of improving teaching practices and learner outcomes. During the professional development modules, preservice teachers experience situations related to future teaching in a diverse classroom. A connection is needed between professional development definitions and the selected design formats.

In the United States, professional development formats are delivered in numerous designs (Koellner & Jacobs, 2015). Saleem et al. (2014) identified “consultation, coaching, communities of practice, lesson study, [and] mentoring” (p. 163) as knowledge and skill building formats beneficial for teachers. Patton et al. (2015) claimed the one-time, one-approach training format still continued despite new research suggesting new designs. With a variety of professional development formats, sustainability of learning served as a key characteristic of a quality professional development design.



**Appropriate genre for the problem.** Professional development is appropriate to address the gap between the increased diversity of students and multicultural competence of preservice teachers. Burke (2013) stressed that teachers needed to experience many opportunities at schools and in classrooms to reflect focused professional development training. Burke called professional development on-site “experiential in nature” (p. 248). Darling-Hammond and McLaughlin (2011) claimed professional development functioned as a direct link between motivating teachers to try new strategies and to develop a desire for meaningful curriculum changes.

Matherson et al. (2014) saw implications for teachers experiencing professional development provided opportunities for immediate streaming of training. Matherson et al. identified the value of integrating the professional development training into teachers’ current situations. Integrating new learning immediately into the curriculum assisted a teacher and student’s learning with benefits for both individuals’ growth. A professional development genre appeared appropriate to address the gap between the increased cultural diversity of students and multicultural competence of preservice teachers.

**Development criteria.** Two criteria guided the development of my project. According to Laureate (2010), criteria provided the foundation that priorities are judged and provided justification for final choices. The first criterion was urgency. Laureate defined urgency as an idea that required “immediate attention” (p. 148) in program planning. Soulé and Warrick (2015) focused on the 21<sup>st</sup>-century readiness of students and claimed, “chronic underperformance and a domestic and international skills gaps” (p.

178) continued to exist in schools and educational systems. Major demographic changes highlighted the urgent need to close the ongoing skill gaps (Soulé & Warrick, 2015).

Duncan (2011) remarked, “the need to improve teacher preparation programs is urgent...children get only one shot at a quality education” (para. 52) for future success. Current students and preservice teachers faced the urgent gaps in education.

The second criterion guiding the development of my project study was stakeholders. The first set of stakeholders was preservice teachers entering their practicum or internship experiences. Skepple (2014) conducted a study of preservice teachers’ preparedness for diverse classrooms and found many previous personal experiences and personal culture shaped preservice teacher views of the world without giving consideration of others’ experiences. The second group of stakeholders included university teacher educators preparing preservice teachers. Skepple (2014) concluded teacher educators might implement modified teaching curricula to include differentiated instruction that included modeling culturally responsive skills, more dialogue with preservice teachers on diversity issues, and a more sociocultural awareness.

The third set of stakeholders was the diverse student population that benefited from the preservice teachers intense focus on differentiated instruction. Levine, Howard, and Moss (2014) identified emergent bilinguals [multicultural student population] continued to increase in the United States and failure to create and implement supportive instructional materials resulted in underprepared individuals entering the workforce or further educational opportunities. The design of the project study result ultimately cost

students and society as a whole (Levine et al., 2014). All stakeholders held positions in the 3-day-professional development training.

### **Conceptual Framework that Supports the Content of the Project**

Support for the content of the project was developed around two models. The two models by Mason et al. (1996) and Pedersen (1994) incorporated cultural competence. Mason et al.'s model consisted of five stages identified in Section 2 that moved from one end of a spectrum identifying cultural destructiveness to cultural competence focused on professional practice on the opposite end. The desired goal was progression from the one end identified as cultural destructiveness to [multi]cultural competence. The second model by Pedersen (1994) emphasized individuals growing in personal multicultural understanding, acceptance, and knowledge of skills beneficial for students and parents different from personal values. Both models framed cultural competence in individuals and in professional practices that supported the content development for my project. The content would help participants develop awareness, knowledge, and skills working with a diverse population. Developing a more attuned personal understanding, acceptance, and working knowledge of skills valued in diverse settings.

### **Analysis of Research that Supports the Content of the Project**

Four themes emerged from the data collection in Section 2. The four themes identified were (a) lack of practice, multicultural experience, and cultural blindness, (b) lack of communication skills, and cultural understanding, (c) mentoring, and collaborative practice, and (d) skills meeting diverse needs. Each theme highlighted

content appropriate to address the problem identified in my project study. The 3-day professional development project featured the emerged themes through focused reviews of the specific content identified in the findings supporting each theme.

**Theme 1, day 1.** Theme 1, lack of practice, multicultural experience, and cultural blindness framed the content for Day 1. The workshop was titled Multicultural Awareness. I conducted my literature review over content terms related to multicultural awareness, multicultural experience, and cultural blindness.

***Multicultural awareness.*** Lack of multicultural awareness emerged as a theme during data collection in Section 2. More specifically, lack of communicating classroom instructional strategies for the diverse student population. Ho-Kyung, Seong Woo, and JuSung (2015) explained instructors influenced students' academic growth either positively or negatively with stated expectations. In cases of diverse students, the instructors' expectations may come from cultural prejudice or lack of cultural understanding (Ho-Kyung et al., 2015). Ho-Kyung et al. continued to surmise that instructors' misunderstandings or negative stereotypes of a diverse population evolved from instructors "living as part of the majority" (p. 112) and a renewed perception needed to occur.

Clark and Zygmunt (2014) suggested teachers' awareness of personal biases or embedded subconscious bias, resulted in students' marred educational experiences. Preservice teachers in Section 2 reported personal assumptions how they learned was how everyone learned was incorrect Clark and Zygmunt also expressed the importance of

teacher self-awareness. Changes needed to take place to avoid “the potential for inequitable interaction and practice” (Clark & Zygmunt, 2014, p. 148) that would fall back to a diverse student population. Participants voiced in Section 2 the lack of personal awareness of other cultures and cultural practices was both personally and professionally concerning for future classroom assignments. Participants did not want to unknowingly mislead students who were diverse by the simple lack of knowing. Multicultural awareness prefaced multicultural knowledge and skills.

*Multicultural experience.* Findings in Section 2 provided evidence from shared experiences of preservice teachers that additional multicultural experiences were needed to enhance developing multicultural competence. Minick and Seeberg (2012) pointed out that as teacher educators are expected to prepare future teachers “who are competent in helping learners function in a globalizing reality” (p. 1) abstract training cannot exist. Active engagement with the world provided more direct experiences (Mansilla & Jackson, 2011) rather than just learning about them (Minick & Seeberg, 2012).

According to Schellen and King (2014), little research literature existed on teacher education programs providing multiple multicultural opportunities for students entering the teaching field. Schellen and King verified that the focus of most literature examined benefited field experiences, in general, terms and little on the amount or types of experiences. Section 2 findings revealed personal experiences from two preservice teacher interns were not similar to culturally different students in their field placements. Expectations of parents differed from culture to culture concerning the academic

achievements for children. The interns expressed a need for additional experiences with a diverse student population.

***Cultural blindness.*** Cultural blindness and color blindness exist synonymous in the literature about cultural competence. Ford (2014) explained viewing different racial or cultural groups as same contributed to culture blindness, also known as color blindness (Boutte, Lopez-Robertson, & Powers-Costello, 2011). Pang et al. (2011) identified cultural blindness as individuals not recognizing culture differences existed. Neville, Yeung, Todd, Spanierman, and Reed (2011) described cultural blindness as lacking cultural sensitivity. Herczog (2012) discussed cultural blindness occurred when teachers selected content and resources assuming the materials met all students' needs. With cultural blindness [color blindness] sharing similar descriptions in multicultural competence literature, the contribution varied.

Cultural blindness contributes to faulted results. Cultural blindness appeared to conceal identities, history, and legacies (Boutte et al., 2011). An intentional calculation to ignore what is evident. Wang, Castro, and Cunningham (2014) indicated that ignoring privileges and disadvantage related to cultural differences had been common practices for some time. By confronting cultural blindness and allowing for a diverse population to emerge, preservice teachers growth in multicultural competence would diminish such experiences. The findings in Section 2 provided evidence from reviewed lesson plans and class profiles. Brief and limited modifications for identified ELL students appeared in

prepared lessons submitted by practicum and interns. Cultural blindness masks the value of the created lesson for all students.

**Theme 2, day 2.** Day 2 workshop was titled Multicultural Knowledge. A focus on communication skills, and cultural understanding distinguished Theme 2. I conducted my literature review over multicultural knowledge, communication skills, culture, cultural perspective, and culturally diverse parenting. Section 2 provided evidence from preservice teachers for the project content. The focus of multicultural knowledge encompassed a variety of components.

***Multicultural knowledge.*** Multicultural knowledge emerged as an additional theme during Section 2 data collection. More directly, lack of mentoring and collaborative experiences. Able, Ghulamani, Mallous, and Glazier (2014) stated that teacher education programs for years operated under the notion if teacher candidates were instructed about diversity and cultural differences that personal beliefs would transition into “culturally responsive practice”(p. 7) for the good of student learning. Unfortunately, teacher preparation programs offer isolated courses far removed from field experiences where direct experience took place (Able et al., 2014). Epstein (2013) claimed a gap between “knowing and doing” (p. 115) impeded creating family connections to schools. A participant in Section 2 shared the experience of lacking knowledge and how the situation almost occurred due to the lack of knowledge of religious and cultural celebrations of a student in the class. Developing an ongoing knowledge of multicultural

components and building on that knowledge is a valued aspect of preservice teachers' training.

**Communication skills.** Preservice teachers need effective communication skills. Chuang (2013) claimed for business leaders to be successful in an intercultural workplace effective communication skills were needed. Chuang's idea of effective communication skills in business could affect teachers and education settings too. Effective communication skills are not always in place, and language barriers exist. According to *Language Barriers in the Workplace* (2015), "90 percent of organizations struggle with language barriers" (p. 13) each day in the workplace and the problem has the potential to increase with globalization. Preservice teachers experience the same communication problems working with a diverse student population. A participant in Section 2 shared a parent brought a birth certificate of one of their children to school to comply with a school requirement and the situation ended in confusion and frustration all centered around the language barrier that existed between the parent and the school official.

The same language barrier scenario can occur in the classroom as well. Salerno and Kibler (2013) noted teachers not trained in English Language Learning might misunderstand students' silence. Students' silence could indicate lack of cognitive or first-language use and become an academic hindrance. Communication is valuable to understanding culturally diverse families and students.

**Culture.** Customs among a diverse student population vary within today's classrooms. In Section 2 a preservice teacher shared differences the students in her class



learned about a traditional holiday feast that did not reflect the same found in other cultures. Ford, Stuart, and Vakil (2014) and Bruehler (2014) noted most teachers and administrators lived in communities that do not represent the students they work with daily. The differences further highlight disconnectedness with students and their cultures and customs (Ford et al., 2014). Ūselytė and Pivorienė (2013) claimed cultural origin contained a viable aspect of multicultural competence and permitted comparing one's culture with other's culture. Deeper understanding of culture provided a preservice teacher a base to establish multicultural competence.

***Cultural perspectives.*** Cultural perspective differs from teachers and parents in regards to student learning. For a preservice teacher to plan learning experiences for students' success, parents' cultural beliefs and viewpoints need to be considered (Lashley, 2012). By teachers actively listening to parents, the perspective of parents was that their child had a caring teacher. Teachers gain the buy-in of parents based on listening skills (Lashley, 2012). Winterbottom and Leedy (2014) claimed teachers needed to culturally scaffold to gain a better knowledge of a student needs with parents help. Nelson and Guerra (2014) stated many teacher preparation programs had implemented multicultural education courses meeting accreditation requirements, but few achieved programs that reflect a truly transformed perspective that deepens understanding for preservice teachers.

In Section 2 interns shared that not all culturally diverse parents placed the same emphasis on academics as the educators. For some culturally diverse parents, stronger

emphasis is on sports or music. Cultural perspectives vary and preservice teachers benefit from established teacher-parent relationships for the purpose of understanding.

***Culturally diverse parenting.*** Preservice teachers assigned to a diverse student population work with culturally diverse parents. Sukhbaatar (2014) claimed for teacher-parent relationships to take place, teachers needed to be the first to start the process. Communication played a vital role in parent involvement (Sukhbaatar, 2014). When parents had different backgrounds from the teachers, parents felt less connected and frustrated (Sukhbaatar, 2014). Taking an interest in family structure, the family celebrated traditions, and background needed to be first steps in planning for parent involvement and student success.

Riley, Gichuru, and Robertson (2012) stated families are the primary transmitters of the family cultural practices and beliefs. In Section 2, one of the participants experienced this first hand as a culturally diverse mother insisted her child kiss the cheek of the teacher as a greeting each class. The preservice teacher was unaccustomed to the tradition and needed to work with the parent to communicate the wish that the child refrain from that type of greeting. The preservice teacher expressed the uncomfortable nature of the matter. The relationship between teacher and parents benefits all students in the classroom.

**Theme 3 and 4, day 3.** Day 3 combined mentoring and collaborative practice and skills meeting diverse needs. The title of Day 3 workshop was Multicultural Skills. My literature review focused on multicultural skill, mentoring and collaboration, assessing

needs, and differentiated instruction.

***Multicultural skills.*** Multicultural skills develop from individuals' cultural awareness and cultural knowledge. Preservice teachers shared experiences in Section 2, indicated personal teaching skills were weak, and additional training was needed to teach a diverse student population. Reviewed lesson plans and class profiles additionally identified the need for skills training. Povenmire-Kirk, Bethune, Alverson, and Gutmann Kahn (2015) stated the goal of becoming culturally competent centered on developing a skill set. The skill set would assist educators to draw from culturally appropriate strategies in working with students and families from multiple backgrounds. Development of multicultural skills attributes to the learning processes preservice teachers need for success.

Transferring skills became the focus of the professional development training content. Cross, Bazron, Dennis, and Isaacs (1989) identified five basic skill areas for multicultural teaching. Cross's et al. five basic skill areas were

- knowing and accepting of individual differences;
- being self-aware;
- awareness of the wide array of difference;
- knowing the students backgrounds; and
- adaptation of skills.

The workshop content incorporated activities preservice teachers participated in and experienced giving participant's real-life exposure to similar situations that diverse

students and parents experienced. Included in the 3-day professional development training are Cross et al.'s five basic skill areas. Learned multicultural skills improves personal multicultural competence in teaching a diverse student population

***Mentoring and collaboration.*** Mentoring and collaboration are valued components for preservice teacher training for a diverse student population. Tareef (2013) defined mentoring relationships consisted of skilled professionals supporting and guiding others less practiced in a field. Mentoring relationships were time-consuming and evolved over time (Tareef, 2013). In the case of preservice teachers, assigned classroom teachers during practicum and internship field placements served as mentors but in Section 2 the participants unanimously said that the classroom mentor was the extent of their mentoring experience. Gorman, Durmowicz, Roskes, and Slattery (2010) suggested an informal approach to mentoring could accomplish the same or more in mentee's professional growth. Holland, Major, and Orvis (2012) identified a gap closing between mentors due to similar ages and positions. Mentor relationships offered value for professional growth.

Collaboration with peers and families provides growth opportunities for preservice teachers. Jones (2010) stated that effective home-school collaboration led to highly successful academic outcomes for students. Educators working with the families lessened the gap that exists between schools and homes often. Jones suggested the following characteristics identified in schools established effective collaborative partnerships with families "open communication, open-door policies, active parent

associations and advisory councils, parent volunteers, an inclusive school culture, and, shared responsibility for success and failures” (p. 1) of their students. Collaboration contributed value for the educator and families.

*Assessing needs.* The role of schools has changed. Schools no longer have a solitary focus on students’ academic needs (Dewey & Mitchell, 2014). With cultural shifts, schools are the first to experience the effects through the students (Dewey & Mitchell, 2014). Schools face challenges of meeting academic needs as well as psychosocial needs of students (LaRocque, 2013). Needs stem from parents needs that manifest through the next generation of their children (LaRocque, 2013). To avoid teacher dissonance from diverse students and families, schools benefit by promoting parent involvement programs (LaRocque, 2013). In many ways by meeting parent needs, student needs are minimized.

Dewey and Mitchell (2014) claimed, “it is easy for an administrator to see a child who lacks a school uniform or for a teacher to see which children are missing pencils and paper” (p. 31) while other needs are less identifiable that stem from challenges at home. Section 2 participants voiced the same sentiments that simply looking at a student does not always give teachers an accurate view of a child’s needs. The participant went even further by saying what they saw as needs might not be considered needs parents identify. Participants in Section 2 expressed the outward needs such as clothing might not be a need parents would identify as a need. Clothing might look worn and have signs of aging that parents considered still wearable. Undetected needs can undermine children’s

academic success. Working with families and involving families affords the opportunity for schools to identify and meet the needs of students and families together.

***Differentiated instruction.*** Differentiated instruction provided learners optional approaches to learning subject content. Watts-Taffe et al. (2012) defined differentiated instruction as “allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes tailored to students’ learning needs” (p. 304) for success. Dixon et al. (2014) added differentiating instruction offered different paths to understanding. Dixon et al. expounded by stating that different paths might lead to the understanding content, process, and products differently based on the learners needs.

The review of the lesson plans and class profiles in Section 2 revealed a lack of evidence supporting Watts-Taffe et al. and Dixon et al. differentiated instruction components. Maximizing student success (Morgan, 2014) and teacher competence (Dixon et al., 2014; Grant, Lapp, Fisher, Johnson, & Frey, 2012) characterized a valuable skill learned. Tomlinson (2010) described differentiated instruction as encapsulating theory, research, and learner practices. Findings in Section 2 from preservice teachers submitted lesson plans showed plans focused on a monoculture approach. Differentiated instruction lacked thus weakening empowerment to the learners with multiple options for learning.

