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The Experiences of Grade 4 Public Elementary School Teachers Regarding Multiculturalism

James Hill Hill
Walden University

Walden University

COLLEGE OF EDUCATION

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James Hill

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Dr. Elsie Szecsy, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University

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Abstract

Instructional Strategies Used by Teachers of Multicultural Students in Grade 4

by

James A. Hill

MA, University of Phoenix, 2008

BS, University of Colorado, 1994

Doctoral Study Submitted in Partial Fulfillment

Of the Requirements for the Degree of

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Abstract

An increasing number of multicultural students are attending U.S. public schools. At a

Title I elementary school in a rural region of the southern United States, multicultural

students had not met academic standards as measured by state exams, and state scores

had been very low for 5 consecutive years. The purpose of this qualitative case study was

to understand the instructional strategies used by Grade 4 teachers in helping

multicultural students pass state tests. The conceptual framework was Vygotsky's theory

of cognitive and social constructivism and Gardner's theory of multiple intelligences. The

foci of research questions were on identifying teachers' instructional strategies and

clarifying why those strategies are used. Nine teachers who had taught in multicultural

classrooms were selected via purposive sampling and were interviewed individually.

Data were analyzed using thematic analysis. Themes that emerged included the use of

educational software, students' learning styles, and differentiation of instruction. Key

findings indicated that these Grade 4 teachers incorporated students' background

knowledge and interests into lessons and educational resources authored by multicultural

authors. The resulting project was a professional development program for Grade 4

teachers of multicultural students that includes a workshop, PowerPoint presentation, an

executive summary, and instructional strategies. These findings will help teachers

improve their instructional strategies, which will, in turn, enance the learning of these

Grade 4 students.

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Section 1: The Problem

Introduction

Educational leaders and teachers have found it challenging to address the United

States' complex racial, ethnic, and national origins (Gordon, 2010). Educators need to be

ready, willing, and able to interact positively and effectively with students and parents

from different cultural backgrounds (Mizell, 2011). Meeting the academic needs of

Latino students and implementing multicultural practices in schools has been challenging

for educators and administrators (Cochran-Smith, 2011).

Banks (2010) researched multicultural education and reported five dimensions:

content integration, the knowledge construction process, prejudice reduction, equity

pedagogy, and an empowering school culture. Content integration is the extent to which

teachers use content from a variety of cultures and groups to illustrate key concepts,

principles, generalizations, and theories. The knowledge construction process is the

extent to which teachers help students to understand, investigate, and determine how the

implicit cultural assumptions, frames of references, perspectives, and biases within a

discipline influence the ways in which knowledge is constructed within it. Prejudice

reduction focuses on the characteristics of students' racial attitudes and on how teaching

methods and materials can modify them. Equity pedagogy exists when teachers modify

instruction to facilitate the academic achievement of students from diverse, racial,

cultural, and social class groups by using a variety of teaching styles consistent within

various cultural and ethnic groups. An empowering school culture exists when

administrators use grouping and labeling practices, sports participation, disproportional

achievement, and the interaction of the staff and the students across ethnic and racial lines to empower or discriminate against students from diverse racial, ethnic and cultural groups (Banks, 2010). In order to implement and create a comprehensive multicultural education program, all of the aforementioned dimensions must be embraced (CITE). One curriculum reform that has the potential for spearheading change in the U.S. educational environment is multicultural education.

According to Ford (2009), teachers who have access to multicultural courses and activities may be better able to understand the needs of Latino students. The sooner that teachers engage with these courses and activities, the more likely it is that they will be able to contribute to a decrease in the Latino-White achievement gap (Bali & Alvarez, 2009). Bali and Alvarez (2009) recommended that teachers be introduced to multicultural content early in the primary years.

The research site is a diverse school district that serves 32,183 students. Although the district is in an affluent suburb, more than 40% of the students qualify for free and reduced lunch. The school district includes 31 elementary schools, seven middle schools, four comprehensive high schools, three alternative schools, one charter school, and one technical center.

Latino students in the district do not perform as well as their White peers on district and state assessments. An examination of the grades earned in the school district revealed a significant achievement gap between Latino and White students where Latino students score 9% lower in math, 5% lower in reading, and 8% lower in writing. The gap

continues to widen overall by more than 3% each year (Colorado Department of Education, 2013).

School district administrators are focused on narrowing the achievement gap between diverse and White students. They need research-based findings on the instructional strategies of teachers to meet the needs of diverse students. Diverse students' state scores are the lowest in the school district for the past 5 academic years (Colorado Department of Education, 2015).

Local Problem

Diverse students have not been passing state exams (Maxwell, 2014). According to some researchers (Guarino, Dieterle, Bargagliotti, & Mason, 2013), understanding what makes some teachers more effective than others is vital to achieving and supporting high-quality instruction. More than 70% of Grade 4 students who scored above the 75 percentile on the U.S. report card were White; less than 8% were African American or other minorities (National Assessment of Educational Progress ([NAEP], 2015).

At the research site, approximately 15% of African American and 13% of Hispanic students have not met academic standards as measured by state exams (P. K, personal communication, October 30, 2015). The mathematics state scores of African American and Hispanic Grade 4 students are also 15% lower than district and state levels (P. K, personal communication, October 30, 2015). A neighboring school with less than 2% minority students reported that 98% of its students scored above that state's 75% percentile (P. K, personal communication, October 30, 2015).

I conducted a qualitative case study to examine teachers' capacity in instructional practice in multicultural classrooms. In doing so, I sought to answer "how" and "why" questions that were relevant to the phenomenon under study. My focus was on the instructional strategies used by Grade 4 teachers in their work with African American and Hispanic students. The research design and research questions helped me gain a deeper understanding of teachers' perspectives of their instructional practice with these students. Study findings provided a basis for the development of a project to address this problem.

Rationale

Evidence of the Problem at the Local Level

My rationale for conducting this study was based on the need to examine teachers' capacity in instructional practice in multicultural classrooms. The Title I elementary school that I studied is located in a rural region of U.S. with a population of approximately 700 K-6 students (Florence School District One, 2014). Lunch is provided to 510 students at no cost and 53 students at a reduced price while 134 students pay full price for breakfast and lunch (Florence School District One, YEAR). There are 29 regular education teachers and six special education teachers (Florence School District One, YEAR). Four teachers are assigned to Grade 4. I examined these teachers' instructional strategies.

Palmetto Assessment of State Standards (PASS) is the South Carolina statewide standardized test administered to students in Grades 3-8 (CITE). The performance levels for PASS test are *exemplary*, *met*, and *not met*. Students scoring *exemplary* demonstrate excellent knowledge of Grade 4 academic standards according to the standardized test;

students scoring *met* are knowledgeable of Grade 4 academic standards; and students scoring *not met* lack sufficient knowledge to meet the standards for Grade 4 (South Department of Education, 2014). In 2010, 88% of Caucasian American students in Grade 4 scored *met* or *exemplary* while only 78% of African American and Hispanic students scored *met or exemplary* on the assessment (South Department of Education, 2010). The difference in test scores represents a 10% gap. In 2011, the difference in test scores was the same, with 92% of Caucasian American students scoring *met* or *exemplary* and 82% of African American and Hispanic students scoring *met* or *exemplary* (South Department of Education, 2011).

In 2012, 59% of Caucasian American students scored *met* or *exemplary* while 58% of African American and Hispanic students scored *met* or *exemplary* (South Department of Education, 2012). This represents a 1% gap. The reason for the 9% improvement in African American and Hispanic students' 2012 PASS scores might stem from teachers' engagement in professional development (PD). Carpenter and Sherretz (2012) stated that PD is needed to restructure public education. PD that is focused on structured activities may assist educators with improving students' performance on standardized assessments (Rieckhoff & Larsen, 2012).