Differentiated instruction benefits learners. Tobin and Tippett (2014) conducted a study looking at benefits of implementing differentiated instruction in teachers’ science classes. The study involved science teachers in a professional development setting. The

findings showed teachers agreed differentiated instruction was a “practical approach to teaching science and as an educational framework” (Tobin & Tippett, 2014, p. 439) that was valued. Preservice teacher participants, in Section 2, shared students in field placements were more engaged and motivated when implementation of differentiated instruction was used. Tomlinson and Moon (2013) stated the main goal of differentiation was “to ensure that each student has the best possible learning experiences” (p. 9) so they can achieve the most academic growth. Differentiated instruction is valued instruction for all learners.

In conclusion, four themes emerged from the data collection in Section 2. The four themes identified were (a) lack of practice, multicultural experience, and cultural blindness, (b) lack of communication skills, cultural understanding, (c) mentoring, and collaborative practice, and (d) skills meeting diverse needs. Each theme highlighted content appropriate to address the problem identified in my project study. The 3-day professional development project featured content from the emerged themes as I focused on multicultural awareness Day 1, multicultural knowledge Day 2, and multicultural skills Day 3. Day 1 professional development training content focused on multicultural awareness, multicultural experience, and cultural blindness. Day 2 professional development training content focused on multicultural knowledge, communication skills, culture, cultural perspective, and culturally diverse parenting. Day 3 professional development training content focused on multicultural skill, mentoring, and collaboration, assessing needs, and differentiated instruction.

### **Project Description**

After the completion of my project study, I will deliver the findings to the Dean of the College, Associate Director of the School of Education and current faculty teaching staff at the local university. The project study outlines findings that emerged from Section 2 and possible strategies to implement the 3-day professional development training as modules embedded in the practicum and internship courses starting fall 2016. My 3-day Multicultural Competence: My Professional Story training design is a standalone training experience that takes place over three days but, considering the local setting, each of the nine modules could be embedded in practicum I, practicum II, and internship courses.

### **Needed Resources and Existing Support**

Resources needed for my professional development training project are available at the local university where training takes place. The projected budget for the project is minimal for the presenter and participants. The media center preservice teachers have access to in the school of education appears the logical location to conduct the training. Chairs and tables are readily available with the ability to include more. The facility has wireless Internet connection for preservice teachers and presenters. Each day participants would receive an agenda and directions for access to copies of materials and PowerPoints used during the presentations. Evaluations forms would be copied before the presentations and readily available at the conclusion of each day's presentation.

The main resources needed are presenters for each module or each day's session. The presenters would represent current teaching faculty at the local school of education.



The presenters' familiarity with the preservice teachers actively participating in the training has awareness of recent curriculum preservice teachers have recently completed. Being familiar with the participants and the recently completed curriculum permits the faculty presenter the affordance to make adjustments to the presentation based on that knowledge. The presenter could determine if adjustments needed to be implemented to meet better the needs of the participants through each module.

Supports for participants and presenters are available upon request. The school of education has laptops readily available in the media center anyone can check out and use. In addition, educational equipment like Smart Boards and Elmo projectors are available in the media center at the University. Needed resources and support are readily available for educational training at the local university.

### **Potential Barriers and Potential Solutions to Barriers**

One barrier of the Multicultural Competence: My Professional Story training would encounter is time. Finding three full days in students' schedules to devote focused professional development training would encounter scheduling problems. Preservice teachers' time in practicum and internship courses is limited. Scheduling a 3-day professional development training would not work with current class schedules. Also, asking a preservice teacher to volunteer three days of their personal time, possibly Saturdays, would not adequately reach all the preservice teachers due to personal family and work schedules. There are no monetary or credit incentives to merit attendance. The possibility of working with faculty to step outside the practicum or internship courses and

embed some of the modules in practicum and internship courses could serve as an alternative solution to the time issue.

### **Implementation and Timetable**

A suggested implementation cycle starting in the fall 2016 semester of practicum I and moving forward with practicum II in spring 2017, and finally internship the third semester (fall 2017) would systematically embed the 3-day professional development training modules. Day 1 title is Multicultural Awareness. I would include such topics as (a) why multicultural competence training, (b) who am I and others, (c) my awareness reality, and (d) what is on your mind. The first day could incorporate the first three modules (Appendix A).

Practicum II could incorporate Day 2 modules on multicultural knowledge. Day 2 title is Multicultural Knowledge. Modules incorporated in Day 2 would emphasize communication skills and cultural understanding. Possible topics as (a) accidental and intentional communication signals, and (b) understanding various cultures, cultural perspectives, and culturally diverse parenting. The possibility of embedding the topics in practicum II contributes strengthens course content.

The internship course would incorporate Day 3 of the training. Day 3 title is Multicultural Skills. I would include such topics as (a) assessing needs of student and families from different cultures, and (b) differentiated instruction for a diverse student population. The focus on skills for meeting needs of a diverse population suggests efforts

to bridge the cultural diversity gap. For implementation to be successful, roles and responsibilities need identified.

### **Roles and Responsibilities of Student and Others**

I am the sole individual responsible for the 3-day professional development training content development. The implementation would be my responsibility for a full 3-day presentation. The alternative use of modules, teaching faculty assigned in the school of education would teach module content within practicum I, practicum II, and internship assignments based on approval by administration of the local university, school of education, and faculty. I serve as the host supervisor if incorporating modules. I would provide all materials for faculty teaching the assigned modules and make sure all the materials are available and copied as needed.

The responsibility of administration consists of granting approval to proceed with the 3-day professional development training on campus. A request gaining the approval by the dean of the college, executive director of the school of education, and faculty would occur first. Following approval, I would approach each professor assigned to teach practicum or internship courses during current semesters. A copy of the content of the 3-day professional training is available to all teaching administrative staff involved with the delivery. I would work with the teaching faculty involved in the named courses and collaborate best approaches to implementing the content. If the training were approved, I would begin with the practicum I assigned faculty for fall 2016. This process would

continue with spring 2017 and fall 2017 practicum and internship teaching faculty continuing with the systematic implementation plan for the training.

Active involvement of the preservice teachers experience in all portions of the 3-day professional development training will build and strengthen multicultural competence. Preservice teachers receive practice tasks for developing simple to more complex evidence of their learning. Students would evaluate during several phases of the 3-day professional development training. At the conclusion of each day or modules within those days, an evaluation of preservice teachers take away will be given.

### **Project Evaluation Plan**

Evaluation is a systematic process. Evaluation should have a purpose, provide data from particular questions, and enhance knowledge, and decisions about the program's future (Preskill & Russ-Eft, 2005). For greater understanding, evaluation is "grounded in the everyday realities of organizations" (p. 3) and conducted in various genres from programs to policies (Preskill & Russ-Eft, 2005). Two systematic evaluation processes used in my project were formative and summative evaluation providing feedback during the project and at the conclusion of the project.

### **Types of Evaluation**

Professional development evaluation for my project study utilized formative evaluation at the end of each day. Formative evaluation was described as evaluation conducted during the development of a program (Wholey, Hatry, & Newcomer, 2010). The goal of a formative evaluator is to gather and share information with stakeholders for

potential modification or program improvement (Herman, Morris, & Fitz-Gibbon, 1987). The formative evaluation allows simple checkpoints throughout the training materials for participants to rate components of the experience. During the 3-day professional development training, formative evaluation is conducted at the conclusion of each day. Formative evaluation yields feedback to all stakeholders involved in the professional development training acknowledging justification for use.

Summative evaluation is an additional source of feedback used at the conclusion of the 3-day professional development training. Suskie (2009) claimed the most direct evidence students can provide of learning comes at the completion of a course or program. Suskie stated summative evaluation is of interest to many stakeholders. Stakeholders include curriculum developers, policymakers, and additional groups with similar interests in education (Suskie, 2009). One drawback with summative evaluation is limited or no feedback beyond the final report to participants (Glazer, 2014). Summative evaluation added value to the evaluation of the 3-day professional development training in addition to the transfer of learning evidenced in lesson plans developed by workshop participants.

Workshop participants developed lesson plans during the final modules of the 3-day professional development training. Developed lesson plans served to forecast if transfer of learning occurred. Dewitz and Graves (2014) emphasized that teachers hoped learning in classrooms transferred with students into social and professional positions outside the schools. McGinty, Radin, and Kaminski (2013) defined transfer [of] learning

as applying prior learning to new experiences. Transfer of learning from evidence provided in the constructed lesson plans contributes additional evaluation feedback of the workshop for stakeholders.

### **Justification and Overall Goals**

Formative, summative and learning outcome evaluations are noted forms of feedback during the training process. Davidson (2005) claimed evaluation “allows us to evolve, develop, improve things, and survive” (p. 1) in settings that constantly change. Evaluation processes are conducted to locate areas that need to be improved or to assess quality (Davidson, 2005). Using formative and summative evaluations conducted throughout the training and at the conclusion of the project in addition to learning outcomes taken from participants developed lesson plans provided three forms of evidence focused on program quality.

The overall focus of the 3-day professional development training supports the local university mission statement. The implementation of the professional development project prepares preservice teachers to succeed “in an ever-changing global society” for career readiness. The professional development project has three goals of (a) enhancing multicultural awareness, (b) enhancing knowledge of communication skills and cultural understanding, and (c) developing skills for meeting diverse student and family needs. The identified goals provide a foundation to support preservice teachers’ additional training for developing multicultural competence. The overall goals are to build and

support preservice teachers' multicultural competence in areas identified in Section 2 during data collection.

### **Overall Evaluation Goals and Key Stakeholders**

The overall evaluation goals are to assess the value and application of training content. Laureate (2010) defined the central focus of evaluation as judging the value of the training or program. For the value of the training or programs evaluation, clearly presented outcomes must be communicated to the participants (Laureate, 2010). Jason (2008) expressed the value of summative evaluations produced evidence of a program's success, but using formative evaluation throughout afforded the opportunity to manage needed adjustments. Suter (2012) agreed that collecting data throughout the process allowed for making modifications and improves to programs at the point of discovery and not at the conclusion. Module specific objectives identified in each days training helps the preservice teacher make content knowledge connections, understanding, and application. Formative evaluation provides opportunities for adjustments during the 3-day professional development training for reaching the overall goals. The summative evaluation culminated learners overarching knowledge of the project goals.

The key stakeholders are preservice teachers entering their practicum and internship coursework during the final three semesters of the degree plans. The preservice teachers are students who live on the local university campus or in surrounding communities that commute to campus. These are candidates for future employment in the local public school or surrounding area school districts. The key stakeholders come with

a variety of experiences and reasons for entering the teaching field. Preservice teacher candidates represent similar candidates in other parts of the state and country. These key stakeholders are future teachers and administrators that potentially benefit with additional training in multicultural competence for a future diverse student population.

### **Project Implications**

#### **Local Community**

The Multicultural Competence: My Professional Story training project has the potential for improving preservice teachers' multicultural competence. Based on Section 2 findings, preservice teachers lacked knowledge and skills to grow and develop personal multicultural competence in working with a diverse student population. By providing a targeted 3-day professional development training of preservice teachers, the benefits would produce social change both personally and professionally through the developmental growth of the preservice teachers before graduation. These graduates seek teaching jobs in the local school districts that surround our town and in turn, the students in these schools would benefit with a multicultural competent teacher. The graduates would have certificates of workshop completion to share at job interviews. The local school boards, school administrators, teaching faculty, and staff would gain a steady flow of trained new hires to narrow further the gap between the diverse population and classroom teachers.



### **Far-Reaching**

The results of my qualitative case study are not generalizable to a wider population. Based on the data collected from preservice teachers interviewed, reviewed lesson plans and class profiles, and handwritten notes, finding in Section 2 identified emerging themes through data analysis. Themes included preservice teachers lacked experience with multicultural competence in awareness, knowledge, and skills. It is evident that multicultural competence is a challenge for preservice teachers and not limited to the local university site. The results of my qualitative case study are not generalizable to a wider population but similarities can apply to other higher education teacher preparation programs.

The results are of value to the local university, local school district, neighboring school districts, and society at large. The graduates leave the local university and receive their professional teaching license from the state and in turn, seek employment in a school that mirrors classroom demographics identified in my study. The classroom landscapes of a diverse student population exist in the local, regional, and state public schools. The acquisition of my Multicultural Competence: My Professional Story training has the potential for other schools of education or college of educations teacher training programs. The 3-day professional development training presented as a single unit or embedded as modules with other practicum or internship courses suggests future growth in teacher training programs. The end results are beneficial to preservice students, diverse student populations, educators, administrators, diverse parents, and the surrounding

communities. Students graduate and remain in the local communities as active, involved citizens.

### **Conclusion**

Section 3 focused on the project of a 3-day professional development training for the purpose of providing additional support to preservice teachers in multicultural competence as preparation for teaching a diverse student population. The 3-day professional development training focused the broad areas of experiences, awareness, knowledge, and skills to meet the project goal of preparing preservice teachers to succeed in a rapidly changing society. Theoretically, a review of Bandura (1977) and Patton et al. (2015) underpinned the professional development training project. The successful implementation of Multicultural Competence: My Professional Story training can expand preservice teachers' multicultural experiences, awareness, knowledge, and skills with acquired training.

Section 4 presents reflections and conclusions of my project study. I identify my project strengths and limitations. I provide two recommendations for alternative approaches, a summary of my personal scholarship, the project development, leadership, and changes. The importance of my work, thoughts towards future research, and a take home message for my reader are expressed.

## Section 4: Reflections and Conclusions

### **Introduction**

The purpose of this study was to address the gap between the increased cultural diversity of students and the level of multicultural competence of preservice teachers. In Section 4, I reflect on and summarize the strengths, limitations, and project deliverability of the project titled, *Multicultural Competence: My Professional Story*. I suggest recommendations for alternative research directions. Additionally, I reflect on what I learned about scholarship, project development, and leadership and change. I identify the importance of the project for the local site and implications, applications, and directions for future research introduced. The reflective process of my project began with the identification of my project strengths and limitations.

### **Project Strengths and Limitations**

This professional development project contains multiple strengths. One strength of my project is that it includes a variety of instructional strategies used to build preservice teachers' multicultural competence. Participants concurred in Trybus's (2015) study that successful learning environments evolved by incorporating multiple approaches to learning. The second strength of this project is that it connects preservice teachers' learning to the context of their teaching. Darling-Hammond and McLaughlin (2011) claimed that to address teachers' needs professional development must revolve around "what they know and what they want to learn" (p. 84) to connect learning and teaching. A third strength of this project is that it contributes to teacher capacity. Building

preservice teachers' awareness, knowledge, and skills related to multicultural competence contributes to ongoing professional growth. Patton et al. (2015) identified one goal of effective professional development was building the teacher capacity.

Along with strengths, this professional development project has known limitations. One limitation is the lack of ongoing and sustained delivery past the preservice teacher's final semesters at the local university. Patton et al. (2015) concurred that the value of professional development centered on it being sustained over time and aligned with current practices. The delivery of this project occurred during the final courses of practicum and internship field experiences. Bayar (2014) claimed that without ongoing professional development, the stunting of a teacher's professional growth could affect student learning.

A second limitation of this professional development project is the question of incentives to attend a 3-day professional development workshop for current preservice teachers. The content of the project supplements the local university teacher preparation program, but there are no requirements to attend or credits given. Knowlton, Fogleman, Reichsman, and de Oliveira (2015) concluded that when faculty become involved in professional development outreach with teachers and other educational partners, the numerous benefits are valued incentives for professional growth. Despite these limitations, this professional development project presents valuable project deliverables.

The 3-day professional development project contains deliverables enhancing preservice teachers' multicultural competence. First, strategies for working with a diverse

population are presented during the 3-day project. Darling-Hammond and McLaughlin (2011) stressed that changes in pedagogy required active participation in the learning process by teachers. Furthermore, methods introduced in the professional development training should reflect similar methods teachers would use with students. A second deliverable of this professional development project is the timing of when the training content is presented to preservice teachers, which is during field experience placement rather than before field placements. Theory and practices coexist during the professional development training and are not a standalone course removed from classroom experiences. Bodur (2012) determined that single multicultural courses lacked sufficiency to change “beliefs and attitudes” (p. 51) when preparing to teach a diverse student population.

### **Recommendations for Alternative Approaches**

#### **Alternative Approaches**

Considering the findings in Section 2, addressing the gap between the increased cultural diversity of students and the level of multicultural competence of preservice teachers required a consideration of alternative approaches. The alternative approaches that were considered included field placement requirements that might assign preservice teachers to community programs that focus on children such as Girl and Boy’s Clubs, soccer associations, and after school programs in local schools. With permission from the organizations and parents, preservice teachers could acquire more one-on-one experience with a diverse population of students in these programs. Possible help that preservice

teachers might offer such programs could be after school tutoring, working with sports teams as assistants, and any other service with which children might need assistance while participating in the programs. Such placements could afford preservice students real life experience in situations similar to the diverse classroom and provide possible connections with a diverse group of parents as well.

Another alternative approach to consider would be for preservice teachers to conduct an action research study while in internship. Preservice teachers could develop and conduct an action research project study with a diverse class of students with whom they would work on a day to day basis for the full semester. The options of this type of research would allow preservice teachers to custom design more specifically what they need for their additional understanding.

### **Alternative Definitions of the Problem**

An alternative definition to the problem of the gap between the increased cultural diversity of students and the level of multicultural competence of preservice teachers could have been addressed. Such an alternative definition of the problem could compare the multicultural competence of preservice teachers enrolled in the local universities school of education professional development school. The professional development school preservice teachers are afforded extended time in classrooms that traditional school of education's practicum I and practicum II preservice teachers are not.