Avalos (2011) stated since PD is about teachers learning, teachers learning how to learn, and teachers transforming their knowledge into practice for the benefit of students' growth, school and district administrators have the ability to offer PD that has the potential to improve teachers understanding of teaching in diverse settings. Conducting follow-up studies to determine the effects of various types of education and PD on the

productivity of teachers in promoting student achievement may be able to increase the effectiveness of the school system (Harris & Sass, 2011).

In 2013, the PASS test for Grade 4 resulted in 78% of Caucasian American students scoring *met* and *exemplary* and 68% of African American and Hispanic students scored *met or exemplary* (South Department of Education, 2013). This represents a 10% gap. The findings of this study shed light on professional development priorities on multiculturalism. No staff development programs have been offered at the research site to encourage cultural diversity. In 2014, the PASS assessment for Grade 4 resulted in 55% of Caucasian American students scoring *met* and *exemplary* while 50% of African American and Hispanic students scored *met or exemplary* (South Department of Education, 2014).

Grade 4 teachers have been using cooperative learning as an instructional strategy to assist students. Cooperative learning methods are researched and known to improve student achievement in most subjects and grade levels (Slavin, 2012). Kaldi, Filippatou, and Anthopoulou (2014) reported that teachers who implement cooperative learning strategies help students improve academically and develop positive attitudes towards group work, experiential learning, and open-ended curriculum with their peers. According to the South Department of Education (2013), the disparity between Grade 4 African American and Hispanic students' standardized test scores and those of their White counterparts continues to fluctuate between 1% and 10%.

Evidence of the Problem from the Professional Literature

Teachers who, either intentionally or unintentionally, do not acknowledge cultural differences can leave students feeling different or ashamed of their ethnic backgrounds, making it difficult for them to embrace not only their own cultures and but those of others. Landis (2010) stated that teachers of diverse students should not ignore issues of race and culture. Abbate-Vaughn (2013) explained that the majority of education leaders and teachers are not helping students of the same ethnic background. According to the National Center for Educational Statistics ([NCES], 2013), 83% of teachers who teach in the United States are Caucasians while 38% of the students who are African American or Hispanic. Misconceptions in the school environment can have a long-term negative effect on students' education (Fritzburg, 2013). However, when teachers in multicultural classrooms incorporate content from different cultures on a daily basis, they are able to reinforce that all cultures are valuable (Fish, 2013).

Achievement in the United States is of a concern because 48% of schools failed to make AYP (Riley, 2012). According to the NCES (2014), average scores for Grade 4 students in 2013 were one point higher than in 2011. The percentage of Grade 4 students who scored at or above *proficient* in South Carolina compared to U.S. public schools is between 35-41% (NCES, 2014), a 6% difference in South Carolina students' scores. Based on this evidence, I think that there is a need for research on the instructional strategies used by Grade 4 teachers in their work with diverse students.

Gansle, Noell, and Burns (2012) reported that the manner in which African American and Hispanic elementary school students are prepared to effectively participate

in global society is directly related to the quality of the teaching strategies that are provided by their teachers. In passing the No Child Left Behind (NCLB) Act, Congressional leaders mandated that U.S. schools implement scientific curricula (CITE). NCLB was an amendment of the 1965 Elementary and Secondary Education Act (U.S. Department of Education, 2002). The U.S. federal government now requires teachers and/or school districts to use validated curricula (NCLB Act, 2001). Across the United States, school districts are changing curricula regarding instructional strategies and influence student achievement to meet the needs of an ever-changing world (Cai & Howson, 2013).

The disparity between African American and Hispanic students' standardized test scores and their White counterparts has been of concern for more than 3 decades. A report by the National Commission on Excellence in Education (1983) maintained that U.S. students were not performing as well academically as their counterparts in other nations. The 1993 Success for All , Comprehensive School Reform of 1997, and NCLB) are the latest efforts to improve student achievement (Smith, 2005).

President Obama stated that NCLB has officially ended and emphasizes the importance of teachers learning innovative ways to improve their craft to prepare all students to compete globally (Riley, 2012). Students with many diverse instructional needs, different abilities, learning styles, and cultural backgrounds comprise the U.S. educational population (CITE). Teachers are expected to respond academically to the diverse populations they serve (Maxwell, 2014). In light of students' different learning

styles, teachers need to provide all students with opportunities to use collaborative activities with concrete representations and manipulatives.

Clarke et al. (2011) reported that educators and the general public are concerned about the persistently low achievement of U.S. students because results consistently show that U.S. students continue to perform poorly on the national benchmarks that measure proficiency. Tudge and Doucet (2004) reported that 60% of low- and middle-income preschool children had no involvement with math-related activities at home. Sonnenschein, Galindo, Metzger, Thompson, Huang, and Lewis (2012) stated that parents' beliefs about mathematical development and their role in fostering it is significantly related to the math activities children engage in at home. Burchinal, McCartney, Steinberg, Crosnoe, Friedman, McLoyd, and Pianta (2011) stated that parents should engage their children in early skills because of the positive effects it has on students' abilities to successfully progress through middle and high schools.

President Barack Obama requested Governors and state education leaders to develop standards and assessments that required students to do more than darken bubbles to indicate responses on tests (Darling-Hammond, Herman, Pellegrino, Abedi, Aber, Baker, & Steele, 2013). President Obama further stated that students should be evaluated on 21st-century skills like problem-solving and critical thinking (Darling-Hammond et al., 2013). As a result, a majority of the policymakers responded to President Obama's request and requires a transformation in teaching, learning, and assessment in their states to ensure all students graduate from high school, prepare for college, and have careers

that are beneficial for themselves and their communities (National Research Council, 2012).

Pool, Carter, Johnson, and Carter (2013) believed exploring teachers' instructional strategies are essential to improving student achievement because students who fail to become proficient in the elementary grades are more likely to experience difficulties as they progress through middle and high school. Smith and Esch (2012) stated that the strategies teachers use to assist students with improving their performance has a profound effect on classroom practices, students' achievement, and students' perceptions. Creating lesson plans that incorporate the constructivist's strategies may provide opportunities for students to be involved in the decision-making process as well as encourage them to take responsibility for their own learning (Turner, Gray, Anderman, Dawson, & Anderman, 2013). Butler (2012) and Patrick, Kaplan, and Ryan (2011) suggested that the relationships students develop with their teachers assist them in improving their academic achievement. Turner et al. (2013) stated students who foster positive working relationships with teachers also increases their perceptions of their learning environments. Roblyer and Edwards (2000) stated the use of technology has impacted teachers, stakeholders, communities, and societies because technology is being used to motivate, engage, and assist students in producing quality work in and outside of the educational realm.

Definition of Terms

The following definitions will be used in this project study.

Achievement gap: The disparity in academic performance between groups of students. The achievement gap shows up in grades, standardized-test scores, course selection, dropout rates, college-completion rates, and other success measures (Thompson & Allen, 2012).

Achievement tests: Achievement tests are assessments designed to evaluate skills, knowledge, or performance in the core academic areas of reading, writing, and mathematics. Achievement tests comprise three major forms: standardized assessments, curriculum-based measurement, and informal teacher-made evaluations. Achievement tests are administered to compare students' performance; assist in grading, placement, and promotion, while informing teachers' instructional planning (Duckworth, Quinn, & Tsukayama, 2012).

Adequate yearly progress (AYP): This is a significant part of the NCLB Act of 2001 as it is a measure of students' year-to-year achievement on statewide assessments. According to NCLB, each state must define AYP and provide measurable assessment of students' performance (NCLB, 2001).

Constructivism: Constructivism is a theory that focuses on learning as an active process in which learners construct new ideas or concepts based upon their current or past knowledge. Constructivism refers to the idea that knowledge is constructed by individuals (Scheurman, 1998).

Explicit instruction: Explicit instruction is a systematic approach that facilitates important instructional interactions between teachers and students to increase students' achievement (Doabler, Nelson, Kosty, Fien, Baker, Smolkowski, & Clarke, 2013).

Peer tutoring. Peer tutoring is an instructional strategy where one student has the role of tutor and the other (or the others) has the role of tutee (Topping & Ehly, 1998).

Palmetto Assessment of State Standards: The Palmetto Assessment of State Standards (PASS) is the South Carolina statewide standardized test that is administered to students in Grades 3-8. The SCPASS test items are aligned to the standards for each subject and grade level. Accommodations regarding time limits, settings, and instructions vary for students with an Individualized Education Program (SC State Department of Education, 2014)

Theory of multiple intelligences: The theory of multiple intelligences is Howard Gardner's theory that proposes that although people are not born with all of the intelligence they need, intelligence can be learned throughout life. Gardner also alleges everyone is intelligent in at least seven different ways and can solve problems that are valuable in one or more cultural settings (Gardner & Hatch, 1989).

Title I school: A Title I school is a school with a large number of students from low-income homes. Title I schools receive financial assistance to ensure that the children from low income homes are provided with the resources necessary to meet academic achievement standards (National Center for Education Statistics, 2015).

Significance of the Study

The findings can be used to identify areas needing improvement in teaching strategies. The findings could assist teachers with helping African American and Hispanic students improve their performance on PASS exam. The results could also assist with developing policies on instructional strategies that could lead to effective professional development. The results of the proposed study could help Grade 4 teachers incorporate instructional strategies into their lesson plans to assist African American and Hispanic students. Learning what teachers think are positive instructional strategies is a possible major social change that could to help students at this local Title I school**.**

The findings could make a contribution to education by developing an understanding of the success the instructional strategies have on narrowing the achievement gap. Teachers' instructional strategies could contribute to African American and Hispanic students' improved achievement on the PASS exam. Researchers conducting follow-up studies have the opportunity to gain a better understanding of teachers' use of constructivist strategies in other content areas. Researchers who examine the strategies teachers use to teach could also discover a way to narrow the gap between theory and teaching practice. Researchers could need to conduct additional studies with a larger sample to confirm the findings.

Implementing instructional strategies learned from this study could enable educators in this district to bring about positive social change relative to students' achievement. Since teachers are facilitators of knowledge, the implications for social change from this research may include providing teachers with instructional strategies

that are beneficial for all students regardless of race, gender, and ethnic background. Teachers using instructional strategies have opportunities to assist students with attaining a quality education. Teachers who use the constructivist strategies have the ability to influence interactions between the teachers and students to positively affect the social and economic demands of the 21st century. Teachers using the constructivist strategies have the potential to engage in partnerships with the community to bring positive changes that may successfully affect the society.

Research Question

I usedBanks' (2010) five dimensions of multicultural education in my examination teachers' experiences with multiculturalism. Banks' dimensions of multicultural education include content integration, the knowledge construction process, prejudice reduction, equity pedagogy, and an empowering school culture. I sought to answer the following research questions:

RQ1. What instructional strategies do Grade 4 teachers at a local Title I school in the rural region of southern United States use in teaching African American and Hispanic students?

RQ2. Why do these teachers use these strategies with African American and Hispanic students?

Review of Literature

Peer-reviewed journal articles and books document successful instructional strategies because they reference teacher quality, positive teacher to students'

relationships, and high expectations as critical issues for improving African American and Hispanic students' achievement (Stone, Barron, & Finch, 2012). The literature review for this study was conducted using Walden's databases of Education Resources Information Center (ERIC), ProQuest, Google Scholar, and SAGE Journals. The key terms cited for this study were *achievement gap, achievement test, adequately yearly progress, constructivism, explicit instruction, theory of multiple intelligences, peer tutoring, Palmetto Assessment of State Standards, and Title I school*.

Conceptual Framework

The conceptual framework was based on Vygotsky's theory of cognitive and social constructivism and Gardner's theory of multiple intelligences. In the review of the literature, Vygotsky's cognitive and social constructivism applied to this research because at the research site students need instructional strategies in order to improve their state scores. Teaching strategies based on these theories could help African American and Hispanic students to increases their state scores. For example, African American and Hispanic students at the research site experienced difficulty with passing the PASS exam, and instructional strategies based on the cognitive and social constructivism could help these students increase their proficiency in academic subjects. Arlina and Melor (2014) stated that students' proficiency levels should be considered when applying the constructivist approach.

Constructivism is a learning theory that proposes for students to become knowledgeable, teachers should actively engage them in activities rather than have them sit as passive participants. Teachers requiring African American and Hispanic students to

memorize information without applying their prior experiences may not be effective with assisting these students with improving their performances. Incorporating the constructivist instructional strategies has the potential to assist students in discovering, investigating, experimenting, and learning content to help improve their performance on the PASS exam.

Vygotsky's social constructivism theory is about the importance of taking students' past experiences into account to assist them with improving their achievement (McLeod, 2013). Bottia, Moller, Mickelson, and Stearns (2014) indicated teachers who use effective instructional strategies during the primary years help students of varying academic levels from different ethnic and socioeconomic backgrounds improve their scores on standardized tests. Briars, Asturias, Foster, and Gale (2012) suggested that all teachers should provide students with opportunities to engage in problem solving activities to increase their self-confidence to successfully solve curriculum-related problems on their own. Gardner defined intelligence as the ability to solve problems that are valued in one or more cultural setting (Gardner & Hatch, 1989). According to Sternberg (2012), Gardner formulated the following intelligences:

1. Logical-Mathematical Intelligence - used in solving math problems

2. Linguistic Intelligence - used in reading and understanding language

3. Spatial Intelligence - used in reading a map to get from place to place

4. Musical Intelligence - used in singing, composing, or playing instruments

5. Bodily-Kinesthetic Intelligence - used in dancing or playing sports

6. Interpersonal Intelligence - used in relating to other people's motives

7. Intrapersonal Intelligence - used in understanding who we are

8. Naturalist intelligence - used in understanding patterns in nature

In keeping with the constructivist's views that students' achievement is derived from constructing knowledge from their previous experiences, Gardner suggested each student's learning profile consists of a combination of strengths and weaknesses involving the eight intelligences (Sternberg, 2012). Iflazoglu and Bal (2012) stated that teachers who use one or more of the multiple intelligence theories have the ability to help students of diverse cultures solve mathematical problems using combinations of talent, competence, and skill.

Cognitive Development

Vygotsky's (1934) theory of cognitive development has become the foundation for various research studies over the past several decades. Vygotsky's theories stress the fundamental role of social interaction (Vygotsky, 1978). Dewey (1922) agreed with the constructivist theory of learning and concluded that students gain knowledge through individual experiences and previous knowledge gained.

Multicultural Education

Multicultural education is as multiracial education, multiethnic education, antiracist education, and culturally responsive education are a few of the most frequently used terms (Gay, 2010; Gorski, 2011). Multicultural education movement has been accused of being disjointed and fragmented (Burnett, 2011). Scholars, researchers and practitioners from several fields have studied multicultural education. According to Banks (2010),

multicultural education refers to a variety of personal, professional, philosophical, political and pedagogical backgrounds.

Diversity is about plurality (Gay, 2010). Multicultural education has many meanings, different definitions, goals, assumptions and principles (Gay, 2010). Scholars view multicultural education as an idea, an educational reform movement, and a process intended to change the structure of educational institutions so that all students have an equal chance to achieve academic success. Ford (2011) stated that the vitality of ethnic and cultural diversity is shaping the lives of individuals, groups, and nations. Banks (2010) defined multicultural education as a reform movement that changes all components of the educational enterprise. Multicultural education is as an on-going process that requires long-term investment of time and effort as well as carefully planned and monitored actions (Gay, 2010). Cultural pluralism within the educational system is grounded in principles of equality, mutual respect, acceptance and understanding, and moral commitment to social justice.