### **Alternative Solutions to the Local Problem**

I selected a 3-day professional development workshop option to address the local problem. The genre provided an appropriate design to address the themes that the data collection in Section 2 unveiled. Addressing the lack of experience, awareness, knowledge, and skills with multicultural competence of preservice teachers suggested an appropriate venue for additional content and training. As apt as the 3-day professional development training seemed, other viable options exist. First, narrow the options for enrollment in traditional courses with practicum and internship field experiences. Open more sections in the professional development school options,. This option provides both traditional instruction and field placement at the same site and more observational opportunities at various grade levels.

A second alternative solution to the local problem might be a year-long internship with a single teacher. The opportunity to engage with the same teacher and students for one year would allow for deeper relationships to build and more parent engagement opportunities for a preservice teacher. Alternative solutions to the local problem indicate viable opportunities to narrow the gap between the increased cultural diversity of students and the level of multicultural competence of preservice teachers

### **Scholarship, Project Development, and Leadership and Change**

#### **Scholarship**

I learned numerous lessons regarding scholarship during this doctoral journey. Hutchings, Huber, and Ciccone (2011) described scholarship as an ongoing development

of the teaching and learning process. Scholarship identifies evidence that may, for example, inform teachers' instructional planning and design (Hutchings et al., 2011). In the case of this project study, conducting a qualitative case study was a new experience that expanded my capacity as both the educator and learner. The process allowed me to create something of value to offer my students at the local university. Learning about how knowledge is received and retained opened a conduit new professional knowledge and improved teaching skills. I could better appreciate what learners go through to retain knowledge by experiencing the same process in constructing my project study.

### **Project Development**

The development of the 3-day professional development training project provided an opportunity to test my organizational skills. From the beginning of writing the project proposal, applying organization skills for documenting journal reading and summaries, book reviews, theories and theorist reviews, and current educational practices, higher education course offering at the local site, and local field experiences of practicum and internship preservice teachers, all the information needed to be arranged for easy access and reference. For a project study that spanned over three years, and hundreds of materials read and analyzed, a system needed to be in place to provide easy access and quick cross-referencing as supports were established for the project study and project development. The early skills learned in prior courses on how to research primary documents and application of a theorist and their theories to support and provide



structures to research gave me a new appreciation of the educational process both as a student in this doctoral program and as a teacher at the higher education level.

The development of the 3-day professional development project was a valued experience for my scholarship growth and organizational skills. Taking data from research and analyzing data for emerging themes provided content for the project. Building a project on the actual needs expressed through shared experiences solidified the value of the project development, and proposal to adopt at the local site and possibly other similar colleges and universities with schools of education. By conducting the project, I summarized early in the process that I would lead a charge for change in the local site and possibly other settings. Leadership and change would naturally evolve from the growth in my personal scholarship, project development, and interest in the local site.

### **Leadership and Change**

As an adjunct at the local university, I have developed a respect for scholars in higher education. I have engaged in advanced courses in pursuit of my Doctor of Education degree. As an educator for over 30 years, I have frequently sought professional development training not only to achieve my required professional development hours for state licensure, but for personal growth and development in areas of interest. My personal goal to help add to preservice teachers' multicultural competence for future teaching is evidenced by my passion to narrow the gap many new teachers face.

The findings from my project study have set forth a personal agenda. I plan to inform local stakeholders of the findings and share possible solutions or alternative

solutions to narrow the gap identified at the local university. I plan to not only share the findings for the data collected but specifically reveal the emerged themes and sub-themes. Presenting an overview of my research project and proposed 3-day professional development training addresses the problem identified in the research project.

### **Reflective Analysis of Self as a Scholar**

My personality does not naturally reflect leadership qualities. After identifying evidence in literature reviews, and personal experience with preservice teachers in the final practicum or internship courses, I recognized the need for multicultural competence. The identified need was the same component that drove me in other matters of education. My drive or passion always seemed centered on how to deliver information that would help or support those I taught. Learning how to present content so students would understand and have the ability to apply the content seemed to drive personal planning.

As a senior in high school, teaching was not my calling. I always enjoyed going to school but was never a good student. The process of how to study never was learned. I did not understand learning to read a text and analyzing the topic sentences would inform me about the paragraph and what the paragraph included. At the time of my high school experience, I was not what school counselors would classify as college ready. What they saw was academic semester grades and standardized tests scores that indicated I would be an at-risk student at the college level. Teaching was not on my agenda at that time.

Even though I was not looking at teaching as a career, I entered a local community college and began my educational experience at the higher education level.

For two years, I worked on a degree that I later changed. With two years of college courses completed, I was learning how to study and gradually improving my grades. When I changed my degree focus, with college experience and time behind me, I moved to a degree I was comfortable and happy to pursue. The degree focus was on child development and family. As I came closer to the completion of the program, I recognized I could add education courses and end up with a degree with a teaching license. After my final semester of student teaching, I found my passion. Teaching was the career I would embark on and gradually add additional degrees.

After I had earned my bachelor degree, I began teaching in a small private school for two years. During the two years, I practiced skills I was taught, read about, and briefly had experienced in student teaching. The two years was a time to hone in on my skills and build confidence. The experience was personally gratifying, beneficial, and prepared me for future experiences I was unaware of at the time. The experience gave me the confidence to enroll and continue to earn my master's degree in education.

Following the brief two year teaching experience, I enrolled in a state university to pursue my master's degree. For one year and part of two summer semester, I attended full time and completed a master's degree in vocational education. The education courses required for the degree allowed me to arrive at a deeper understanding and appreciation surrounding the foundation of education and education's philosophies. Along with other educational courses and some electives, I completed my master's degree ready to re-enter

the teaching field for the next nine years at a local high school. Earning my master's degree opened many doors in the areas of education.

Teaching at the high school level provided personal enjoyment and additional leadership experiences. The classroom was the primary area I led in with the students, but other opportunities proved valuable. Several times I served on or chaired committees that were directly school related or community-related. I attended workshops that added to personal knowledge about teacher evaluation and curriculum. The teaching experience at the high school level began my professional teaching career and growth as an educator.

Following the high school teaching career, I embarked on teaching my children. I became a stay home mother as I had my two children. Once they reached school age, I homeschooled the boys for five years. The value of relationship building was a key factor in that educational journey. At the appropriate time, I transitioned the boys into a private school for the next six year as I took on teaching and administrative level jobs. Ending the sixth year as an interim superintendent, I choose to leave and reevaluate my career direction.

Taking a break from teaching and administrative duties, I pursued teaching at the higher education level. I applied for adjunct positions that allowed me to identify my true passion. Teaching at the higher education level challenged me as a teacher and a learner. I found exploring the depth of information, and the deliverability was rewarding and I discovered I wanted to return to school to obtain my doctoral degree in education. The doctoral degree was never a goal until I began as an adjunct seven years ago.

The experience of working on the advanced degree produced numerous opportunities to pass along to my students key and valued components found in teaching and learning. The experiences of taking my doctoral courses and teaching future teachers at the local site were a natural crossover that reinforced my personal learning. For many at my age, working on an advanced degree may have appeared foolish but for me, it has been the highlight of my professional educational journey. Learning how to learn and learning how to teach is fully rewarding. The project of my doctoral research project established a voice I did not know existed within me that will work for social changes that support moving education to new levels at the local level and far reaching.

#### **Analysis of Self as a Practitioner**

I am currently an adjunct teacher in the local school of education. The research experience has added value to my current teaching assignments over the past three years. Researching current educational publications has increased my professional knowledge and understanding in a plethora of educational issues. These educational issues provided avenues to explore as I researched and identified gaps in the educational field. As I read and identified common themes in research and themes that lacked enough research, I identified my research topic and question. Allowing previous research to convey the authors' findings provided the opportunity to build and further those findings for future research studies. Beginning as an adjunct and growing as a future doctoral graduate is a professional highlight that is treasured.

### **Analysis of Self as a Project Developer**

Project development opportunities can occur at numerous points in an individual's life. The doctoral project development has far exceeded any others I have engaged. The experience has proven the most challenging project development assignment yet. I entered this project at the age of 56 years old. My goal was to finish by my 60<sup>th</sup> birthday. The journey has been extremely rewarding but challenging along the way. I have had to remain organized and focused through the process. However, I have accomplished success along the way and continued as I entered the final study stage. The journey held challenges with time, family, and work. Through each of the challenges, I have moved forward and felt accomplished and motivated to continue. As a novice researcher, I have experienced social change by personally entering the doctoral program. I am not the same educator I was three and one-half years ago. I believe the preservice teachers I am responsible for each semester have experienced social change through my personal social change.

The professional development 3-day training project has proved challenging as well. The timeframe of 3-days seemed long and possibly hard to complete with adequate content for preservice teachers. As I have planned and outlined, I recognized that vast amount of content I desired to bring to the preservice teachers and that possible those set days would not provide enough time. With that, I determined I would have to consider adding additional materials in the future. The findings in Section 2 revealed numerous researched topics and additional topics for future analysis and research.

### **Reflection on the Importance of the Work**

From a personal view of the project study, I gained a valuable appreciation for others work after experiencing the same processes. Reading peer-reviewed journal articles that addressed all the various aspects of my project study, I discovered the vast amount of time and attention given those studies because of the doctoral requirements on me. The researchers before me had worked to find answers too many of the same things I investigated. In some cases, the answers were clear and other researchers findings were confirming what I was researching, or dispelling my findings, or showing additional work was needed. Others' research played a part in my work for confirmation or lack of confirmation.

The findings from the participants in the project study confirmed the gap preservice teachers have working with a diverse student population. The finding confirmed the local teacher preparations program needed to address the problem gap for the benefit of the large percent of the diverse population in our local public schools. The landscape of the classroom has changed, and new teachers prepare to meet a plethora of needs in classrooms. When preservice teachers have opportunities to receive training for building multicultural competence, the work with a multicultural, diverse student population has opportunity to reflect in students' success. The topic for additional future research. The findings confirmed a need to build and support preservice teachers' multicultural competence.

## **Implications, Applications, and Directions for Future Research**

### **Implications**

Currently, preservice teachers at the local site take one course in teaching diverse learners with an emphasis on special education. The course offered during preservice teachers' sophomore year with no assigned field experience. Through findings in Section 2, preservice teachers shared experiences and reviewed lesson plans identified needs. Needs identified matched what previously reviewed literature and personal conversations with graduates claimed. The gap between the increased cultural diversity of the classroom population and multicultural competence of preservice teachers revealed a lack of multicultural awareness, knowledge, and skills for diverse learners. Preservice teachers needed additional support that the implementation of a 3-day professional development training would address. Application of the 3-day professional development training or modules embedded in the content of practicum I, practicum II, and internship courses would strengthen and continue to develop the preservice teachers' multicultural competence and minimize the gap between preservice teachers and diverse student learners. The probability of social change in individuals, families, organizations and society appears attainable by narrowing the gap between the diverse population in schools and teachers working with the diversity.

### **Applications**

The 3-day professional development training project provides decision-makers a map for future planning and designing of curriculum and course deliverables. To take the



findings from the data collection and listen to the experiences share by preservice teachers related to lack of experiences, awareness, knowledge, and skills in multicultural competence provides evidence teacher training programs could implement. The ultimate result of bringing changes to teacher training programs is social change to graduates, local schools, and communities. As identified in Section 2, understanding of cultural perspectives and diverse parenting skills could narrow the diversity gap between home and school. The 3-day professional development training affords multiple avenues to develop and bring social change at multiple levels.

The methodology used was the qualitative case study method. The method served the purpose of gathering comments from preservice teachers' experiences with multicultural competence. Only 10 preservice teachers were interviewed not affording the opportunity to generalize the findings to others, but for individuals in similar settings and situations, the findings could provide a map to address similar needs in similar teacher training programs. The qualitative case study method proved adequate for my study and noted value to similar situations.

### **Directions for the Future Research**

Direction for future research might conduct a longitudinal study to track preservice teachers' multicultural experiences and competence development course-to-course and year-to-year. Future studies might track for growth and developments over a longer period while implementing Multicultural Competence: My Professional Story.

Taking the study further in a longitudinal approach establishes data over a period. The data over time provides foundations evidence.

Another future project study might compare preservice students' multicultural experiences and current teaching faculty in the local public school with five or more years of experience. The comparison of multicultural experiences of preservice teachers and current teaching faculty open up possibilities to identify and narrow cultural diversity gaps. The possible results could produce findings valuable to both the local school of education teacher training and the local public school educators' support in working with diversity in the classrooms. Comparing those with minimum experience to those with seasoned experience could provide additional data for narrowing the diversity gap.

A final future project study might focus on the interaction of classroom teachers and culturally diverse parents. Parent involvement is an educational priority, and the home school connections are considered valued for the diverse student population. The current obstacle is communication barriers between parents and teachers. Making connections with home and school by formulating a project study on the interaction between the two entities could narrow the diversity gap and benefit the student learner in the classrooms.

### **Conclusion**

Section 4 served as a reflection of my project study experiences. A reflection identified strengths and weaknesses in my project study. The recommendations for alternative approaches gave insight to future research. Reflection of personal scholarship,

project developer, leadership and change provided awareness of my professional growth through the project study. Reflecting on the work and importance of the work inspired me to look into the future and explore possible extensions of this study. I perceived the possibility of implications for the local university and local public school.

Application of the 3-day professional development training project, *Multicultural Competence: My Professional Story*, supports findings from my project study and supports future research possibilities to add to the content of the training. The focus of this project study and project development bridges the gap between future teachers and a diverse student population. Rueda and Stillman (2012) stated the importance that “all teaching and learning is cultural, and that cultural factors are an important factor for all learners independent of any labels” (p. 250) they might represent. The accomplishment of bridging the gap strengthens all students’ learning. All students need a keen awareness to others, ample learning opportunities, and skills to match those learning opportunities in the 21st century setting for the benefit of the local and global communities they all will live and serve. Over time individuals accumulate attitudes, biases, and values consequently it takes a lifelong, evolving process to develop awareness, knowledge, and skills for multicultural competence while minimizing attitudes, and biases; a process not achievable during a one-time event. Development of an educator’s multicultural competence is a lifelong process.

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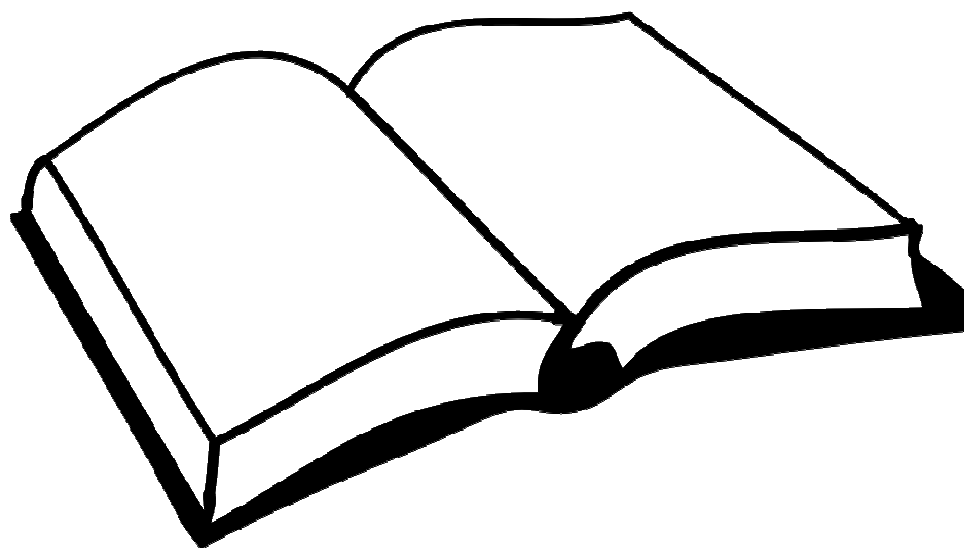
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Appendix A: Project

Multicultural Competence: My Professional Story





## Introduction

The purpose of this professional development training is to strengthen and build preservice teachers' multicultural awareness, knowledge, and skills in working with a diverse student population. The professional development training contributes to preservice teachers' multicultural competence prior to graduation and new teacher hire. The primary goal of the professional development project mirrors the local university mission statement by preparing preservice teachers to succeed "in an ever-changing global society" for career readiness. Implementation of three types of evaluations in the professional development workshop including formative, summative, and outcome. Formative evaluation is conducted throughout the workshop, summative is gathered at the conclusion of the workshop, and constructed lesson plans created during the workshop serve as the learning outcome evaluation component. The primary learning outcomes set forth to strengthen preservice teachers' practices in teaching a multicultural diverse student population. More specifically the project goals advocate:

1. Enhancing multicultural awareness.
2. Enhancing multicultural knowledge of cultural understanding and communication skills.
3. Developing multicultural skills with needs assessment for diverse students and families.

The target audience are preservice teachers in practicum I, practicum II, and internship courses at the local university. The project contains contents modules for three days of training. The following outlines the 3 days professional development training themes:

Day 1: Introduction & Multicultural Awareness

Day 2: Multicultural Knowledge

Day 3: Multicultural Skills

Materials required by participants include pen or pencils, personal laptops (optional) with wireless capabilities. All additional training resources are provided.

## **Professional Development Training**

### **Day 1. Multicultural Awareness**

Module 1. The Why, The Who, The Others

Module 2. Am I Blind?

Module 3. What is on your Mind?

### **Day 2. Multicultural Knowledge**

Module 4. Can We Talk?

Module 5. What's in Your Culture?

Module 6. Whose Cultural Perspective?

### **Day 3. Multicultural Skills**

Module 7. What We Can Do Together

Module 8. How Can We Help?