Humanists view multicultural education as a concept based on the strength of diversity, human rights, social justice, and alternative lifestyles for all people. Multicultural education is necessary for a quality education and a culturally pluralistic society is a positive force welcoming differences for better understanding of global society (Gay, 2010). Multicultural education is the opportunity to receive education free of inherited biases, with the freedom to explore other perspective and cultures, inspired by the goal of making children sensitive to the plurality of the ways of life, different modes of analyzing experiences and ideas, and ways of looking at history found

throughout the world (Gay). Sleeter (2010) delineated five approaches to multicultural

education: (a) the teaching culturally different approach attempts to raise the academic

achievement of students of color through culturally relevant instruction, (b) the human

relations approach is a model where students are taught about the commonalities of all

people through understanding their social and cultural differences but not their

differences in institutional and economic power, (c) the single group studies approach

explores the histories and contemporary issues of oppression of people of color, women,

and low socio-economic groups, (d) the multicultural education approach promotes the

transformation of the educational process to reflect the ideals of democracy in a

pluralistic society where students are taught content using instructional methods that

value cultural knowledge and differences, and (e) educators who use the social re-

constructionist approach to multicultural education teach students about oppression and

discrimination where students learn about their roles as social change agents so that they

may participate in the generation of a more equitable society.

Burnett (2010) supported a typology that is comprised of programs that can be

divided into three categories: content oriented programs; student oriented programs, and

socially oriented programs. Content oriented programs are the most common and most

recognizable with a primary goal to infuse the curriculum with content about different

cultural groups that will increase student knowledge. In the most basic form these

programs include cultural celebrations, information about ethnic heroes and

observing/recognizing diverse holidays within the school year. The goals of these

programs should include developing multicultural content throughout the discipline,

incorporating a variety of different viewpoints and perspectives, transforming the canon, and ultimately developing a new paradigm for the curriculum (Banks, 2010).

Student-oriented programs focus on the academic needs of defined groups of students. These programs seek not just to educate majority students about different cultures but to help culturally and linguistically different students function effectively in the academic mainstream. In Banks' (2010) model, this category would fit under equity pedagogy. These programs use research into culturally based learning styles in an attempt to determine, which teaching styles work best with a particular group of students. Some examples of this type of programming are bilingual or bicultural programs such as the language and culture of African American students and special math and science programs for minority or female students.

Socially oriented programs seek to reduce bias and increase tolerance for diversity. Sleeter and Grant (2010) described socially oriented programs such as racism, sexism, and classism. These programs include desegregation programs, inter-group contact programs, minority teacher recruitment programs, anti-bias programs, and cooperative learning programs. Gorski (2010) stated, "Despite the multitude of differing conceptualizations, several shared ideals provide a basis for understanding" (p. 1). Gorski reported that a set of shared ideals form a cornerstone for all typologies, conceptualizations, models and theories.

Educators believe that every student must have an equal opportunity to achieve her or his full potential and must be prepared to competently participate in an increasingly intercultural society. Teachers must be prepared to effectively facilitate learning for every

individual student, no matter how culturally similar or different from him or herself and schools must be active participants in ending oppression of all types, first by ending oppression within their own walls, then by producing socially and critically active and aware students. Multicultural educators know that schools must become more fully student-centered and inclusive of the voices and experiences of the students. In order to develop a deeper understanding of the various models of multicultural education, Gorski studied the work of other scholars. Gorski's (2010) working definition of multicultural education is:

> Multicultural education is a progressive approach for transforming education that holistically critiques and addresses current shortcomings, failings, and discriminatory practices in education. It is grounded in ideals of social justice, education equity, and a dedication to facilitating educational experiences in which all students reach their full potential as learners and as socially aware and active beings, locally, nationally, and globally. Multicultural education acknowledges that schools are essential to laying the foundation for the transformation of society and the elimination of oppression and injustice. (p. 2)

Banks (2010) stated, "The variety of typologies, conceptual themes, and perspectives within the field reflect its emergent status and that complete agreement about its aims and boundaries have not been attained" (p. 3). Banks (2010) purported that although the field is emerging there is a general consensus among scholars and researchers that for multicultural education to be truly effective it must encompass

institutional changes in curriculum, teaching materials, teaching and learning styles, attitudes, perceptions and behaviors of teachers and administrators and school culture.

If multicultural education is to become better understood and therefore more universally implemented a multi-dimensional framework must be adopted. Banks (2010) developed a very comprehensive and complete model that takes the abstract to the concrete. All of the previously mentioned theories, typologies, and models fit into one or more of the five dimensions that Banks has outlined and illustrated. These dimensions are based on his research, observations and work in the field dating back to the late 1960's. Each dimension is an integral part of a holistic system that defines Banks' vision of true multicultural education. These five dimensions are conceptually distinct and highly interrelated. Banks is a 'founding father' of multicultural education and the five dimensions are designed to help educators understand the different aspects of multicultural education and enable them to implement it comprehensively.

The History of Multicultural Education

A Brief Summary: 1700-2005

A theme in the history of American public schools is the attempt to ensure the domination of a Protestant Anglo American culture. This struggle began with the English invasion of North America in the 16th century and continues today in the debate over multiculturalism. Much of American history can be characterized by the term culture wars. The English colonists declared their superiority over Native Americans and attempted to impose their culture. The Native Americans found the English culture to be materialistic, exploitive, and repressive, and therefore resisted assimilation. Schools were

developed by the colonists to ensure that Anglo American values were taught and reinforced (Spring, 2010).

Irish immigrants, Native Americans, and African American students saw the Protestant Anglo values prevalent in early public schools as oppressive and disrespectful. A careful look at history refutes the myth that the United States of America was founded on the basis of religious freedom. This country was neither based nor founded on religious freedom but founded by a group of settlers who risked their lives for their religion and wanted to live in a country where their religion was dominant. A large part of American history does include the quest for democracy and equality. Spring (2010) stated:

The most violent and troubled parts of American history were the result of the clash between racism and demands for equality. In American history racism has resulted in many tragic incidents. These include but are not limited to; almost one million dead from the U.S Civil War, the 'Trail of Tears' resulting from the Indian wars that began with the arrival of the first European settlers and lasted through the nineteenth century, the lynching and beating of Chinese in the nineteenth century, the killing and beating of enslaved African Americans during reconstruction and segregation periods, the race riots in northern cities in the nineteenth and twentieth centuries, the murder and beating of Mexican Americans in the 'Zoot Suit' riots in 1943 and the murders, riots, and church bombings during the civil rights struggles of the 1950's and 1960's. (p. 5)

Struggle, oppression, racism, and violence are fundamental parts of American history. For over 2 centuries, American public schools have preached equality, opportunity, and good citizenship while remaining largely segregated, oppressive, and racist institutions. The struggle for multiculturalism has been a hard fought battle with definite peaks and valleys along the way. As educators attempt to facilitate dialog and change that will continue to transform our public schools, a historical perspective is imperative.

Changing Ideologies: 1890-2005

The majority of voluntary immigrants to America before 1890 were of European descent. As the twentieth century approached, immigrants came from southern, central, and eastern Europe. A movement called nativism spread through the country as the old immigrants from northern and Western Europe began to see themselves as the only rightful inhabitants of the country.

The combination of Catholicism, competition for jobs, and cultural differences all caused a strong backlash and a large anti-Catholic movement (Banks, 2010). For Catholics, the public education system was particularly repressive and offensive. Catholic children were required to read a Protestant bible and subjected to negative literature about their religion and culture. In 1888, Protestants in Boston were outraged when the school board voted to remove an anti-Catholic textbook and reprimand a teacher accused of making bigoted remarks. This long hard struggle for educational neutrality and equality led to the development of the solid network of private Catholic schools existing today (Tyack, 1974).

Nativistic sentiments spread nation-wide and with the advent of WWI new immigrants were the objects of fear, distrust, and suspicion. During this time, German was not taught in public schools and many German books were burned. Cultural pluralism in public schools was labeled as un-American (Banks, 2010).