Module 9. A Game Changer

## Day 1.

### Multicultural Awareness (Modules 1, 2, 3)

<b>Welcome and Program Overview</b> Icebreaker: Sharing "Nicknames"	8:30-8:45 a. m.
<b>Module 1. The Why, The Who, The Others</b>	
<b>Topic 1.</b> <i>Why Multicultural Competence Training?</i>  <b>Activity 1.</b> The Silent Introduction of My Friend  <b>Topic 2.</b> <i>Who Am I and Others?</i>  <b>Activity 2.</b> A Day in My Life  <b>Activity 3.</b> Where Do I Stand	8:45-10:45 a. m.
Break 10:45-11:00 a.m.	
<b>Module 2. Am I Blind?</b>	
<b>Topic 3.</b> <i>My Awareness Reality</i>  <b>Activity 4.</b> What Have I Hit?	11:00-12:00 noon
Lunch Break 12:00-1:00 p.m.	
<b>Topic 4.</b> <i>Do You See What I See</i>  <b>Activity 5.</b> What is your Impression?	1:00-1:30 p. m.
<b>Module 3. What is on your Mind?</b>	
<b>Topic 5.</b> <i>Fixed and Growth Mindset</i>  <b>Activity 6.</b> Does Mindset Help or Hurt Student Progress  <b>Activity 7.</b> What is in the Way?	1:30-2:30 p.m.
Break 2:30-2:45 p.m.	
<b>Activity 8.</b> Getting Down to the Grit	2:45-3:45 p.m.

<p><b>Debriefing and Evaluation</b> Discussion Question? What is “My” awareness level based on what has been learned in modules 1-3?</p> <p><b>Day 1 (Modules 1-3) Training Evaluation</b></p>	3:45-4:15 p.m.
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## Welcome and Overview

### Day 1.

<b>Title</b>	Slide 1
Multicultural Competence: My Professional Story Professional Development Training Day 1.	
<b>Welcome</b>	Slide 2
Practicum I Preservice Teachers	
Practicum II Preservice Teachers	
Internship Preservice Teachers	
<b>Purpose for the Professional Development</b>	Slide 3
Strengthen and build preservice teachers' multicultural competence in working with a diverse student population.	
<b>Introduce Icebreaker</b>	Slide 4
What's in a Name? Nicknames	
<b>Professional Development Goals</b>	Slide 5
The professional development training goals will focus on:	
1. Enhancing multicultural awareness.	
2. Enhancing multicultural knowledge of cultural understanding and communication skills.	

3. Developing multicultural skills with needs assessment for diverse students and families.

**Learning Outcome**

Slide 6

To develop as a culturally responsive teacher who “understands and displays a comprehensive endeavor that encompasses attention to student needs, curriculum content, counseling and guidance ....and assessment” (Gay, 2010, p. 437) for individuals’ success.

**Multicultural Competence**

Slide 7

Defined as “acquisition of awareness, knowledge, and skills needed to function effectively in a pluralistic democratic society” (Sue & Sue, 2003, p. 21).

**Pedersen’s Model of Cultural Competence**

Slide 8

Pedersen (1994) emphasized individuals becoming more aware and changing their understanding, acceptance, and working skillfully with students and parents different from themselves.

**Workshop Themes**

Slide 9

**Day 1. Multicultural Awareness**

Prieto (2012) defined multicultural awareness as individuals being “cognizant of their own cultural heritage, how these heritage influences their perspective of others’ cultures...[and] limits of their personal and professional competence” (p. 52) when working with others not representative of their own culture.

**Day 2. Multicultural Knowledge**

Prieto (2012) defined multicultural knowledge as “individuals possessing specific and fact-based knowledge of their own and others’ cultural heritages” (p.52), including components like values, norms, and family characteristics plus a good understanding of how these behaviors and more contribute to cultural differences in individuals.

### **Day 3. Multicultural Skills**

Prieto (2012) defined multicultural skills as individuals developing and bringing into practice behaviors that are sensitive to the cultures of others like “interacting with people in their primary language....immersing themselves in different cultures [for acquisition]...use culturally relevant ...resources” (p. 52) to help minimize stereotypical attitudes from acquired personal and professional views.



**Day 1. My Awareness**

Slide 10

**Module 1.** The Why, The Who, The Others

Topic 1. Why Multicultural Competence Training?

Topic 2. Who Am I and Others?

**Module 2.** Am I Blind?

Topic 3. My Awareness Reality

Topic 4. Do You See What I See?

**Module 3.** What is On Your Mind?

Topic 5. Fixed and Growth Mindset

**Module 1. The Why, The Who, The Others** Slide 11

**Topic 1. *Why Multicultural Competence Training?*** Slide 12

**Objectives**

1. To understand the purpose of multicultural competence training.
2. To identify demographic changes in teacher and student classroom populations
3. To identify ethical reasons for multicultural competence training.

**Why Multicultural Training** Slide 13

Purpose of multicultural competence training

Demographic changes in teacher and student classroom population in the past five years.

Focus discussion on the local school district teacher/student composition.

Identify ethical responsibility for multicultural competence training.

**Evidence of the Problem from Professional Literature** Slide 14

Zozakiewicz (2010) and DeVillar and Jiang (2012) identified a gap between theory and practice, which was exacerbated by three areas of deficiency among some preservice teachers.

1. The lack of knowledge a preservice teacher had of the complexity of cultural differences.
2. The limited personal or professional experiences with diverse students.
3. The lack of confidence in working with a diverse student population.

**Activity 1. The Silent Introduction of My Friend** Slide 15

**Objectives**

1. To understand the role stereotyping plays in early introductions.
2. To understand the role assumptions plays in early personal encounters.

### **Description of Activity**

Participants are divided into pairs with those they do not know or know very little about.

The participants are not to *verbally* ask any questions of each other but complete the following questions:

1. Where the individual is from?
2. What social class did the individual grow up in?
3. What is the individual's religious association?
4. How many generations has the individual's family been in the United States?
5. What is the ethnic origin of the individual?
6. What is the individuals married or single?
7. What level of education does the individual's parents have?
8. How many biological children does the individual have?
9. Once the group is finished with the "silent" portion of the activity, share answers with each other.

### **Large Group**

The presenter will open the discussion up to the larger group with these general questions:

1. Share *how* and *why* they arrived at their assumptions.
2. How did they feel when they heard the assumptions made about them?

3. What kind of factors contributed to the assumptions/stereotypes they originally made?
4. What possible strategies can be used to avoid assumptions/stereotyping of other?

**Topic 2.** *Who Am I and Others?*

Slide 16

**Activity 2.** A Day in My Life

**Objectives**

1. Becoming aware of others
2. Identify cultural privileges

**Description of Activity**

Participants are asked to spend time writing about a typical day they have. Begin your writing when you wake up of the morning until you go to bed at night. Add the details of your school, jobs, and families that describe who you are during that day. Prepare to share stories with the large group.

**Large Group**

The leader opens the discussion by sharing their own personal story. The leader then begins to call on others to read their story. After the reading of “others” begin the discussion of *privilege* and based on the leaders story and “others” stories share what *privileges* were identified.

1. What differences were identified in the stories shared?
2. How might you view your own freedom and *privilege* in a multicultural classroom setting with a diverse student population?

3. How could you design a classroom, assignment, or any other educational component to reflect fairness rather than lean towards privilege?

**Topic 2.** *Who Am I and Others?*

Slide 17

**Activity 3.** Where Do I Stand?

**Objectives**

1. Becoming aware how minority is identified in everyone
2. Identify feelings related to minorities

**Description of Activity**

Participants are asked to stand and construct a large group circle. The leader asks participants to take one step forward after a statement is read if the statement applies to them. All participants take a brief visual note of those who stepped into the circle. The leader asks those to step back into their position in the circle. The leader reads another statement and participants step into the circle if the statement applies to them. This process continues until all the questions are read.

The following are the statements for the presenter to read.

Step into the circle if:

1. You speak more than one language
2. You have traveled outside of the United States borders.
3. You think of yourself as young.
4. You think of yourself as well educated.
5. You think of yourself as talented with one or more talents.

6. You think of yourself as musical.
7. You think of yourself as life of the party.
8. You think of yourself as organized.
9. You think of yourself as healthy.
10. You think of yourself as big hearted.

### **Larger Group**

Presenter opens up the discussion about how participants felt when they fell into the minority of the group.

1. Were there any statements that you had difficulty with?

### **Module 2. Am I Blind?**

Slide 18

### **Module 2. Am I Blind?**

Slide 19

### **Topic 3. *My Awareness Reality***

#### **Objectives**

1. Generate definitions of culture.
2. Identify the complexity of culture.

### **Activity 4. What Have I Hit?**

Slide 20

#### **Objective**

1. Identity with culture and its complexities

#### **Description of Activity**

Participants will draw a picture of an iceberg slightly out of water.

View power point of the different components of Weaver's (1986) model.

The leader asks for concepts above the waterline.

Participants break into groups of 4-5 to identify less visible concepts of culture that falls below the waterline of visibility.

Participants create a short list of concepts their group think fall below the line.

The leader will document on the marker board the collaborative answers of the groups and call for comments, discussion, and closing remarks about the unseen portion of the cultural iceberg.

**Drawing On Marker Board:** An Iceberg indicating where the water line falls.

**Topic 4.** *Do You See What I See*

Slide 21

**Objective**

1. Define Cultural Blindness

**Topic 4.** *Do You See What I See*

Slide 22-23

**Activity 5.** What is your Impression?

**Objective**

1. Describe your first impression with the Hermann's Grid (Spillmann, 1994).

**Module 3. What is On Your Mind?**

Slide 24

**Module 3. What is On Your Mind?**

Slide 25

**Topic 5.** *Fixed and Growth Mindset*

**Objectives**

1. Define mindset.
2. Distinguish between fixed and growth mindset.

**Activity 6. Does My Mindset Help or Hurt Students Progress?**

Slide 26

**Objective**

1. Analyze personal mindsets in relation to student progress

**Description of Activity**

Participants will be given the handout *The Way Mindset Works*.

The participants are to first work independently before forming small groups of 3-4 people to reflect on answers to the activity.

**Large Group**

The presenter will open the discussion up to the larger group with these general questions:

1. What did you learn about educators' fixed mindsets?
2. What did you learn about educators' growth mindsets?
3. Would having a fixed or growth mindsets possibly effect student's success?

If so, what way?



Handout: Does My Mindset Help or Hurt Students Progress?	
Ways a teacher's <i>fixed mindset</i> might affects a student's success.	Ways a teacher's <i>growth mindset</i> might affects a student's success.

**Activity 7. What is in the Way?**

Slide 27

**Objective**

1. Identify barriers to growth mindset in a teaching environment.

**Description of Activity**

Participants will be given three sticky notes. On each sticky note participants are to write one barrier they could possibly encounter in a teaching situation that would cause students fail or hamper succeed. At the appropriate time, participants are to mix with other participants and find matches to their suggested barriers.

**Large Group**

Once the presenter calls time, the presenter will begin to create a list on a large marker pad creating of the barriers participants came up with and discuss possible solutions.

**Activity 8. Getting Down to the Grit**

Slide 28

**Objective**

1. Identify what grit is in relation to education.

**Description of Activity**

Watch a video clip about grit. <https://www.youtube.com/watch?v=H14bBuluwB8>

Participants will be handed a copy of *The Power of Grit, Perseverance, and Tenacity* (Laursen, 2015). Select three key points to share in the large group discussion.

**Large Group Discussion**

Begin the large group discussion with a video clip.

<https://www.youtube.com/watch?v=kVzblgpqQnk>

Open the discussion with the following statement:

“In order for students to become successful citizens of their local and global communities, schools must be transformed to provide intentional experiences for students to learn the knowledge and skills required for career and community participation such as collaboration, problem-solving, grit, perseverance, tenacity, and self-control “(Laursen, 2015).

1. What is grit?
2. What does grit have to do teaching and education?
3. How do you get grit?
4. Can you teach grit?

**Day 1. Debriefing and Evaluation**

Slide 29

### Multicultural Competence: My Professional Story Module Evaluation

Modules 1-3

Overall Presentation	Excellent	Good	Fair	Poor
Quality				
Content				
Usefulness				

Share any additional thought about the overall presentation of modules 1-3:

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Modules 1-3 Outcome: Enhancing multicultural awareness.

Outcomes	Strongly Agree	Agree	Disagree	Strongly Disagree
I acquired new information from the modules about multicultural awareness.				
I acquired useful strategies to use in my classes.				
I plan to use information from these modules in future classes.				

Share major concepts learned and how you will implement those concepts in the future:

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**Day 2.****Multicultural Knowledge (Modules 4, 5, 6)**

<p><b>Welcome</b></p> <p><b>Overview of Day 2</b></p>	<p>8:30-8:45 a. m.</p>
<p style="text-align: center;"><b>Module 4.</b></p> <p style="text-align: center;"><b>Communication: Can We Talk?</b></p>	
<p><b>Topic 1.</b> <i>Where Do I Start?</i></p> <p style="text-align: center;"><b>Activity 1.</b> <i>What Different Feels Like.</i></p> <p><b>Topic 2.</b> <i>What Am I Really Saying?</i></p> <p style="text-align: center;"><b>Activity 2.</b> <i>Face to Face Communication</i></p> <p style="text-align: center;"><b>Activity 3.</b> <i>Are My Verbal and Nonverbal Aligned?</i></p>	<p>8:45-10:45 a. m.</p>
<p style="text-align: right;"><b>Break</b></p> <p style="text-align: right;">10:45-11:00 a.m.</p>	
<p style="text-align: center;"><b>Module 5.</b></p> <p style="text-align: center;"><b>What's in Your Culture?</b></p>	
<p><b>Topic 3.</b> <i>A Bag Full of Culture</i></p> <p style="text-align: center;"><b>Activity 4.</b> <i>A Bag Full of Culture</i></p>	<p>11:00-12:00 noon</p>
<p style="text-align: right;"><b>Lunch Break</b></p> <p style="text-align: right;">12:00-1:00 p.m.</p>	

<b>Topic 3.</b> continued	1:00-1:30 p. m.
<b>Module 6.</b> <b>Who's Cultural Perspective?</b>	
<b>Topic 4.</b> <i>What's Your Perspective?</i>  <b>Activity 5.</b> What Do You Think?  <b>Activity 6.</b> Pedagogy and Cultural Perspective	1:30-2:30 p.m.
<b>Break</b> 2:30-2:45 p.m.	
<b>Topic 5.</b> <i>Who's Parenting Who?</i>  <b>Activity 7.</b> A Panel Discussion from Everyone's View	2:45-3:45 p.m.
<b>Debriefing and Evaluation</b>  Discussion Question? What is "My" knowledge level based on what has been learned in modules 4-6?  <b>Day 2. (Modules 4-6) Training Evaluation</b>	3:45-4:15 p.m.

## Welcome and Overview Day 2.

**Title**

Slide 30

Multicultural Competence: My Professional Story Professional Development Training

**Day 2. My Knowledge**

Slide 31

**Module 4. The Why, The Who, The Others**

Topic 1. Why Multicultural Competence Training?

Topic 2. Who Am I and Others?

**Module 5. Am I Blind?**

Topic 3. My Awareness Reality

Topic 4. Do You See What I See?

**Module 6. What is On Your Mind?**

Topic 5. Fixed and Growth Mindset

**Day 2. Module 4. Communication, Can We Talk?**

Slide 32

**Module 4. Communication, Can We Talk?**

Slide 33

**Topic 1. *Where Do I Start?*****Objective**

1. Experience communication in an unfamiliar language.

**Activity 1. What *Different* Feels Like.****Objective**

1. Experience a lesson communicated in an unfamiliar language.

**Description of Activity**

A foreign exchange student at the local university will be invited to come and be a guest speaker to participants. The speaker will ask to present a mini-lesson on a topic of their choice. The guest will be asked to communicate in their native language and present any handout or text in print in the same native language. Participants will hear the speaker present a mini lesson communicated in a language different from their own. After the presented mini-lesson participants will pair up to compare notes over the lesson to determine what the speaker was communicating. After a period of time, the presenter will draw the participants' attention back to the larger group to debrief and share participants' thoughts and feelings about the experience. The speaker will then communicate the details of the mini-lesson in the English language.

**Large Group**



The presenter will ask the following discussion questions of the participants experience with the activity.

1. Describe your feelings while trying to understand the speakers' mini lesson?
2. What did you notice or observe about the difficulty to learn a different language?
3. With new students to the English language, could you now better understand a small portion of what that feels like to be amerced into a new setting and language?

**Topic 2.** What *Am I Really Saying?*

Slide 34

### **Objectives**

1. Identify differences between nonverbal and verbal communication.
2. Identify examples of categories of communication.
3. Identify how miscommunication can happen.

### Categories of Communication

Verbal

Non-Verbal

Written

Visual

### **Activity 2.** Face to Face Communication

#### **Description of Activity**

Role play a communication dialogue between 2 participants. The entire group will pair up with another person and create a one-minute skit focused on verbal communication. The

topic can be about anything. Some suggestions might be teacher/parent conference, meeting with another teacher to collaborate, meeting with a student to address some concerns, or anything that relates to education. Once participant pairs are ready, each group will share their skit. The audience will watch for communication barriers that are hindrances to the communication process.

### **Large Group**

The presenter will ask for participants to share communication barriers they identified. A further discussion will address how to minimize the communication barriers.

### **Activity 3.** *Are My Verbal and Nonverbal Aligned?*

Slide 35

What signals do we send in our verbal and non-verbal communication?

### **Objective**

1. Identify verbal and nonverbal signals.

### **Assignment** Are My Verbal and Nonverbal Aligned

Participants will be placed in groups of four and given the following instructions.

1. Observe an individual or group of individuals in a public setting.
2. Take a few pictures or two to three minute video of the setting and the individual(s) you are observing using a digital device.
3. Prepare to share your findings and identify the communication signals you noted in the pictures you took.

## **Large Group**

Each group will share their observation experiences and present their pictures or videos to the large group. The groups will identify the verbal and non-verbal communication that took place during that observation. The presenter will further ask each group about the verbal and non-verbal communication among the group they were placed in. What was the communication experience among the group as they worked on the assignment?

In light of the diverse student population may participants will work with, discuss the value of verbal and non-verbal communication knowledge needed to work with diverse students. According to Davis (2012) misleading cultural communication can lead to learning issues in the classroom. If teachers fail to understand communication signals of diverse student populations, teachers may be sending the message that they do not care (Davis, 2012). One valuable way to eliminate miss-communication is to plan home visits (Davis, 2012).

**Module 5. What's in Your Culture?**

Slide 36

**Module 5. What's in Your Culture?**

Slide 37

**Topic 3. *A Bag Full of Culture***

Essential Elements of Culture (Nieto, 2010)

Cultural Beliefs

Cultural Values

Cultural Customs,

Cultural Traditions

Cultural Taboos

Cultural Norms

Cultural Beliefs

### **Objectives**

1. Research elements of cultures.
2. Analyze and synthesis findings from research on elements of particular cultures.

### **Template A Bag Full of Culture**

Essential Elements of Culture (Nieto, 2010)

Cultural Beliefs

Cultural Values

Cultural Customs,

Cultural Traditions

Cultural Taboos

Cultural Norms

Cultural Beliefs

### **Activity 4. A Bag Full of Culture (continued)**

#### **Description of Activity**

Participants will research a race/culture from [www.census.gov](http://www.census.gov). Working in pairs, participants will research the essential elements of their selected culture. Provide participants with a template of the handout A Bag Full of Culture. The template will serve as the research criteria for the activity. At the conclusion of the research, each pair

will share one to two interesting discoveries. At the conclusion of the session, the participants will email the presenter the completed template with the research findings. The presenter will assemble a handbook of all the participants' findings and email participants back with the completed document as an attachment. The rationale for conducting the activity in the stated way allows all participants to benefit from each other's information and serves as a start to students' cultures that enter their classrooms from year to year. Also the document can be updated from time to time.

### **Large Group**

Slide 38

Learning about the elements of culture can be a valued asset for developing learning environments (Grant & Sleeter, 2011)

#### Four Recommendations to Educators

1. Students' interests and backgrounds should be placed at the core of the planning and teaching.
2. Students learning styles should be in the plan of the instruction.
3. Students' language should be used as a resource.
4. Parent and community connections should be used in instruction planning

### **Module 6. Whose Cultural Perspective?**

Slide 39

### **Module 6. Whose Cultural Perspective?**

Slide 40

#### **Topic 4. What's Your Perspective?**

#### **Objective**

1. Recognize that individuals see things from different perspectives.

### **Activity 6. What Do You Think?**

#### **Description of Activity**

Introduce participants to the activity by starting with a discussion.

How can we all look at a picture and all see it different?

What is it that causes each person to look at a picture possibly very different?

Ask participants to respond to each of the scenarios.

- Picture a child walking down the street alone with a grocery sack in his arms.

What response do you have to this picture? The presenter will list the various responses.

- A lady with two children are getting on a bus. What responses do you have to this picture? The presenter will list the various responses.
- An old man is trying to cross the street at a cross-walk and has stumbled trying to get across.

What responses do you have to this picture? The presenter will list the various responses.

The presenter will now draw parallels between the three scenarios.

1. Why are the answers different?
2. What causes individuals to view things different?

3. The presenter will draw the discussion to perceptions the preservice teachers might have working with a diverse classroom of students. How does this activity prepare you for the future classroom of diverse students?

**Activity 7. Pedagogy and Cultural Perspective**

Slide 41

**Objective**

1. Identify characteristics of culturally responsive pedagogy.

**Description of Activity**

Participants will be provided a copy of Rychly and Graves (2012) article to read and discuss within small groups. The article serves as a good base for identifying characteristics of educators' culturally responsive pedagogy. Once the small groups are finished, the presenter will draw the attention of the large group back to the front to recap the focus of the article.

**Topic 5. Cultural Diverse Parenting**

Slide 42

**Objective**

1. Identify culturally different parenting perspective on education.

**Activity 8. A Panel Discussion from Everyone's View**

**Objective**

1. Identify different parenting perspectives on education.
2. Identify ways to bridge the school, parent, and teacher's involvement for student success.

**Description of Activity**

Participants will attend a round table discussion with culturally diverse parents and principals in the local public school settings. Each principal will be asked to invite one to two parents that represent a diverse population. These individuals will be given the topics prior to the round table discussion. Preservice teachers will hear from each panel member about their story. Principals will share about their local school setting with a review of demographic and programs that are available to culturally diverse families.

The volunteer parents will share their stories about their family adjustment they have had to make settling into a very different environment possibly from their homeland. All panel members will share how the families and schools have come together and what additional options could be implemented to assist the students' success. Principals will share what the local schools do involve parents in their child's education.

The discussion will continue with the presenter mediating the panel discussion.

Additional questions and topic may come up that would be included in the discussion.

At the end, preservice teachers will have a chance to ask the panel members additional questions about further assisting diverse students they will have in their classrooms. It is anticipate that the panel discussion will be a valued learning experience for preservice teachers as they prepare to graduate and enter the teaching profession.

**Day 2. Debriefing and Evaluation**

Slide 43



### Multicultural Competence: My Professional Story Evaluation

#### Modules 4-6

Overall	Excellent	Good	Fair	Poor
Presentation				
Quality				
Content				
Usefulness				

Share any additional thought about the overall presentation of modules 4-6:

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Modules 4-6 Outcome: Enhancing multicultural knowledge of cultural understanding and communication skills.

Outcomes	Strongly Agree	Agree	Disagree	Strongly Disagree
I acquired new information from the modules about multicultural awareness.				
I acquired useful strategies to use in my classes.				
I plan to use information from these modules in future classes.				

Share major concepts learned and how you will implement those concepts in the future:

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### Day 3.

#### Multicultural Knowledge (Modules 7, 8, 9)

<b>Welcome Overview of Day 3.</b>	8:30-8:45 a. m.
<b>Module 7. What We Can Do Together</b>	
<b>Topic 1.</b> <i>The Game Plan for the Mentor and Mentee</i> <b>Topic 2.</b> <i>Building My Team</i> <b>Activity 1.</b> Bloggers Huddle Up	8:45-10:45 a. m.
Break 10:45-11:00 a.m.	
<b>Module 8. How Can We Help?</b>	
<b>Topic 3.</b> <i>Community Partners: Back-Up Players</i>	11:00-12:00 noon
Lunch Break 12:00-1:00 p.m.	
<b>Topic 3.</b> <i>(continued)</i>	1:00-1:30 p. m.
<b>Module 9. A Game Changer</b>	
<b>Topic 4.</b> <i>The Game Book</i> <b>Activity 2.</b> Ready, Set, Punt	1:30-2:30 p.m.
Break 2:30-2:45 p.m.	
<b>Topic 4.</b> <i>(continued)</i>	2:45-3:15 p.m.
<b>Debriefing and Evaluation</b> Discussion Question? What is “My” Skills level based on what has been learned in modules 7-9?	3:15-4:15 p.m.
<b>Day 3. (Modules 7-9) Training Evaluation</b>	

**Welcome and Overview Day 3.****Title**

Slide 44

Multicultural Competence: My Professional Story Professional Development Training  
Day 3.

**Day 3. My Skills**

Slide 45

**Module 7. What We Can Do Together**

Topic 1. The Game Plan for the Mentor and Mentee

Topic 2. Building My Team

**Module 8. How Can We Help?**

Topic 3. Community Partners: Back-up Players

**Module 9. A Game Changer**

Topic 4. The Game Book

**Module 7. What We Can Do Together**

Slide 46

**Module 7. What We Can Do Together**

Slide 47

**Topic 1.** *The Game Plan for the Mentor and Mentee***Objectives**

1. Identify key components of a mentor and mentee relationship
2. Identify benefits of mentoring
3. Identify qualities of a successful mentee

**Large Group**

The presenter will lead a large group discussion about mentor and mentee relationships.

Participants will share their thoughts and view about what they know and understand about mentor and mentee relationships. The purpose of this module is to reflect and review on the roles of the mentor and mentee in relation to the field experience that is current.

Key Components: ([www.joe.org/joe/2010december/tt8.php](http://www.joe.org/joe/2010december/tt8.php))

1. Build a trusting relationship
2. Establish roles and responsibilities
3. Create short and long term goals.
4. Solve problems through collaboration

Benefits of Mentoring: ([www.joe.org/joe/2010december/tt8.php](http://www.joe.org/joe/2010december/tt8.php))

1. Mentees gain valuable experience and teaching under mentor's leadership.
2. Mentees learn within a safe and supportive learning environment.

3. Mentees grow in their focused teaching.

Qualities of a Successful Mentee (<http://pcaddick.com/page12.html>)

1. Mentee has a personal commitment to work with another person.
2. Mentee is flexible.
3. Mentee must realize that mentors are just one tool they can use for growing professionally.
4. Mentee is open to what they learn.
5. Mentee can listen and adjust to multiple viewpoints.

## **Topic 2. Building My Team**

Slide 48

### **Objective**

1. Recognize collaboration is a team building tool.

### **Activity 1. Bloggers Huddle Up**

#### **Large Group**

The presenter introduces the participants to signing up to use Google Blogger. Each participant will need to create a personal account for the purpose of preparing to collaborate with fellow participants, mentors, and other teaching professionals in their field. The following steps get the participants ready to blog about their classroom experiences. The blog will give participants an opportunity to share what they are learning and questions they need help with.

To start using Blogger, follow the steps below:

1. Sign in or create a Google Account.

2. Visit Blogger homepage. (create your username and password)
3. Sign-in.
4. Accept Blogger's Terms of Service.
5. Create a blog link and start.
6. Follow instructions to design and create your personal template.
7. Create your personal profile and customize the look of your blog.
8. Make sure to add readers by including their email addresses so your collaborative group is formed and all participants are in each other's groups.
9. Once your blog is set and ready to use, create your first blog.
10. Once you have completed your blog, read two other blogs of other participants and respond to two from your group. Leave comments of your response to the sites and information they founded.

The presenter will close the session by asking for volunteers to briefly share their experiences setting up a blog and searching for helpful websites. In addition, share how you think you might improve this assignment to be more valuable for building your multicultural competence.

#### Blog # 1 Assignment

Topic: Research three to five websites that have informative information on working with a diverse population. Write what you find helpful from those sites and what you might incorporate into your teaching.

**Module 8. What We Can Do Together**

Slide 50

**Topic 3. Community Partners: Back-Up Players****Objectives**

1. Discover the local community agencies that support multicultural families in the area.
2. Identify the services that community agencies provide to diverse families in the area.
3. Create a directory that lists contact information to the community agencies represented and services they offer.

**Large Group**

The presenter will introduce the representatives from community agencies that provide family services. These agencies will be local with the rationale that teachers have a knowledge of what is available to families that have needs. Needs that particularly reflect diverse needs. These services might represent agencies that help with translation, food, clothing, shelter, and any other that would be available to meet families in need. The list of agencies would represent a starting place for teachers to reference and a place to add to in the future as more are learned about. Representatives will share about their agencies and services they offer in the community. They will share any qualification families must meet to receive their services. The representatives will share any hotline numbers if their group has one. During the discussion, participants can question the representatives as

things come to mind. Participants need to start a contact directory of the groups represented and any information they handout (flyers, etc.) that would help them collect information about the services the groups provide.

**Module 9. A Game Changer** Slide 51

**Module 9. A Game Changer** Slide 52

**Topic 4.** The Game Book

### **Objectives**

1. Define differentiation in lesson planning.
2. Identify three elements of differentiated learning.
3. Produce lesson plans reflecting elements of differentiated learning (change challenge, choice).

Differentiation is: (Fogarty & Pete, 2011, p. 32)

1. Qualitative- Adjusting the kind of work not the amount.
2. Student-Centered- Different ways students can get the instruction
3. Assessment Driven- For assessing learning and making changes as need.
4. Whole, Small Group, and Individual- Designing instruction that fits and works for any student grouping.

Multimodal Approach- Using a lot of various methods to process.

1. Organic- Having a very interactive classroom.

Three Elements of Differentiated Learning: (Fogarty & Pete, 2011, p. 36)

1. Change- content (complexity of the lesson, resources within the lesson,



environment or context of the lesson) process (change the many ways of direct instruction, cooperative interaction, methods of inquiry) product (the final piece).

2. Challenge- emotions, attention, memory.
3. Choice- freedom within structure (students select *what* and *how* of learning (Fogarty & Pete, 2011, p. 37)

### **Large Group**

The presenter will review the components of a differentiated lesson plan. Following the discussion of the elements of a differentiated lesson, the presenter will demonstrate Pearson and Gallagher's (1983) model of gradual release of responsibility.

### **Activity 2. Ready, Set, Punt**

#### **Objective**

1. Produce a lesson plan reflecting changing content, process, and product.

### **Large Group**

The presenter demonstrates Bowgen and Sever's (2010) "I Do" step (p. 47). The presenter simply talks through the sample lesson and process not taking any questions from the participants. The presenter models the "what I know ...[and] how I know process" (Bowgen and Sever, 2010, p. 47) helping the participants understand when to go from *how* to *when* it needs to be used.

Demonstration: 1

Standard:

“Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem”.

<http://www.corestandards.org/Math/Content/1/OA/#CCSS.Math.Content.1.OA.A.1>

The presenter demonstrates how to respect the standard and differentiate *content complexity*.

Tier the lesson:

Concrete Level:

Teaching students to add to by using snap cubes to find the answer in an addition word problem. Example, Jane has 10 apples and needs 20 to give her friends. How many more apples does Jane need to have a total of 20 apples?

Students use snap cubes as objects to use for counting and solving the problem.

Symbolic Level:

Given the same addition problem above (concrete level), instead of using objects for counting, student draw illustrations to help find the answers.

Abstract Level:

Given the same addition problem above (concrete level), instead of using objects for counting, or drawing illustrations to find the answers, students actually write words to express how they find the answer.

The presenter demonstrates how to respect the standard and differentiate content resources.

The presenter presents the options of resources that can assist teaching the same standard.

Various forms of text (informational, narrative, multimedia). If students need drill practice, the use of multimedia clips to help students might be used for those needing auditory and visual methods to learn.

The presenter demonstrates how to respect the standard and differentiate content environment.

The presenter presents the options of making *environment changes* to assist the teaching of standards.

1. Move the class outside to teach the same content you are working on inside.
2. Move to a different area in the room or building to work on the standard being covered.
3. Use virtual classrooms to teach standards.

### **Small Group Practice**

Participants will move to Bowgen and Sever (2010) “We Do” step (p. 59) model of gradual release of responsibility. Each small group will be given a teaching standard. The group will develop a lesson plan to present to the large group that demonstrates ways to change the content for a diverse student population. Bowgen and Sever “We Do” (2010, p. 59) moves the participants from observing to becoming the demonstrators themselves.

The lesson plan needs to reflect:

1. Changing content complexity
2. Changing content resources
3. Changing content environments

### **Large Group**

The presenter will introduce how to *change the process*. Fogarty and Pete (2011) identified “changing the various aspects of direct instruction...changing the structure of cooperative interactions, or changing the mode of inquiry” (p. 79) student engage in.

Ways of changing the process might include:

1. Approaching direct instruction in a number of ways.
2. Creating various forms of cooperative interaction among the students.
3. Changing how inquiry is done.

The presenter will introduce how to *change the product* of learning. Fogarty and Pete (2011, p. 102) identified three ways to approach changing the product of the learning.

1. Entry points of the learning.
2. Exit point of the learning.
3. Methods of Assessment

Taking all of the presenters’ information, participants will complete the module individually creating three segmented lesson plans that reflect changing the content, process, and product.

### **Individual Activity**

Participants will move to Bowgen and Sever (2010) “You Do” step (p. 81) model of gradual release of responsibility. Taking the concepts presented in the large group sessions, participants will begin creating segmented lessons for their areas reflecting differentiated instruction. More specifically changing the content, process and product in their lesson planning for assisting a diverse students’ need. The changes will be monitored by practicum and internship supervisors during the course of the students’ field placement.

**Day 3. Debriefing and Evaluation**

Slide 53

### Multicultural Competence: My Professional Story Evaluation

Modules 7-9

Overall Presentation	Excellent	Good	Fair	Poor
Quality				
Content				
Usefulness				

Share any additional thought about the overall presentation of modules 4-6:

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Modules 7-9 Outcome: Developing multicultural skills with needs assessment for diverse students and families.

Outcomes	Strongly Agree	Agree	Disagree	Strongly Disagree
I acquired new information from the modules about multicultural awareness.				
I acquired useful strategies to use in my classes.				
I plan to use information from these modules in future classes.				

Share major concepts learned and how you will implement those concepts in the future:

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## **Summative Evaluation of Multicultural Competence: My Professional Story**

### **Evaluation**

At the conclusion of the 3-day professional development training, participants will reflect on their personal learning. Questions have been developed for group discussions that are taken from some of the modules objectives. Participants are placed in a group of 5-7 individuals and given the challenge to answer the questions on their card. There will be five total groups. Each group will have different questions reflective of the modules they attended. Each group will have the opportunity to share their group's answers with the others groups in a final large group presentation. Each group has the option of developing a role playing scenario that would best present their ideas from their small group discussion to illustrate their learning and understanding of the content discussed.

### **Card 1.**

#### **Module 1. The Why, The Who, The Others**

1. What did you learn about the roles stereotyping and assumptions plays in early introductions and encounters with individuals?
2. What did you learn about the importance of awareness of others?
3. Identify what cultural privileges refers to.
4. Explain how everyone might represent a minority.
5. What part do feelings play in relationship to minorities?