The assimilationist ideology that was popular at the turn of the twentieth century maintained popularity through WWI. The idea was promoted through a popular play, *The Melting Pot*. The play opened in 1908 and the main message was that America was a place where ethnic differences could mix and through that mixing form a new person superior to all. The message was to assimilate to a better, stronger self, for a better stronger country.

Banks (2010) purported the 'salad bowl' or 'stew' ideology was deemed 'Cultural Pluralism' and was supported in the early twentieth century by a few philosophers such as Horace Kallen (1924), Randolph Bourne (1916), and Julius Drachsler (1920). Assimilationists' policies and practices would dominate public education with ethnic education simmering on the back burner until the 1960's. Ethnic education and cultural pluralism evolved in different pockets and at different rates. Native Americans, African Americans, and Mexican Americans all advocated separately for pluralism and respect for their culture. Each had periods of heightened awareness, usually due to incidents of racial tensions or violence.

The Intergroup Education Movement

World War II created many social and political changes. Hundreds of thousands of jobs were created in Northern cities and a massive shift in demographics occurred.

African Americans and whites left the rural south to fill job vacancies and the Mexican

American population flourished in Los Angeles. This rapid change and competition for

resources led to racial tension. In 1943, race riots took place in Los Angeles, Detroit, and

Harlem. As tragic as these events where they did serve a purpose. The purpose of this

educational movement was to reduce racial and ethnic prejudice and misunderstandings.

Inter-group education was that factual knowledge would develop respect of various

ethnic and racial groups. The curriculum included isolated instructional units on different

ethnic groups, exhortations against prejudice, reducing stereotyping in printed materials,

opportunities for contact between groups and disseminating information on different

religious groups. While this movement had a positive impact it failed to become

institutionalized within public education and eventually faded. Although this failure can

be attributed to many factors, the lack of a well-developed, well-articulated, coherent

philosophical position that was connected to the major goals of public education was a

major flaw in the implementation (Banks, 2010).

Ethnic Revitalization

The Definition

With the lack of success of inter-cultural education, assimilation policies and

practices primarily remained unchanged. Decades of disappointment and unfulfilled

promises launched the Civil Rights movement. During this era many 'single studies'

programs emerged at the University level. During this historical period, the Immigration

Reform Act became effective in 1968. The United States experienced the largest wave of

immigration since the turn of the century. These immigrants were not European and they

were linguistically diverse with an impact on the demographics of America's public schools.

The Four Phases

Throughout history and throughout the world oppressed groups have organized and demanded social, political and educational opportunities. These movements have been referred to as 'Ethnic Revitalization.' Banks (2010) conceptualized ethnic revitalization as consisting of four major phases:

The initial phase is the 'precondition phase.' This phase is characterized by a history of colonialism, imperialism, racism, an institutional democratic ideology, and efforts by the nation-state to close the gap between the democratic ideal and societal realities. These events create rising expectations among victimized ethnic groups that pave the way for ethnic protest and a revitalization movement.

Next is the 'first phase.' This phase is characterized by ethnic polarization, an intense identity quest by victimized ethnic groups and single-causal explanations. An effort is made by ethnic groups to get racism legitimized as a primary explanation of their problems. Both radical reformers and staunch conservatives set forth single-causal explanations to explain the problems of victimized groups.

The 'later phase' is characterized by meaningful dialogue between victimized and dominant ethnic groups, multiethnic coalitions, reduced ethnic polarization, and the search for multiple-causal explanations for the problems of victimized ethnic groups. In the 'final phase' some elements of the earlier phase reforms have become institutionalized. Other victimized cultural groups echo their grievances, thereby

expanding and dispersing the focus of the ethnic reform movement. Conservative ideologies and policies become institutionalized during this phase, thus paving the way for the development of a new ethnic revitalization movement.

This four-phase typology is meant to help conceptualize historical events and facilitate a deeper level of thinking about the issues. One phase does not end abruptly, when another begins. United States history would support a cyclic rather than linear view. As ethnic revitalization movements advance toward final phases, events tend to evoke new issues.

Nations, states and educational institutions play a major part in helping move societies toward the final phase. In each of the phases, multicultural education encompassing Content Integration, the Knowledge Construction Process, an Equity Pedagogy, Prejudice Reduction and an Empowering School Culture is imperative to facilitate movement.

<div align="center">**Multicultural Education: Theories and Models**</div>

Theories: Definition and Summary

There are a variety of ways to classify curriculum theories. Glatthorn (1987) classified theories as 'basic' or 'complex.' "A basic theory sets up logically deduced but empirically untested hypotheses to explain curriculum phenomena and employs concepts that are not systematically refined in great detail" (p. 97). "Complex theory is an exclusive conceptual scheme for explaining an entire universe of inquiry" (p. 97).

Gay (2011) stated, "The collective body of multicultural education theorizing is transitional and falls somewhere between these two polar positions. Much of the content

continues to be derived from logical deductions instead of an empirical database; therefore, it is basic theory" (p. 44). Multicultural theorists come from different disciplines and bring a variety of perspectives and technical training. Most multicultural theorizing tends to be eclectic in nature cutting across disciplines. Within this diversity there is a high degree of consensus that provides a firm foundation for the field. Another theory-building activity is the development of models that serve to clarify, illustrate, and visualize key principles, concepts, and components. Multicultural theorists, being from such diverse backgrounds, often use elements from other work to help construct their own.

Banks and Bennet referred to Gordon Allport's work 'The Nature of Prejudice' (1958). Gay (2011) borrowed from social and developmental psychologists, William Cross (2011) and Erik Erickson (2010), when constructing models of ethnic identity development. Sleeter (2010) conceptualized multicultural education within critical theory traditions. Others use elements from representative democracy, interpersonal communications, ecological psychology, market driven economics, cultural anthropology, the sociology of organizational change and critical race theory define, conceptualize, and illustrate their view of multicultural education (Banks, 2010, p. 44).

Models: Three Important Conceptualizations

Many of the efforts in multicultural education are formative and emerging, focusing on parts instead of the whole. A majority of the models should be viewed as partial or skeletal. Although there are many models, given the focus of this research, the following paragraphs and figures will illustrate three important models developed by

Banks (2010). The 'Ethnic Studies as a Process for Curriculum Reform' model is a helpful tool when attempting to understand the changes in curriculum that Banks proposes. The assumption that 'what is Anglo-American is American' is deeply ingrained in the public school culture. A teacher could teach the mainstream perspective and other perspectives are looked at after the mainstream perspective is taught. The teacher starts with the concept, issue, theme or event and then explores the perspectives of each ethnic group and includes a global perspective.

Multicultural Education: Current Issues and Trends

Competing Agendas

Within the multicultural education scholarly community, tensions have arisen. Marginalized groups sometimes fail to work together in order to further their own specific cause. When dealing with equity, issues of race, class, gender and sexual orientation become politically charged. When one group makes progress it can be seen as at the expense of another group.

Critical Race Theory (CRT)

CRT was developed in 1970 as a way to begin to formulate rights-based discourse. The slow pace of reform of the civil rights tradition frustrated scholars such as Derrick Bell and Alan Freeman. CRT is a complex legal and intellectual tool for making sense of all forms of inequity. CRT challenges the traditional legal scholarship that creates, supports and legitimates social power in U.S. society. CRT started in legal studies but has spread to education. CRT in education is developing theoretical, conceptual, methodological and pedagogical strategies that account for the role of race and racism in

education. CRT works toward eliminating racism as part of a larger goal of eliminating all forms of subordination.

Sleeter and Bernal (2010) stated CRT has three important implications for multicultural education. "CRT theorizes about race while also addressing the intersectionality of racism, classism, sexism, and other forms of oppression" (Sleeter & Bernal, 2010, p. 245). Although multicultural education is challenging racism in schools, its writings tend to focus on classroom practices and curriculum content leaving out the more difficult issues surrounding institutional racism and white privilege. CRT has implications to push towards a more balanced approach in multicultural education embracing all five dimensions, specifically, accentuating Prejudice Reduction, and the Knowledge Construction Process.