### **Card 2.**

#### **Module 2. Am I Blind?**

1. Generate definitions of culture.
2. Identify the complexity of culture.
3. How do you identify what culture and its complexities?
4. Define cultural blindness.
5. Identify and describe a situation where your first impression were wrong and you later identified what was the actual situation. Discuss your thought and feelings.

**Card 3.****Module 3. What is On Your Mind?**

1. Define what you believe mindset is and its part in learning.
2. Distinguish between fixed and growth mindset.
3. Analyze personal mindsets in relation to student progress in diverse classroom settings.
4. Identify barriers to growth mindset in a teaching environment.
5. Identify what grit is in relation to education and how you might develop it in students.

**Card 4.****Module 4. Communication, Can We Talk?**

1. What were your feelings related to the lesson communicated in an unfamiliar language?
2. Identify differences between nonverbal and verbal communication.



3. Review and identify a few examples of categories of communication.
4. Identify way miscommunication can happen in a teaching situation.
5. Identify a few verbal and nonverbal signals that teachers might experience in classrooms with a diverse student population.

**Card 5.**

**Module 5. What's in Your Culture? And Module 6. Whose Cultural Perspective?**

1. Give one example how individuals might see things from different perspectives in relation to teacher vs parent relationships in classrooms.
2. Discuss characteristics of culturally responsive pedagogy.
3. Can practicing teachers authentically and realistically produce culturally responsive pedagogy in today's classroom?
4. Identify different parenting perspectives on education that was learned during the workshop modules.
5. Identify ways to bridge the school, parent, and teacher's involvement for student success.

**Multicultural Competence:**  
My Professional Story  
Professional Development Training

**Welcome**  
Practicum I Pre-service Teachers  
Practicum II Pre-service Teachers  
Internship Pre-service Teachers

**Purpose for the Professional Development**  
Strengthen and build pre-service teachers' multicultural competence in working with a diverse student population.

Ice breaker  
What's in a Name?  
  
Nickname Share

**Professional Development Goals**  
The professional development training goals will focus on:  
1. Enhancing multicultural awareness.  
2. Enhancing knowledge of communication skills and cultural understanding.  
3. Developing skills meeting diverse needs.

**Learning Outcome**  
To develop as a culturally responsive teacher who "understands and displays a comprehensive endeavor that encompasses attention to student needs, curriculum content, counseling and guidance ...and assessment" (Gay, 2010, p. 437) for individuals' success.

**Multicultural Competence**

Defined as “acquisition of awareness, knowledge, and skills needed to function effectively in a pluralistic democratic society” (Sue & Sue, 2003, p. 21).

**Pedersen's' Model of Cultural Competence**

Pedersen (1994) emphasized individuals becoming more aware and changing their understanding, acceptance, and working skillfully with students and parents different from themselves.

**Workshop Themes**

Day 1. My Multicultural Awareness  
 Day 2. My Multicultural Knowledge  
 Day 3. My Multicultural Skills

**Day 1. My Awareness**

**Module 1. The Why, The Who, The Others**  
 Topic 1. Why Multicultural Competence Training?  
 Topic 2. Who Am I and Others?  
**Module 2. Am I Blind?**  
 Topic 3. My Awareness Reality  
 Topic 4. Do You See What I See?  
**Module 3. What is On Your Mind?**  
 Topic 5. Fixed and Growth Mindset

**Module 1.  
 The Why, The Who, The Others**

**Module 1. The Why, The Who, The Others**

Topic 1. Why Multicultural Competence Training?  
**Objectives**

1. To understand the purpose of multicultural competence training.
2. To identify demographic changes in teacher and student classroom populations.
3. To identify ethical reasons for multicultural competence training.

**Why Multicultural Competence Training?**

- Purpose
- Demographic Changes
- Ethical Reasons

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**Evidence of the Problem from Professional Literature**

Zozakiewicz (2010) and DeVillar and Jiang (2012) identified a gap between theory and practice, which was exacerbated by three areas of deficiency among some pre-service teachers.

1. The lack of knowledge a pre-service teacher had of the complexity of cultural differences.
2. The limited personal or professional experiences with culturally diverse students.
3. The lack of confidence in working with a culturally diverse student population.

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**Module 1. The Why, The Who, The Others**

**Topic 1. Why Multicultural Competence Training?**  
**Activity 1.**  
 The Silent Introduction of My Friend

**Objectives**

1. To understand the role stereotyping plays in early introductions.
2. To understand the role assumptions plays in early personal encounters.

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**Module 1. The Why, The Who, The Others**

**Topic 2. Who Am I and Others?**  
**Activity 2.**  
 A Day In My Life

**Objectives**

1. Becoming aware of others.
2. Identifying with cultural privileges.

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**Module 1. The Why, The Who, The Others**

**Topic 2. Who Am I and Others?**  
**Activity 3.**  
 Where Do I Stand?

**Objectives**

1. Becoming aware how minority is identified in everyone.
2. Identify feelings related to minorities.

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**Module 2.  
Am I Blind?**

18

**Module 2. Am I Blind?**

Topic 3. My Awareness Reality

**Objectives**

1. Generate definitions of culture.
2. Identify the complexity of culture.

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**Module 2. Am I Blind?**

Topic 3. My Awareness Reality

Activity 4.  
What Have I Hit?

**Objectives**

1. Identify with culture and its complexities.

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**Module 2. Am I Blind?**

Topic 4. Do You See What I See?

**Objectives**

1. Define Cultural Blindness

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**Module 2. Am I Blind?**

Topic 4. Do You See What I See?

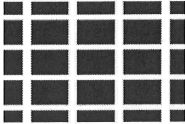
Activity 5. What is your Impression?

**Objectives**

1. Describe your first impression with the Hermann Grid (Spill)

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**The Herman Grid**



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**Module 3.  
What Is On Your Mind?**

24

**Module 3. What Is On Your Mind?**

**Topic 5. Fixed and Growth Mindset**

**Objectives**

1. Define Mindset
2. Distinguish between fixed and growth mindset.

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**Module 3. What Is On Your Mind?**

**Topic 5. Fixed and Growth Mindset**

**Activity 6.**  
Does My Mindset Help or Hurt My Students Progress?

**Objectives**

1. Analyze personal mindset in relation to student progress

29

**Module 3. What Is On Your Mind?**

**Topic 5. Fixed and Growth Mindset**

**Activity 7. What is in the Way?**

**Objective**

1. Identify barriers to growth mindset in a teaching environment.

30

**Module 3. What Is On Your Mind?**

**Topic 5. Fixed and Growth Mindset**

**Activity 8. Does My Mindset Help or Hurt My Students Progress?**

**Objective**

1. Identify what grit is in relation to education.

31

**Day 1. Debriefing and Evaluation**

Please complete the Day 1 evaluation and reflect of your personal multicultural awareness:

1. What is "MY" awareness level based on what has been covered in modules 1-3? Reflect on self, others, multiple perspectives.
2. Identify your personal mindset in relation to multicultural competence. Would you say you have a fixed or growth mindset?

32

**Multicultural Competence:**  
**My Professional Story**  
**Professional Development Training**  
**Day 2.**

33

Day 2. My Knowledge

**Module 4. Can We Talk?**  
 Topic 1. Where Do I Start?  
 Topic 2. What Am I Really Saying?

**Module 5. What's in Your Culture?**  
 Topic 3. A Bag Full of Culture

**Module 6. Who's Cultural Perspective?**  
 Topic 4. What's Your Perspective  
 Topic 5. Who's Parenting Who?

**Module 4.  
 Communication, Can We Talk?**

**Module 4. Communication, Can We Talk?**

**Topic 1. Where Do I Start?**

Gay (2010) expressed an effective educator with a widely diverse class of students needed to understand that communication and appropriate instructional tools to assist those students was a valued goal.

**Module 4. Communication, Can We Talk?**

**Topic 2. What Am I Really Saying?**  
 Communication is defined as information being transferred from one place to another.

**Categories of Communication**

1. Verbal
2. Non-Verbal
3. Written
4. Visual

**Module 4. Communication, Can We Talk?**

One of the main differences between verbal and non-verbal communication is we are just not aware of what messages we are sending.

**Objective**  
 1. Identify verbal and non-verbal signals.

**Activity 3.**  
 Are My Verbal and Nonverbal Aligned?

**Module 5.  
 Role of Culture**

**Module 5. Role of Culture**

**Topic 3. A Bag Full of Culture**  
**Essential Elements of Culture ( Nieto, 2010)**  
 Cultural Beliefs  
 Cultural Values  
 Cultural Customs,  
 Cultural Traditions  
 Cultural Taboos  
 Cultural Norms  
 Cultural Beliefs

37

**Module 5. Role of Culture**

**Learning about the elements of culture can be a valued asset for developing learning environments (Grant & Sleeter, 2011).**

**Four Recommendations to Educators**

1. Students interests and backgrounds should be placed at the core of the planning and teaching.
2. Students learning styles should be in the plan of the instruction.
3. Students language should be used as a resource.
4. Parent and community connections should be used in instruction planning.

38

**Module 6.  
Who's Cultural Perspective?**

39

**Module 6. Who's Cultural Perspective?**

**Topic 4. What's Your Perspective?**

**Objective**

1. Recognize that individuals see things from different perspectives.

**Activity 6.**  
 What Do you Think?

40

**Module 6. Who's Cultural Perspective?**

**Topic 4. What's Your Perspective?**  
**Activity 5. Pedagogy and Cultural Perspective**

**Objective**

1. Identify characteristics of culturally responsive pedagogy

41

**Module 6. Who's Cultural Perspective?**

**Topic 5. Who's Parenting Who?**

**Objective**

1. Identify culturally different parenting perspective on education.

**Activity 6.**  
 A Panel Discussion from Everyone's View

42



**Day 2. Debriefing and Evaluation**

Please complete the Day 2 evaluation and reflect of your personal multicultural knowledge:

1. What is "MY" knowledge level based on what has been covered in modules 4-6? Reflect on communication, cultural differences, culturally diverse parenting and parents expectations for their children's education.

**Multicultural Competence:**  
**My Professional Story**  
**Professional Development Training**  
**Day 3.**

**Day 3. My Skills**

**Module 7. What We Can Do Together**  
 Topic 1. The Game Plan for the Mentor and Mentee  
 Topic 2. Building My Team  
**Module 8. How Can We Help?**  
 Topic 3. Community Partners: Back-up Players  
**Module 9. A Game Changer**  
 Topic 4. The Game Book

**Module 7.**  
**What We Can Do Together**

**Module 7. What We Can Do Together**

Topic 1. The Game Plan for the Mentor and Mentee  
**Objective**  
 1. Identify key components of a mentor and mentee relationship  
 2. Identify benefits of mentoring  
 3. Identify qualities of a successful mentee

**Module 7. What We Can Do Together**

Topic 2. Building My Team  
**Objective**  
 1. Recognize collaboration is a team building tool  
**Activity 1.**  
 Bloggers Huddle Up

## Module 8. How Can We Help?

11

### Module 8. How Can We Help ?

#### Topic 3. Community Partners: Back-Up Players

##### Objective

1. Discover the local community agencies that support multicultural families in the area.
2. Identify the services that community agencies provide to culturally diverse families in the area.
3. Create a directory that lists contact information to the community agencies represented and services they offer.

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## Module 9. A Game Changer

13

### Module 9. A Game Changer

#### Topic 4. The Game Book

##### Objective

1. Define differentiation in lesson planning.
2. Identify three elements of differentiated learning.
3. Produce lesson plans reflecting elements of differentiated learning (change, challenge, choice).

##### Activity 2.

Ready, Set, Punt

14

### Day 3. Debriefing and Evaluation

Please complete the Day 3 evaluation and reflect of your personal multicultural knowledge:

1. What is "MY" skills level based on what has been covered in modules 7-9? Reflect on mentors, mentees, collaboration, community partners, and differentiated instruction.
2. The presenter will introduce the summative evaluation that all participants will take part in to reflect and summarize their learning experiences. Instructions will be given to participants with group assignments. A brief report from each group will be presented to the whole group prior to completion of the days training.

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### Appendix B: Letter of Invitation to Preservice Teacher

Dear Preservice Teacher,

My name is Cheryl Lehman, and I am conducting research for my Ed. D project study with Walden University. My research focus is on the phenomenon of multicultural competence. My title is, Multicultural Competence for Teaching Diverse Students as Experienced by Preservice Teachers. The research question focuses on describing how preservice teacher characterize their multicultural competence in relation to their experiences teaching diverse students? Preservice teachers enrolled in a practicum I, practicum II, or internship course for fall 2015 qualify to volunteer as participates. Preservice teachers represent individuals that could potentially provide information of firsthand lived experiences from these courses.

I am inviting you to consider voluntarily participating in an individual, one time interview. The interview I plan to conduct consists of the following:

- One interview lasting 40-50 minutes.
- Occurs during a set time and agreed upon site at the local university.
- This interview would take place by December 1, 2015.

My plan is to select 15 preservice teachers representing the courses, practicum I, practicum II, and internship from both early childhood and secondary education.

I will ask participants to conduct member checking once the initial data analysis is complete. Member checking is participants reviewing the initial data analysis to check for accuracy of the analysis and gather feedback.

I am currently an adjunct teacher at the University of Arkansas of Fort Smith School of Education. My previous education experiences' includes nine years at the secondary public school level, one year as a teacher in early childhood education, three years as an elementary principal, and two years as an administrator of a private school K-12 setting. My role as a researcher is not related to my current professional position but, is part of my graduate student role with Walden University.

This is a voluntary request of you for my study. Your response to volunteer or not volunteer is respected and does not affect your current relationship with the University of Arkansas Fort Smith School of Education. You may change your mind at any time by requesting to participate or not participate. Your information is kept anonymous, confidential, and securely locked up for five years after the project study is completed then disposed of by shredding and deleting files of the project study.

I would appreciate your consideration to participate in this study. If you choose to participate, please e-mail me at Cheryl.Lehman@waldenu.edu or simply reply to this e-mail. I will be happy to work with you and answer any questions you might have. If you want to talk privately about your rights as a participant, you can contact the [REDACTED] [REDACTED] Rebecca J. Timmons, Ed. D., Director of Academic Assessment and Accountability, IRB Chair/Coordinator, Associate Professor, Becky.Timmons@[REDACTED].edu Office [REDACTED]. The [REDACTED] approval number for this study is [REDACTED] 15-003. The expiration date for the local



university IRB is December, 2016. The researcher will give you a copy of this form to keep.

The second attached document to this email; a letter of informed consent requires your signature and explains how you will be protected from harm and ensures your confidentiality. If you choose to participate, please contact me by the e-mail provided. Thank you in advance for your consideration to participate and learn more. If I do not hear back from you in a timely manner, I will consider you are not interested and respect your decision.

Again, thank you for taking the time to consider this request and I look forward to your response to volunteer.

Sincerely,

Chery Lehman

## Appendix C: Interview Protocol

### **Prior to Interview:**

- Confirm interviewee selection, schedule formal interview time and place. Get signed informed consent form and e-mail interviewee a copy of interview protocol.
- Check digital audio recorder operating function (sound check.)

### **During Interview:**

#### **Introduction:**

1. Thank participant for agreeing to meet with me to participate in this interview.
2. Re-confirm permission to record, confidentiality and transcript to be provided for interviewees' member checking.
3. Re-confirm that participants need to refer to the university they are speaking about as the local university.
4. Check working order of the digital audio recorder with voice check, with name and date stated into the digital audio recorder.
5. Take notes/memos during the interview.
6. State: The problem addressed by this qualitative case study is the gap between the increased diversity of students and the multicultural competence of preservice teachers.
7. State: The purpose of this qualitative case study is to describe pre-service teachers' experiences with multicultural competence for teaching diverse students.
8. Ask participant "what has drawn you into teaching?"
9. Ask participant "what grade level and school(s) they have had experience or work?"
10. Currently for fall 2015, what course do you represent being enrolled in: practicum I, practicum II, or internship? Early Childhood, Middle Level, or Secondary?

**Transition to Interview Questions:**

According to Sue and Sue (2003) multicultural competence is “acquisition of awareness, knowledge, and skills needed to function effectively in a pluralistic democratic society” (p. 21). The research question being addressed in this study is: how do preservice teachers characterize their multicultural competence in relation to their experiences with diverse students?

As I read each interview question, I will possibly follow it up with other questions to clarify and help me better understand your stated answer.

1. Could you describe a situation or experience when you lacked multicultural awareness, knowledge, skills? How did you deal with the situation? What happened?
2. Could you describe a situation or experience when it was difficult to deal with a person from another culture? How did you deal with the situation? What happened?
3. Could you describe a situation or experience when you were not aware of the cultural perspective of a person from another culture? How did you deal with the situation? What happened?
4. Describe your experience when you needed to compare your own cultural perspective with that of a person from another culture? How did you deal with the situation? What happened?
5. Can you give any examples of intentional communication signals that you may have experienced? How did you deal with the situation? What happened?
6. Can you give any examples of accidental communication signals that you may have experienced? How did you deal with the situation? What happened?
7. Can you give any examples when collaboration with others helped you with multicultural issues? Is there anything else? Can you elaborate? Can you explain further?
8. Describe your experiences teaching students from a cultural background significantly different from your own. Is there anything else? Can you elaborate? Can you explain further?

9. Describe your experiences assessing the needs of students and their families from a cultural background different from your own? Is there anything else? Can you elaborate? Can you explain further?

**Conclusion of Interview:**

This concludes the interview. Do you want to include any other comments at this point? Thank you for your time. I will email you a copy of the initial data analysis of all the interview transcripts and notes taken for member checking. Once I hear back from you with your feedback, I will continue with the next stage of my research and that is final data analysis.