A Review of the Current Research: Progress, Barriers and Implications

According to Grant, Elsbree, and Fondrie (2012), reported several trends in Multicultural Education research in the past decade. Grant et al. focused only on research articles published between 1990 and 2001 regarding the following populations: K-12 students and teachers, pre-service teachers, teacher educators and others. Grant et al. reviewed over 200 education journals in order to identify those that published multicultural education research studies. Through further limitations they ended up with 187 articles from 37 education journals that addressed the focus populations. Grant et al. (2012) presented Grant and Sleeter's (2010) five approaches to multicultural education which serve as a typology for categorizing the studies: teaching the exceptional and

culturally different, human relations, single group studies, multicultural education and education that is multicultural and social re-constructionist.

Progress. This is significant progress as the pluralism paradigm espouses ideas of freedom, justice and equity as it moves towards an understanding of students and their total education and the relationship between knowledge and power, using multiple perspectives. Another significant aspect of change over the past decade is the research on the use of multicultural education, education that is multicultural and the social re-constructionist approach. Researchers and scholars have a deeper level of understanding about the complex nature of multicultural education. Banks stated that a true multicultural education model will include elements from each of the five dimensions.

Barriers. Although these positive aspects are promising, problems in this field do exist. Several barriers to multicultural education are still present even in the twenty-first century. Grant et al. (2012) found conceptual confusion, researcher epistemological bias, funding, and research acceptance in the academy, all to be large obstacles to quality multicultural education research. Grant et al. (2012) reported the need to "understand and explore marginalized voices, explore intersectionality, and avoid employing the deficit approach to research" (p. 245). The best way to accomplish this would be teams of researchers that had a broad base of backgrounds and experiences. With the right group of individuals, the research would naturally take on multiple dimensions and a fuller understanding of the issues under scrutiny.

Content Integration

The first and most commonly understood 'multicultural dimension' is 'Content Integration.' Banks (2010) defined 'content integration' as "the extent in which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations and theories in their subject area or discipline" (p. 8). Educators should reflect on prejudice reduction, an equity pedagogy, an empowering school culture, and the knowledge construction process all have implications for educators across subject areas.

Curriculum: Multiple Perspectives

Curriculum theorists classified as 'traditionalist' are "concerned primarily with the expeditious transmission of the cultural heritage of dominant society through a fixed body of knowledge and the perpetuation of the existing social order" (Gay, 2013 p. 37). Public education in the United States was founded on the principles of educating the citizens to maintain a well working society. In the public education arena today the 'Traditionalists' usually are advocates of the 'Back to Basics' approach.

Hirsh (2012) founded the 'Core Knowledge' curriculum movement that supports the belief that there is "one best approach or curriculum" and all students have the right to receive it. Hirsh (2012) advocated a strict curriculum and believed that there is a common body of knowledge needed to be a successful American citizen. Although Hirsh believed the 'core knowledge curriculum' does serve all students, many proponents of multicultural education fiercely oppose this approach, specifically in public education. Multicultural education advocates are eclectic in their orientation and more 'value

oriented' in their philosophical approach to curriculum. 'Value Oriented' curriculum theories are generally critical and transformative in nature (Gay, 2011, p. 37).

The Rationale for Change: An Urgent Need for Implementation

The population of public schools is increasingly diverse and projections show that in the year 2020, 46% of students K-12 in public education will be students of color. When almost half of students in public education are students of color and teachers refuse to integrate curriculum, then teachers intentionally alienate 50% of the children they teach. Concepts such as the New World, The Westward Movement, hostile Indians, and lazy welfare mothers not only justify the status quo and current social reality, but they also fail to help students understand or develop a commitment to social change and action. Anglo-centric and Euro-centric notions also fail to help students of color and female students develop a sense of empowerment and self-efficacy over their lives and their destinies (Banks, 2010).

Tatum (2011) wrote eloquently about the importance of young African American and Latino students learning about their rich intellectual history. Tatum (2011) stated, "Students need to have access to their rich cultural history and learn that being Black/Latino means a variety of things" (p. 66). Ogbu (2014) explained that these students view academic success in a white dominated institution as 'selling out' and 'acting white' (p. 178). Kohl (2011) identified one form of student resistance to a Eurocentric curriculum. Kohl defined and named this form of resistance 'not learning.' 'Not learning' tends to take place when someone has to deal with unavoidable challenges to her or his personal and family loyalties, integrity and identity. In such situations, there

are forced choices and no apparent middle ground. To agree to learn from a stranger who does not respect your integrity causes a major loss of self. The only alternative is to not learn and reject their world (p. 6).

The Knowledge Construction Process

The third dimension in multicultural education as defined by Banks (2014) is called the Knowledge Construction Process. Essentially the concepts in this dimension challenge the assumption that all knowledge passed down through the ages, written down in textbooks, published in scientific academic circles or scholarly journals is the definitive truth. Banks (2014) stated:

The Knowledge Construction Process consists of the methods, activities and questions teachers use to help students to understand, investigate, and determine how implicit cultural assumptions, frames of reference, perspectives, and biases within a discipline influence the ways in which knowledge is constructed. When the Knowledge Construction Process is implemented in the classroom, teachers help students to understand how knowledge is created and how it is influenced by the racial, ethnic and social class positions of individuals and groups. (p. 9)

Epistemological Bias

Western empirical tradition highly values the ideal that academic disciplines formulate knowledge in a scientific, unbiased and strictly objective way. Banks (2011) reported that many critical and postmodern theorists demonstrate that personal, cultural and social factors influence the formulation of knowledge even when objective

knowledge is the ideal (Code, 2010; Farganis, 2011; Giroux, 2013; Habermas, 2011; Harding, 2013; Ladner, 2011).

Banks (2011) purported that often the researchers themselves are unaware of how their personal experiences and positions within society influence the knowledge they produce. Most mainstream U.S. historians did not realize how their regional and cultural biases influenced their interpretations. Banks (2014) believed that teachers need to help students understand that all bodies of knowledge must not be taken at face value but critically analyzed and questioned. Students should be helped to understand that even in the sciences, how cultural assumptions, perspectives and frames of references influence the questions that researchers ask and the conclusions, generalizations and principles they formulate.

The goal of teaching 'knowledge as a social construction' is to help students understand the nature of knowledge and the complexity of the development of U.S. society. A large body of research in this area was initiated by the Center for Multicultural Education at the University of Washington. One aim of the research was to identify ways in which the knowledge constructed within a society reflects the social, political, and economic context in which it is created as well as the sub-societies and personal biographies of historians and social scientists (Banks, 2014).

Banks (2014) purported that this research concludes that the cultural communities in which individuals are socialized are also epistemological communities that have shared beliefs, perspectives, and knowledge. Banks believed social science and historical research are influenced in complex ways by the life experiences, values, personal

biographies, and epistemological communities of researchers. Banks (2014) purported knowledge created by social scientists, historians, and public intellectuals reflect and perpetuate their epistemological communities, experiences, goals, and interests. Banks (2014) reported how individual social scientists interpret their cultural experiences is mediated by the interaction of a complex set of status variables such as gender, social class, age, political affiliation, religion and region. During every historical period competing paradigms and forms of knowledge coexist; some reinforce the status quo and others challenge it. Specific examples can help illustrate this fact but knowing the examples is not the most important piece of the knowledge.

Promoting New Understandings

When looking at promoting student understandings in the area of knowledge construction, Critical Pedagogy and Critical Race Theory have important implications for educators wanting to examine the construction of knowledge.

Critical Pedagogy. Critical pedagogy can be defined in many different ways. Giroux (1992) defined it as "an entry point to the contradictory nature of schooling, a chance to force it toward creating conditions for a new public sphere" (p. 116). According to Giroux (2013), critical pedagogy should "explore how pedagogy functions as a cultural practice to produce rather than merely transmit knowledge within the asymmetrical relations of power that structure teacher-student relations" (p. 98). Wink (2000) offered McLaren's definition as a starting point; critical pedagogy "is a way of thinking about, negotiating and transforming the relationship among classroom teaching, the production of knowledge, and the institutional structures of the school, and the social

and material relations of the wider community, society and nation state" (p. 30). Wink stated, "Critical pedagogy is to name, reflect critically and to act" (p. 120). "Critical pedagogy is a process of learning and re-learning. It entails a sometimes painful reexamination of old practices and established beliefs in educational institutions and behaviors" (p. 121). "Critical pedagogy causes one to make inquiries about equality and justice. Sometimes these inequalities are subtle and covert. The process requires courage and patience. Courage promotes change and democracy provides all learners equal access to power" (p. 71).

Sleeter and Bernal (2012) reported that the origin of critical pedagogy can be traced back to critical theory and the Frankfurt School and the work of Paulo Freire and Latin American liberation movements. The Frankfurt School connected Marxist analysis of class structure with the psychological theories of the unconscious to understand how oppressive relationships are produced. Paulo Freire began writing when he was exiled from Brazil in the 1960's. Freire had promoted popular literacy in Brazil connecting the act of reading with the development of critical consciousness and social action (Sleeter & Bernal, 2012, p. 242).

Critical pedagogy has four critical implications for multicultural education: (a) serves as a conceptual tool for critical reflexivity, (b) provides a way to analyze class, corporate power, and globalization, (c) provides for the analysis of empowering pedagogical practices within the classroom, and (d) offers a deeper analysis of language and literacy than one generally finds in multicultural education literature (Sleeter & Bernal, 2012). Educating students about the Knowledge Construction Process is really

about providing for them the tools to facilitate their learning to think critically and question. Critical pedagogy has much to offer this particular aspect of multicultural education.

Critical Race Theory. CRT is an analytical framework developed primarily by legal scholars of color to address social justice and racial oppression in U.S. society. "The Critical Race Theory movement is a collection of activists and scholars interested in studying and transforming the relationship among race, racism and power" (Sleeter & Grant, 2014, para 3).

Although CRT began in legal studies it has spread to other disciplines, including education. CRT in education facilitates the development of theoretical, conceptual, methodological, and pedagogical strategy that accounts for the role of race and racism in U.S. education and works to eliminate it. In the past decade scholars of color from this arena have published research and have significantly impacted educational policies.

According to Sleeter and Bernal (2011), CRT has at least three major implications for multicultural education: (a) theorizes about race while also addressing the intersectionality of racism, classism, sexism, and other forms of oppression, (b) challenges Eurocentric epistemologies and dominant ideologies such as meritocracy, objectivity, and neutrality, and (c) uses counter story telling as a methodological and pedagogical tool. The multicultural literature primarily read by educators tends to focus on classroom practices without explicitly talking about race and racism. Teacher trainings often offer quick solutions to problems related to ethnicity and race and fail to dig below the surface. CRT scholars offer alternatives to the surface and silence

surrounding racism in education. CRT plays a major role in educating students about the

'Knowledge Construction Process'. With its grounding in systems of knowledge that

counter a dominant Eurocentric epistemology, critical race theory in education offers a

tool for "dismantling prevailing notions of fairness, meritocracy, colorblindness, and

neutrality." Race and gender based epistemologies allow CRT scholars to deconstruct

master narratives and illustrate the ways in which knowledge is presented from a

Eurocentric oppressive position (Sleeter & Grant, 2014).

In summary, multicultural educators must work in the areas of Content Integration,

an Equity Pedagogy, an Empowering School Culture, Prejudice Reduction and

simultaneously increase students' understandings in the area of knowledge construction.

Helping a majority of our public school students develop a deeper understanding of how

democratic and totalitarian societies construct knowledge and the ability to question in a

critical manner is the cornerstone for real social change.

<div align="center">**Prejudice Reduction**</div>

One of the goals of multicultural education is reducing prejudice and improving

relations among racial, ethnic, religious, cultural and other types of groups (Banks, 2011).

Improving these relations is a formidable task because the negative elements of these

relations are deeply ingrained in the history of every society and without intervention,

tend to be replicated across generations (Stephan & Stephan, 2011).

The Prejudice Reduction dimension of multicultural education describes the

characteristics of teachers' and students' racial attitudes and strategies that can be used to

help them develop more democratic attitudes and beliefs (Banks, 2012). With the

increasingly diverse student population in public schools and the large achievement gap between white students and students of color, Prejudice Reduction in American schools is a necessary endeavor.

Prejudice, Stereotyping and Discrimination: Concepts and Definitions

Providing definitions of prejudice and some affiliated constructs such as stereotyping and discrimination is an important first step toward gaining common understandings. Stephan and Stephan (2014) defined and explained the concept of prejudice, stereotyping, and discrimination as 'negative attitudes toward social groups.' Prejudice occurs when individuals are prejudged and disliked based on their group memberships. Prejudice can be founded on any group-based characteristic; race, ethnicity, national origin, sex, age, social class, caste, handicapped status, sexual orientation, religion, language, and region are common sources of prejudice in today's world (p. 783).

Powerful social, historical, or physical differences sometimes provide potent sources for prejudice but these are not always necessary for prejudice to occur (Rothbart & John, 2014). Stereotyping is the categorization of people into groups. Stereotypes lump all people from a category together and assume they all have the same attributes. Stereotypes are usually over generalized, inaccurate, and negative-and are used to dominate, disparage or dehumanize members of our groups (Stephan & Stephan, 2013). When teaching about stereotypes it is important to remember that even positive stereotypes can be offensive and have negative consequences.

Discrimination is often described as the action component to prejudice that consists of a selectively unjustifiable behavior toward members of a target group. Theories on prejudice, stereotypes and discrimination purport a wide variety of relations between the constructs. Some posit that stereotypes lead to prejudice, and prejudice leads to discrimination. Others believe that stereotypes lead directly to discrimination (Stephan & Stephan, 2013).

Theories of Prejudice

Having briefly defined some basic concepts related to prejudice, the next step toward deeper understanding of the origins of prejudice, is to examine some 'theories of prejudice'. Stephan and Stephan (2011) examined eight causal theories of prejudice. The first, social identity theory is based on cognitive processes. The next three theories, symbolic racism, aversive racism and ambivalence-amplification share the idea that prejudice has become subtler as blatant prejudice has become less acceptable. The four final theories reviewed explore the role of social structure and the cause of prejudice (p. 783).

Stephan and Stephan (2014) stated that social identity theory is based on the idea that social categorization is both a natural cognitive process and a functional adaptation in a complex world (Tajfel, 2009, 2010; Tajfel & Turner, 2011). Social identity theorists believe that the 'self' is composed of multiple identities. 'Personal identity' is based on aspects of one's individual characteristics as opposed to 'social identity' that is based on one's group memberships. When individuals are categorized on the basis of their group memberships, social identity creates attitudinal and behavioral distinctions favoring the

in-group simply through the process of categorization. Symbolic racism theory purports

that when members of one group believe that members of an out-group hold beliefs that

violate traditional core values that the in-group deems sacred, then this results in a

negative affect towards members of that group (Kinder & Sears; Sears, 2009). This

theory is especially applicable when explaining religious intolerance and homophobia.

Aversive racism theorists argue that a contradiction exists between individuals

values and feelings (Dovidio, Kawakami, & Gaertner, 2012; Gaertner & Dovido, 2014).

Theorists from this perspective purport that when individuals experience negative

thoughts toward a minority group they struggle to avoid these feelings because they also

hold egalitarian values and view themselves as unprejudiced. These complex beliefs and

feelings lead to anxiety and avoidance of out-group members.

'Ambivalence amplification theory' focuses on the ambivalence created by

simultaneously experiencing incompatible feelings; sympathy for the suffering members

of disadvantaged out-groups and an aversion towards them (Katz & Hass, 2014; Katz,

Wackenhut, & Hass, 2011). In situations when the aversions override sympathy, negative

attitudes and behaviors are directed toward out-group members. Realistic group conflict

theory postulates that group conflict arises from competition for scarce resources. When

territory, wealth or natural resources are lacking, this increases competition and leads to

increased prejudice (LeVine & Campbell, 2011; Sherif, 2009).