## Appendix D: Permission Use of MAKSS-T

The screenshot shows a web browser window displaying an AOL Mail inbox. The address bar shows the URL <https://mail.aol.com/webmail-std/en-us/suite>. The page title is "Approval to use the MAKSS - T Form". The sender is "Michael D'Andrea" and the date is "Nov 12 2014". Two attachments are listed: "MAKSS Teachers' Form.doc (36 KB)" and "Instructions for Scoring the M...doc (36 KB)".

The email body contains the following text:

Aloha Cheryl:

I am delighted that you think the MAKSS – Teachers form) might be a useful resource in your research endeavor. This message is sent as approval for you to use the MAKSS-T in your research. As I mentioned to you in our phone conversation, there is a one-time \$25.00 fee for unlimited use of the MAKSS-T. Please send a check made out to myself (Michael D'Andrea) to the following address:

Dr. Michael D'Andrea  
47-185 Iulu Street  
Kaneohe, Hawaii 96744

I am enclosing with this correspondence the follow:

1. A copy of the original MAKSS-T. You can find a research publication that discusses some of the psychometric properties of this instrument in the following reference.

D'Andrea, M., Daniels, J., & Noonan, M. J. (2003). New developments in the assessment of multicultural competence. In D. B. Pope-Davis, H. L. K. Coleman, W. M. Liu, & R. L. Toporek (Eds.), *Handbook of multicultural competencies in counseling and psychology* (pp. 154-168). Thousand Oaks, CA: Sage.

2. Scoring instructions for the MAKSS-T.

I hope you find these resources helpful and again, best wishes for much success with your research in this area.

In peace,  
Michael D'Andrea

## Appendix E: Confirmation Email Interview Time and Location

Dear Participant,

Your scheduled interview is \_\_\_(day)\_\_\_ on \_\_\_(date)\_\_\_ at \_\_\_(time)\_\_\_ . The room number we will meet in is \_\_\_\_\_.

If you need to reschedule, please reply to this email and we will secure another appointment.

Thank you for volunteering to participate in my project study.

Cheryl Lehman

Cheryl.Lehman@[REDACTED].edu

## Appendix F: TranscribeMe's Security Policies

### TranscribeMe's Security Policies

Last Updated: Jan 16, 2015 02:30PM PST

#### Standard Security Features

Our customers in enterprise businesses are satisfied with the security measures provided by TranscribeMe. We have passed the most rigorous security audits from Fortune 1000 companies concerned with security measures to protect their data, and we are confidently processing transcriptions for these customers today.

Our servers are located inside secure, dedicated Microsoft Azure data centers, with state-of-the-art physical and online intrusion prevention measures in place. The facilities are ISO certified, and are proactively monitored and kept up-to-date with the latest security patches by 24/7 Microsoft staff. The Azure data centers are amongst the most advanced in the world, and provide complete uptime reliability for the TranscribeMe service.

Our transcribers work on our proprietary WorkHub; meaning they cannot download audio, copy text, nor do they have access to the entirety of any audio file that is submitted by our clients - they are completing 10 to 60 second microtasks. The full audio is only

accessible to our Quality Assurance Team after transcription, all of whom have signed NDAs.

Once completed, audio files do remain in our system, but they are not accessible to anyone but our internal team, all of whom have also signed NDAs. Audio files and transcription documents can be deleted from your Customer Portal account, and this will remove the files from our system permanently.

#### Micro-tasking Security and Confidentiality

As a major part of our service, we involve human crowd-workers in the delivery of transcriptions. To ensure confidentiality, we have invented a micro-tasking algorithm that splits complex content into bite-sized micro tasks. Our proprietary platform ensures that no worker has more than a tiny portion of a single job, and jobs are randomized for the workers. In other words, our workers do not have the ability to select the work they will be processing, and do not see any connection between the short task they are performing and the context of the overall work or the identity of the client.

#### Quality Assurance Security Measures



To ensure quality of output, we often use multiple people to process the same content and compare their outputs to identify potential quality issues. This requires us to process parts of the content through our Quality Assurance team. The QA team members are permitted to see the complete text output, and are carefully selected, screened and legally bound to provide confidential and secure service. The QA team members are selected amongst the top 10% of our crowd, and all sign comprehensive Non-Disclosure Agreements prior to processing any customer content.

### Platform Security

All of the content is streamed to the workers via our secure, encrypted work delivery platform. In fact, all client recordings are transferred with the same algorithms used to secure financial data in online banking transactions. This prevents the workers from downloading and storing files in progress on their computer, and provides them the benefits of accessing advanced TranscribeMe transcription and translation tools. The crowd-workers engaged with processing the content must pass a range of complex exams and tests, and are validated for quality and efficiency prior to engaging on client files.

### Additional Options

### Geo-Location and Geo-Fencing

A number of our customers, particularly those located in UK, Canada and Australia, have asked that their confidential information doesn't leave the geographical boundaries of their country. Our platform is capable of providing this service, and we can limit both the machine-based and the human processing of the content to users within a particular geography.

Geo-fencing not only provides a layer of security protection, but also allows filtering crowd-worker segments around areas of expertise - such as technical or financial knowledge. We can tailor our crowd in multiple ways to find the perfect group of crowd-workers for secure, confidential processing of the content.

#### Advanced Enterprise Confidentiality

For very sensitive projects, we provide a service to background-check all the workers involved in the production workflow on our platform, and make their resumes available to the customer. This requires advance planning to undertake a full background check on each individual and is included as part of our premium service offering. In addition, we have the option of requiring crowd-workers to sign additional, client-specific NDA and legal contracts.

## Bringing in the Customer's Additional Resources

In addition - for the most commercially sensitive content - our customers have the ability to process the content exclusively with their in-house staff instead of crowd-workers. The inside staff will have all the benefits of the streamlined, optimized TranscribeMe crowd-work platform designed to maximize transcription efficiency and throughput, and provide partial support with advanced speech recognition algorithms.

If you have any further questions about our security measures, or need assistance with anything else, please do write us at [support@TranscribeMe.com](mailto:support@TranscribeMe.com)

## Appendix G: Confidentiality Agreement

## CONFIDENTIALITY AGREEMENT

Name of Signer: Transcribe Me transcriber

During the course of my activity in transcribing data for this researcher: Cheryl Lehman, I will have access to information, which is confidential and should not be disclosed. I acknowledge that the information must remain confidential, and that improper disclosure of confidential information can be damaging to the participant.

By signing this Confidentiality Agreement I acknowledge and agree that:

I will not disclose or discuss any confidential information with others, including friends or family.

I will not in any way divulge, copy, release, sell, loan, alter or destroy any confidential information except as properly authorized.

I will not discuss confidential information where others can overhear the conversation. I understand that it is not acceptable to discuss confidential information even if the participant's name is not used.

I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information.

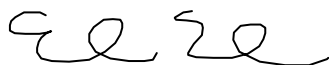
I agree that my obligations under this agreement will continue after termination of the job that I will perform.

I understand that violation of this agreement will have legal implications.

I will only access or use systems or devices I'm officially authorized to access and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.

Signing this document, I acknowledge that I have read the agreement and I agree to comply with all the terms and conditions stated above.

Signature:      Date:

A handwritten signature in black ink, appearing to be 'E. E. E.', written in a cursive style.

6/24/2015

TranscribeMe Sales Operations Mgr

Walden University policy on electronic signatures: An electronic signature is just as valid as a written signature as long as both parties have agreed to conduct the transaction electronically. Electronic signatures are regulated by the Uniform Electronic Transactions Act. Electronic signatures are only valid when the signer is either (a) the sender of the email, or (b) copied on the email containing the signed document. Legally an "electronic signature" can be the person's typed name, their email address, or any other identifying marker. Walden University staff verifies any electronic signatures that do not originate from a password-protected source (i.e., an email address officially on file with Walden).

## Appendix H: Lesson Plan Sample

**College of Education****Lesson Plan Format****Unit Title:** St. Patrick's Day**Lesson Title:** Pot of Gold**Subject Area:** Math**Grade Level:** Kindergarten**Duration of Lesson:** 15 minutes**Date(s):** 3-16-15**Name:** XXXXXXXXXX**COE Course:****I. Standard(s) and Objective(s)****Standard(s)**

CCSS.MATH.CONTENT.K.CC.A.1

Count to 100 by ones and by tens.

**Objective(s)**

The students should be able to put the blocks in groups of two, five, and tens. They should also be able to count by the number in which group they are (Ex. 2, 4, 6, etc.).

## **II. Assessment**

### **Pre-assessment (before planning lesson)**

While watching a video about counting they will be counting along with it.

### **Post-assessment**

The students will put the given set of numbers on their pot of gold and be able to count allowed to their partner.

## **III. Planning**

Can each student count by twos, fives, and tens. We will watch a video on YouTube that has a catchy beat. The leprechaun in the video counts his gold by twos, fives, and tens. After we watch the video the students will go to their seats and do the exact same thing at their table with a partner. They will use their green and yellow tiles (25 yellow and 25 green) and put them in groups of two. When they put them in groups of two they will match a green tile with a yellow to help keep it in order. Once they do that we will count allowed as a class to 50 by twos. Then they will put 5 green tiles in a row with five yellow tiles in a row under it and we will count by 5's all the way to 50. After that we will count by tens. The group of ten is represented by a group of 5 yellow joined with 5 green.

## **IV. Engaging the Learner**

Anything that involves music gets my students attention. They are constantly asking to turn the music on, no matter what activity we are doing. The video will be a great starter to get their attention.

## **V. Methods, Activities and Resources**

### **Methods**

Whole group sing along to the video. Then working with a partner to count their gold.

### **Activities**

Working with a partner to count their gold (plastic tiles) by twos, fives, and tens.

### **Resources**

Counting with a Leprechaun! (St. Patrick's Day counting song for kids).

(n.d.). Retrieved March 16, 2015, from

<https://www.youtube.com/watch?v=eSvz1lkvih4>

## **VI. Potential Adaptations to the Lesson {PAL}**

Have my more advanced students be partners with some of the lower students.



**VII. Collaboration**

My mentor teacher counts with them every morning at circle time by 5's and 10's to see how many days they have been to school.

**VIII. Reflection and efficacy (to be completed after teaching this lesson)**

Next time I teach this lesson I will be sure to specify more while teaching it that it is important for them to put them in rows according to color so they can keep up with how many they have easier. Also I will tell them after we count by fives not to move their tiles just yet because we will need their groups of five to count by tens.

## Appendix I: Class Profile Sample

## About the School Where You Are Teaching

1. In what type of school do you teach? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

Preschool: \_\_\_\_\_

Elementary school: X\_\_\_\_\_

Other (please describe): \_\_\_\_\_

Urban: \_\_\_\_\_

Suburban: X\_\_\_\_\_

Rural: \_\_\_\_\_

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

I am unaware anything that will affect teaching this segment. ]

3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

[ Students are split into small groups from 8:30-9:15 for small group intervention in all kindergarten classes. ]

## About the Class Featured in This Assessment

1. How much time is devoted each day to language and literacy instruction in your classroom?

[ Two hours and 30 minutes a day is devoted to language and literacy. ]

2. Is there any ability grouping or tracking in language and literacy? If so, please describe how it affects your class.

[The small group interventions observation and small reading group ]

3. Identify any textbook or instructional program you primarily use for language and literacy instruction. If a textbook, please provide the title, publisher, and date of publication.

[ Only parts of different types of text books are use Journeys, Benson Handwriting,

4. List other resources (e.g., electronic whiteboard, hands-on materials, online resources) you use for language and literacy instruction in this class.

[ Video projector that is used for you tube videos, as well as an overhead projector onto white board, NO SMARTboard ]

#### About the Children in the Class Featured in This Assessment

1. Grade-level(s): [ Kindergarten]

2. Age range: \_\_5-6\_\_

3. Number of  
children in the class: \_19\_\_\_\_\_

males: \_\_10\_\_ females: \_\_9\_\_

4. Complete the chart below to summarize required or needed supports, accommodations or modifications for your children that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the

chart. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., English language learners, gifted children needing greater support or challenge, children with Individualized Education Programs [IEPs] or 504 plans, struggling readers, or children who are at different points along the developmental continuum).

Children with Specific Learning Needs		
IEP/504 Plans: Classifications/Needs	Number of Children	Supports, Accommodations, Modifications, Pertinent IEP Goals
<i>Example: Visual processing</i>	<i>2</i>	<i>Close monitoring, large print text, window card to isolate text</i>
<i>ELL Student</i>	<i>8</i>	<i>only 2 of the 8 get pulled out for language development</i>
Other Learning Needs		
	Number of Children	Supports, Accommodations, Modifications
<i>Example: Struggling readers</i>	<i>5</i>	<i>Provide oral explanations for directions, guiding/scaffolding language, and literacy experiences (e.g., breaking down tasks)</i>

Struggling readers	3	All students have instructions modeled for them and small group reading interventions during center time
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## Appendix J: Transcribed Sample from Transcribe ME

Transcription details:

Date: 20-Aug-2015  
 Input sound file: Untitled on 20-Aug-2015.caf

Transcription results:

[background conversation]

S1 00:06 This is interview number five. The first question is can you describe a situation or an experience when you lacked multicultural awareness, knowledge, skills - any of those, all of those, some of those? Maybe then, how you dealt with that situation?

S2 00:26 And this is like through experience or [crosstalk]? It could even be outside teaching? We have a daughter church, within our church, and it's a Spanish church. And so, I have played the music before for that church and not had any [chuckles]-- I'm listening to everything in Spanish - of which I've only had, I mean, high school. Now, I've had-

S1 00:53 A little more.

S2 00:55 a semester of college. So very interesting trying to follow the queues, watching the queues, that are given and I typically with church music, you're listening. Especially if they like you to provide background or try not to segue to the next part. Sometimes you play music [crosstalk], so that was very interesting experiences [chuckles].

S1 01:20 Not understanding what they were saying and kind of taking like you said, your queues from things.

S2 01:25 From things that they were saying.

S1 01:26 I hadn't thought about that. Very interesting. Okay, let's move to question number two. Could you describe a situation or an experience when it was difficult to deal with a person from

another culture?

- S2 01:40      Actually, yes. Difficult in one way, it has to do with communication also. I have a lot of-- because of the experiences I've had working with the daughter church, I have several students and just lately, a gentleman from the Church, wanted private piano lessons. And he's an older gentleman and doesn't speak English well at all. And so we've had to-- I have my phone and my little list of what I know to speak and I have a little dictionary that I keep with me. So trying to translate teaching music lessons into Spanish that he understands has been quite a fun thing [chuckles].
- S1 02:30      A challenge I guess.
- S2 02:31      It has been a challenge, yes.
- S1 02:32      And especially, I guess, because you're having to speak a different language for the musical terms.
- S2 02:39      Yes, because they do call things-- in their language it's a little different. So directions, if I'm going to count off I've had to make sure I know the Spanish words to say. Now I will say this, I started off with some other students who were a little bit better Spanish speaking. I have one who has a mother, in particular, who wanted to take alongside her child. She was very-- she had quite a desire to learn English so we had a lot more give and take of information trying to figure out how [chuckles].
- S1 03:28      Right, she was trying to pick up from you the English and understand it too.
- S2 03:33      Yes, and she was also trying to help me figure out how to translate some of-- but hers was interesting too, but she's learned English actually quite well. She's applied for citizenship. Yeah it's been very interesting process [chuckles] actually--
- S1 03:50      Kind of rewarding too?
- S2 03:51      It has been.
- S1 03:53      Well it's interesting because I'm sitting here thinking that you're having to teach, not only just the conversation, but then those musical terms and things that-- because I have a little bit of music background, and it's like, "Oh my goodness, that would be different". Okay, question number three, could you describe a situation or an experience when you were not aware of cultural

perspectives of a person from another culture?

- S2 04:17 Yes. And it has to do with the Spanish culture because there's some-- I'm warm with people, but I've learned that Americans have a little more distance that we keep around us, and they do not. And so I wasn't aware of that at first when I was teaching the Spanish students. The mothers make all of their children come and hug me [chuckles]. And I was not-- or they wanted to kiss me on the cheek, depending, and I have several different ones. There was ones that would like to kiss me on the cheek, one that would kiss me on each cheek and I was just like-- because I don't really allow that typically. And so right off the bat I was like "Oh my" [chuckles].
- S1 05:10 How do we control this.
- S2 05:10 Yeah, how do we control all this because they just kind of grab you and go. And in the other one in which it might go with another question...
- S1 05:18 That's okay.
- S2 05:20 Had to do with communicating with your children, that their children don't typically look them in the eye, but yet I would say "Okay, if you could just"-- I would try to get their attention focused on me specifically, not realizing that they don't always--
- S1 05:41 Do that.
- S2 05:42 Yeah. So that was unusual for them to just work through.
- S1 05:46 Well, let me see here. Okay number-- am I on number four? I think I am. Yes. Describe your experience when you needed to compare your own culture perspective with that of a person from another culture. And you've kind of talked about that with the last few answers, so it may be that there's not any-- I can see you answering this kind of in some of the last two questions possibly.
- S2 06:31 Yes. I'm not sure I have anything else to draw from exactly on that.
- S1 06:36 Okay. Well we'll just move to number five. Can you give any examples of intentional communication signals that you may have experienced?
- S2 06:47 Intentional communication signals. From them?
- S1 06:50 It could be from them, yes. Or towards them, that maybe they didn't understand? There was some kind of signaling going on



- either to them or from them, it was intentional.
- S2 07:05 Well, to them, probably I tried to back off a little bit [chuckles] physically--
- S1 07:11 Right, from their kissing you on the cheeks and stuff, you intentionally--
- S2 07:16 Yes, I was intentionally backing off, but trying not to be unkind. That they wouldn't-- actually, they didn't kiss-- didn't catch it because I was grabbed several times [chuckles].
- S1 07:35 They continued on.
- S2 07:36 They continued on, even though I was like, if I had felt somebody else stiffen a little bit, I would have known--
- S1 07:42 Picked up.
- S2 07:43 I would have picked up on that. But they're so-- they're just very warm. Which has been very-- I have had some wonderful friendships actually come out of all this. Because their such a warm culture and I never experienced it quite on that level. That it's just been pretty enjoyable [chuckles].
- S1 08:02 Well, let's move to question six and it's kind of like question number five. Can you give an example of an accidental communication signal that you may have experienced. Again, it could be from them, or you to them that they didn't know how to take or they didn't, like you said, they didn't pick up on that, one that you were kind of like given the distance signal.
- S2 08:40 Probably...
- S1 08:44 And I can even give the example, like in some cultures, we in America we get the thumbs up all the time.
- S2 08:52 Yes, something like that.
- S1 08:54 And to some cultures that might be the signal for something else.
- S2 08:59 I don't know, they might not have told me [chuckles]. Although I will say this. One time I did have to sing a song in Spanish and I accidentally pronounced one of the words wrong. It came out tumor instead of whatever it was I was supposed to be saying. That was an accident on my part, and they just got tickled. They knew what I was trying to do but [laughter]. It's probably been more language--
- S1 09:25 More the language than the communication.

- S2 09:26 -- and in speaking of intentional, the little gentleman, I guess he was trying to tease me because I do know the difference between left and right, and he mentioned the wrong hand. And I was like, "No," and then he laughed. So I don't know if he was trying to catch me [laughter] I don't know what he was trying to do but, anyway...
- S1 09:51 Oh gosh, very good. Well let's move on to question seven. Can you give an example when collaboration with others helped you with multicultural issues.
- S2 10:07 Taking Spanish here. Dr. [REDACTED], very, very helpful. In fact probably that was my first-- I don't remember the Spanish people telling me that's what they did, as far as their embracing and the kissing. Going through the course actually opened my eyes to a lot of what was going on that I didn't understand. I tend to just let things ride with people because I don't like to offend. So taking that course and going through some of the different customs as we went country by country, really did open my eyes. Because they talked about specifically kissing. Enforced and country by country, and I there are different countries and they do do it differently. And the eye thing, and I don't remember all of it. I just remember several times advice that, "Oh, well. Okay [laughter].
- S1 11:05 That explains that.
- S2 11:06 Yeah, that explains that. So I feel like that was also we-- besides just playing in their church, the church has a-- all children, all of the five to eleven, and actually, the three and four year olds, actually all the children, are mixed together. Regardless of language. And the Spanish pastor's wife, we've collaborated with her on interpreting things, translating things occasionally. We also work closely, we have team-leaders from each church where we work together, for language benefits, so that there's never a child that-- if there's someone who's not a good speaker, but the children tend to speak more, of course, than the parents. But we do have parents that come in to-- so that there's never a Spanish parent that can't talk to a teacher, type of thing. It's helped us, we've picked up on some things that--I can't remember what the question all the way was but--
- S1 12:30 Collaboration?
- S2 12:31 Collaboration. We collaborate on all that. I'm not sure that's what you mean exactly.

- S1 12:37                    Yeah, that's good. Well it kind of actually, we can go to the next question. Question number eight, describe your experiences - if you've had experience - teaching children or students from a cult background, cultural background, different from your own. Can you give any more? Some of this really you've been going over already.
- S2 13:05                    Can I [inaudible]? I'm not sure where to go with that.
- S1 13:13                    Well, really you've touched on so much of that, we really could move on if you want to.
- S2 13:20                    My mind is just all blank all of a sudden [chuckles].
- S1 13:22                    Yeah, that's fine. That's fine. Well, let's look at number nine. Describe you experiences assessing the needs of students, or children that you're working with, and families that are different from your own. Have you had any-- were you able to assess needs of the kids, the parents? Have you had any experiences doing that?
- S2 13:43                    Well, of course when I'm teaching piano, the assessing comes from knowing where they are at the beginning. And for the children that's been fairly easy in a lot of ways. I will say, I guess this could be-- let me give you one more example though if this will help. It will just be an elaboration. One of the families at our church has adopted all three of their children, and they're from different countries. One is Filipino, one is from Ethiopia, and the other one is from China somewhere. So I started out with their oldest one. He was probably six or seven, and I was teaching him, which he already had a good grasp on the English language by then. Instead of tag along or whatever it was these folk. Of course, they're Spanish. They're Hispanic, and all the children are different. Yeah, they're amazing. It's an amazing family. But the little girl from Ethiopia was three, I think, or four when she came over. And she was terrified, very, very terrified of everybody. It just was so different from her. And I'm sure probably coming to a church that was predominantly white might have even been a little more uncomfortable. We did have an Hispanic. She had the Hispanic culture to be in, but everybody was different from her. But early on, she - I had my parents sit in on her lessons - she would sit there, and so she got where she would come sit right beside me. And as I would count quarter, quarter, quarter with, she was-- she couldn't speak English yet, but she'd go "quarter, quarter--" [chuckles] she would just do it right along with me. So that was a very interesting sort of changeover. Because as she

was learning to speak English with me, in that she just kind of brought her on in for lessons eventually too, when she got just a little bit older. And she's like my best buddy now [laughter]. She's a sweetie. And the Chinese little girl, too, is learning. She was also, you know, very young and we've made friends. She has, culturally, this will probably not-- they've asked me if I can do anything, she has one hand that is defective, she just has a little nub, and little nubs of fingers. And I've said, "Well, you know, we could do something probably that would at least give her an experience". I don't know that I have the expertise to help her become something great. I don't know, but I'm willing to try anything [chuckles] for children's sake. So there's that. I was trying to think if there's anything else.

- S1 16:34 Well is there-- We can just kind of come to the conclusion at this point. Is there anything else that you would like to share that has to do with this whole theme of what I've been asking about that would add to any of this or whatever?
- S2 16:49 No, I don't think culturally it would be amended. I have had some dealings with children with different needs as far as those would be more--
- S1 17:00 Special ed needs.
- S2 17:01 --special type needs.
- S1 17:03 Right. Okay. And let me just confirm, you are in practicum one in the middle secondary level. Is that correct?
- S2 17:11 It's vocal music ed.
- S1 17:13 Okay, vocal music ed.
- S2 17:14 So we will be licensed K through twelve.
- S1 17:17 Twelve. Good deal. I have a son that's a music major too K through twelve. He just graduated from Tech. No job yet but he's [laughter]. Also, let's see, what was I going to say? Oh, have you had - and this is because I don't your program as you come into the school of ed - have you had any classroom experience at this point yet? Were you-- from one of your assignments and classes or placement or practicums? This is the first?
- S2 17:49 In elementary music, I mean we've taught within our class.
- S1 17:52 Right. But you've not gone out in the schools or anything?
- S2 17:54 No, not at that point in time with this.

- S1 17:56 This.
- S2 17:57 That there'll be placement. The main thing is I've had my private teaching and then since my husband and I are with children's ministry, we teach.
- S1 18:06 That.
- S2 18:07 That way.
- S1 18:09 Well thank you so much and I'm going to conclude.

## Appendix K: Coding

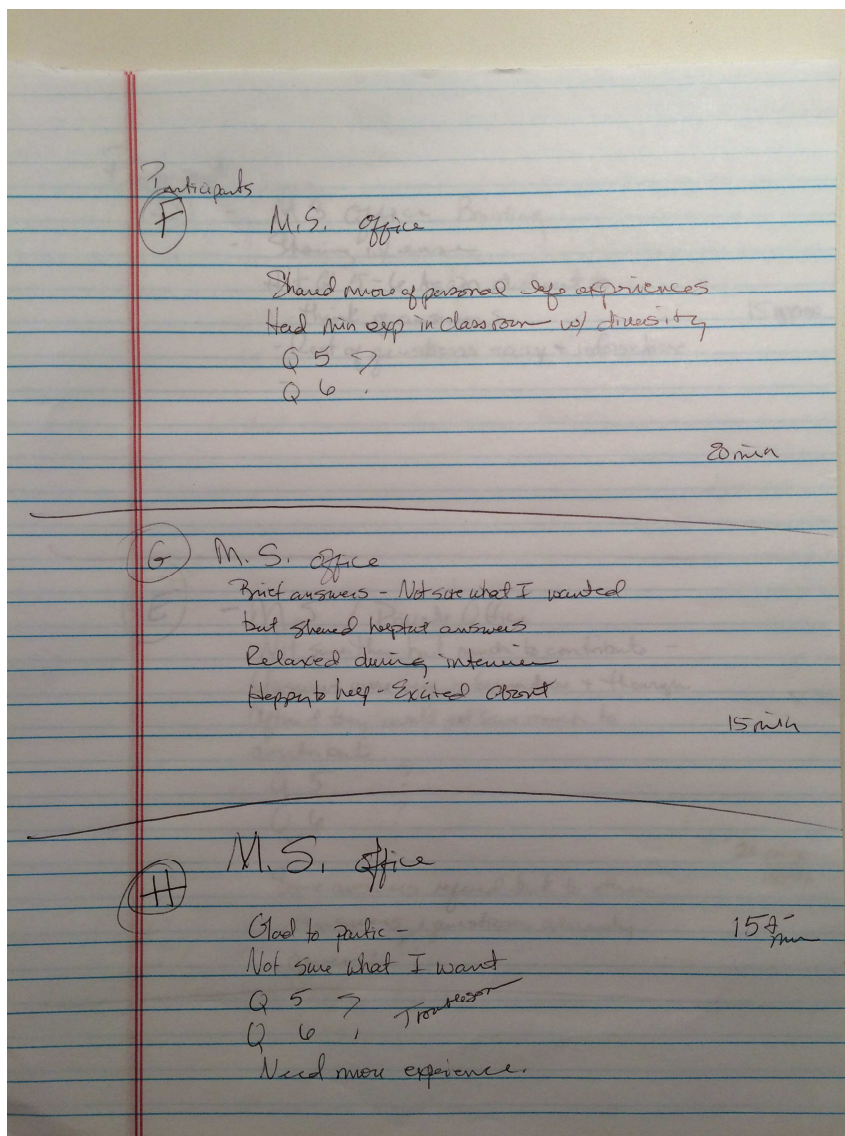
Participant	Interview Q. 1  Could you describe a situation or experience when you lacked multicultural awareness, knowledge, skills?	Coding
A	<p>“In my field placements”</p> <p>“wish I had more multicultural experience going into my internship”</p>	<p>Place- classrooms field placements were weak with multicultural experiences- populations varied from class to class</p>
B	<p>Touring a Montessori school campus</p> <p>“Nervous about the interactions” with two culturally different teacher</p> <p>Fear of the unknown and unknowingly offending other</p>	<p>Emotional Stress</p>
C	<p>Not knowing how other cultures work</p> <p>Multiple cultures represented in one class</p> <p>Language barriers</p> <p>Culture customs (foods)</p>	<p>Lack of knowledge about other cultures</p> <p>Place-classroom diverse cultures Language barriers</p> <p>Customs</p>
D	<p>Visit to a diverse school and how it differed from their own elementary experiences.</p> <p>Lacked ability to communicate in</p>	<p>Participants personal school background experience differed from current class populations</p>

	<p>students language</p> <p>“I severely lacked the ability to communicate in that kind of format”.</p>	<p>Language barrier</p>
<b>E</b>	<p>Language barriers and queues we take from common language terms.</p>	<p>Language barrier- signals and motions</p>
<b>F</b>	<p>“We had to make a lot of accommodations as far as writing, he may have to illustrate”.</p>	<p>Language barrier-</p> <p>Modifications with assignments and expectations</p>
<b>G</b>	<p>Very big cultural shock, as a child, I was the minority white kid in the town I grew up in. I did not know any different.</p> <p>Now, white is reverse in the schools I have been in as a student teacher. I speak Spanish so that is not a problem.</p> <p>Figuring out how to make the work assignments apply to all students is hard because each child from another culture and mostly Hispanic where I have been are at so many different levels with language. They speak it but maybe can't write it well or understand it very well in stories.</p>	<p>Stress</p> <p>Multicultural awareness</p> <p>Knowledge of teaching strategies applicable in a diverse classroom.</p>
<b>H</b>	<p>We had a child that his primary language at kindergarten level was Spanish. Only</p>	<p>Language barrier</p> <p>Lack of multicultural awareness</p>

	<p>language spoken at home was Spanish.</p> <p>Lots of barriers....he would say the names of the letters, and I saw that he was giving it wrong, but now I realize he was saying the letter name in Spanish. It sounded like he was pronouncing the letter but he was actually naming it in Spanish. Clueless</p>	
<b>I</b>	Language and communication	Language barrier
<b>J</b>	<p>Language/communication</p> <p>Teaching the whole class a lesson when you have students that are from different cultures. Even if you only have one, you have so many other needs that require special attention.</p>	<p>Language barrier</p> <p>Knowledge of teaching strategies applicable in a diverse classroom.</p>



## Appendix L: Hand Notes from Interviews



## Appendix M: Initial Analysis for Member Checking



Excel Spreadsheet Initial Analysis - Excel

FILE HOME INSERT PAGE LAYOUT FORMULAS DATA REVIEW VIEW Foxit PDF

Clipboard Font Alignment Number Styles

Normal Good

	A	B	C
1	Participants	Q. 1. Could you describe a situation or experience when you lacked multicultural awareness, knowledge, skills?	Codes
2	A	"In my field placements" "wish I had more multicultural experience going into my internship"	Place- classrooms Experience(lack of multicultural experience)
3	B	Touring a Montessori school campus "Nervous about the interactions" with two culturally different teacher, Fear of the unknown and unknowingly offending other	Touring facility Experience (+Emotional Stress) Emotional Stress
4	C	Not knowing how other cultures work Multiple cultures represented in one class Language barriers Culture customs (foods)	Experience (lack of knowledge about other cultures) Place-classroom mixed cultures Language barriers, Customs
5	D	Visit to a diverse school and how it differed from their own elementary experiences. Lacked ability to communicate in students language "I severely lacked the ability to communicate in that kind of format".	Experience Language barrier
6	E	Language barriers and queues we take from common language terms.	Language barrier
7	F	"We had to make a lot of accommodations as far as writing, he may have to illustrate."	Language barrier- Communication with assignments and
	G	Very big cultural shock, as a child, I was the minority white kid in the town I grew up in. I did not know any different. Now, white is reverse in the schools I have been in as a student teacher. I speak Spanish so that is not a problem. Figuring out how to make the work assignments apply to all students is hard because each child from another culture and mostly Hispanic where I have been are at so many different levels with language. They speak it but maybe cant write it well or understand it very well in stories.	Experience- Knowledge, skills

Question 1 Question 2 Question 3 Question 4 Question 5 Question 6 Question 7 Question 8 Question ...

READY

## Appendix N: Tier Coding

Participant	Interview Q. 1 Could you describe a situation or experience when you lacked multicultural awareness, knowledge, skills?	Tier 1 Initial Open Coding	Tier 2 Focused Coding	Tier 3 Axial Coding
A	“In my field placements” “wish I had more multicultural experience going into my internship”	Place- classrooms field placements were weak with multicultural experiences- populations varied from class to class	Additional multicultural experiences with diverse populations	Multiple Multicultural Experiences
B	Touring a Montessori school campus “Nervous about the interactions” with two culturally different teacher Fear of the unknown and unknowingly offending other	Emotional Stress	Emotional Stress	
C	Not knowing how other cultures work	Lack of knowledge about other cultures Place-classroom	Lack of cultural knowledge	Culture /Customs

	Multiple cultures represented in one class Language barriers Culture customs (foods)	diverse cultures Language barriers Customs	Language barriers	Language barriers
<b>D</b>	Visit to a diverse school and how it differed from their own elementary experiences. Lacked ability to communicate in students language “I severely lacked the ability to communicate in that kind of format”.	Participants personal school background experience differed from current class populations Language barrier		
<b>E</b>	Language barriers and queues we take from common language terms.	Language barrier-signals and motions		
<b>F</b>	“We had to make a lot of accommodations as far as writing, he may have to illustrate”.	Language barrier-Modifications with assignments and expectations		
<b>G</b>	Very big cultural shock, as a child, I was the minority white kid in the town I grew up in. I did not know any different.	Stress Multicultural awareness Knowledge of	Lack of multicultural awareness Knowledge of	Knowledge of teaching strategies

	<p>Now, white is reverse in the schools I have been in as a student teacher. I speak Spanish so that is not a problem. Figuring out how to make the work assignments apply to all students is hard because each child from another culture and mostly Hispanic where I have been are at so many different levels with language. They speak it but maybe can't write it well or understand it very well in stories.</p>	<p>teaching strategies applicable in a diverse classroom.</p>	<p>teaching strategies applicable in a diverse classroom.</p>	
<p><b>H</b></p>	<p>We had a child that his primary language at kindergarten level was Spanish. Only language spoken at home was Spanish. Lots of barriers....he would say the names of the letters, and I saw that he was giving it wrong, but now I realize he</p>	<p>Language barrier Lack of multicultural awareness</p>		

	was saying the letter name in Spanish. It sounded like he was pronouncing the letter but he was actually naming it in Spanish. Clueless			
<b>I</b>	Language and communication	Language barrier		
<b>J</b>	Language/communication Teaching the whole class a lesson when you have students that are from different cultures. Even if you only have one, you have so many other needs that require special attention.	Language barrier Knowledge of teaching strategies applicable in a diverse classroom.		

## Appendix O: National Institutes of Health

## Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that Cheryl Lehman successfully completed the NIH Web-based training course “Protecting Human Research Participants”.

Date of completion: 05/15/2014

Certification Number: 1467298