'Integrated threat theory' asserts that four types of threat can lead to prejudice

(Stephan & Stephan, 2010). Out-groups are disliked if they are perceived to pose a

realistic threat to resources, threaten core values, to have threatening negative

stereotypes, or to have uncomfortable interactions with the out-group that increase

anxiety. Social dominance theory views prejudice as an outcome of belief systems that

enable dominant groups to legitimize the power, privileges and prestige they enjoy.

People with a more hierarchical conception of society tend to be more prejudiced

(Sidanius & Pratto, 2013). Control theory proposes that dominant ethnic groups work to

institutionalize their expropriation of resources from subordinate ethnic groups (Jackman,

2013). Ethnic groups encase these institutions in a moral code that labels them not as

discriminatory but as rational, benevolent, protective and even as being for the good of

the oppressed group.

Implication for Multicultural Educators

Stephan and Stephan (2014) summarized and found meaning in these theories in

the following way:

Taken together these theories of prejudice suggest that prejudice begins with the

natural cognitive process of categorization. Prejudice is a complex attitude that is

often based on contradictory emotions, some of which are unacknowledged.

Although negative attitudes toward social groups are sometimes openly

acknowledged and expressed as hatred, hostility or resentment they are just as often

expressed in a subtler form, for instance as opposition to policies favoring out-

groups. Negative attitudes may exist and exert subtle effects on many people's

behaviors, but they may be unaware of their underlying attitudes. In such cases

prejudice may be evidenced in avoidance of out-group members and in behavior

that is patronizing, condescending and overly solicitous. Prejudice can be founded

in feelings of threat as well as the desire to legitimize power, privileges, and

prestige that dominant groups enjoy. The complexity of prejudice and the

multiplicity of its causes make it a formidable enemy (p. 784).

Prejudice Reduction Strategies

This very succinct summary illustrates the need for educators to acquire deeper

understandings in this area. Although prejudice reduction is a daunting task, there is

research to show that progress can be made. Some prejudice reduction processes are

designed to influence behaviors; others are designed to influence cognitive processes

while others focus on affect. Stephan and Stephan (2009) reported that behavioral

approaches to Prejudice Reduction include: contact, cooperative learning, reinforcing and

modeling positive behavior, increasing self-disclosure and dialogue groups. All of these

processes have reduced prejudice and all of these are highly applicable to a public school

setting.

Contact between out-groups that incorporate equal status interactions, pursuit of

common goals, and support from authority figures can result in a moderate decline in

prejudice (Allport, 2012; Amir, 2010; Pettigrew, 2014).   Cooperative learning groups are

sometimes used in multicultural education programs. Cooperative learning places

students in small group settings where the task and rewards require face-to-face

interaction and the students are interdependent. When students from different out-groups

are intentionally mixed together this technique has proven to improve inter-group

relationships in diverse classroom settings (Slavin, 2011; Stephan & Stephan, 2010).

Social learning theory highlights the role that reinforcements and modeling play in changing behavior (Bandura, 2009). Rewarding students for non-prejudicial behavior is a powerful tool in multicultural education classrooms (Hauserman, Walen, & Behling, 2011). The models to which they are exposed affect people's behavior. In many multicultural programs teachers and administrators from a variety of groups model the behavior they wish to see in the students.

Increasing self-disclosure often leads to liking because it creates an atmosphere of trust and is usually reciprocal (Derlega, Metts, Petronio, & Margulis, 2011). In the context of multicultural programs self-disclosure enhanced in-group identity and acceptance of out-group identity. Dialogue groups are facilitated discussions among members of two groups with a history of conflict. The participants are encouraged to listen carefully to one another and in the process correctly understand the other's values and beliefs (DuBois & Hutson, 2010). These groups when properly facilitated can have long-term impact.

Cognitive, Affective and Behavioral Processes

Cognitive. Prejudice Reduction strategies designed to impact cognitive processes are widely used. Increasing perceptions of similarity among groups leads to increased liking between groups (Byrne, 2010; Rokeach, Smith, & Evans, 2013). In multicultural education programs, information and experiences that erode the assumed dissimilarity between groups can potentially play a significant role in reducing prejudice.

Personalization is a process that encourages participants to see people as individuals and not just members of categories. The use of small group interaction in

multicultural programs provides an opportunity to personalize out-group members. Studies have found decreased prejudice in elementary school students as a result of personalization (Aboud & Fenwick, 2014; Katz & Zalk, 2010).

Multiple Identities and Cross-Cutting Category processes involve helping individuals to see they are members of many groups with multiple identities. Prejudice based on a single category is attenuated when membership in even just one other category is made salient (Brewer, 2011; Dovido, Gaertner, Isen, Rust, & Guerra, 2011). Recategorization processes reduce prejudice by inducing members of differing groups to think of themselves as members of one super ordinate group (Gaertner, Dovidio, Nier, Ward, & Baker, 2012). Education programs can promote re-categorization through the use of activities that involve promoting student membership in the greater school community. School pride and community membership programs have been successful helping create a common group identity.

Affective. Affective processes are focused on reducing threat. Integrated threat theory argues that feelings of threat are a cause of prejudice. Education programs have had success in reducing threat by providing accurate information on group similarities and differences.

Films, videos, plays, readings, field trips, guest lectures, group discussions, and role playing are among the multicultural materials that have been used to present positive and accurate information about out-group members (Bigler, 2012; Graves, 2012).

Creating empathy in multicultural programs can result in prejudice reduction. Research has indicated that empathizing with out-group members can lead to decreased

prejudice (Batson et al., 2010; Stephan & Finlay, 2010). Two forms of empathy are noted. Cognitive empathy is acquired when individuals can take on the others' worldview. Emotional empathy is acquired when one is able to feel compassion related emotions that arise from a feeling of concern for the suffering of others. In education programs reading about the experiences of others and listening to members of an out-group tell their stories are highly effective in creating both cognitive and emotional empathy.

Using dissonance to create attitude change has also shown to be effective at reducing prejudice. Dissonance theory purports that when people behave in ways that are inconsistent with their customary views of themselves, they become uncomfortable about this discrepancy (Aronson, 2012). The discomfort is labeled dissonance and it can motivate people to change their former attitudes in order to maintain a consistent view of themselves. People who are prejudiced behave in positive ways toward members of an out-group, they will be motivated to change their previously prejudicial beliefs (Gray & Ashmore, 2010; Leippe & Eisenstadt, 2010).

Behavioral. Another successful strategy is to make Value-Behavior discrepancies explicit. This involves placing an emphasis on egalitarian and humanistic norms and making these very explicit. Making the discrepancies between stated values and biased behavior explicit can help individuals further reduce their prejudice (Altemeyer, 2011).

Cognitive, behavioral, and affective processes are all effective in reducing prejudice. Creating the conditions so these processes can occur in a public education setting should be the goal of all teachers and administrators. Racial incidents in which

negative racial attitudes are blatantly expressed are all too common on public school campuses today. As part of a complete multicultural education program, schools need to implement systematic programs that incorporate research-based strategies for prejudice reduction.

An Equity Pedagogy

Banks (2013) defined the concept of 'an Equity Pedagogy' in the following way: "An Equity Pedagogy exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, ethnic, and gender groups" (p. 13). The cornerstone of creating 'an Equity Pedagogy' is the strongly held belief that all students can learn.

Examining Practices, Beliefs and Techniques

Practices. An 'Equity Pedagogy' demands that we examine our teaching practices and modify our approaches to facilitate learning for all students. Culturally appropriate pedagogy welcomes students' language, culture, and experiences to the classroom. Teachers that are successful with diverse learners view all students as capable students who deserve a challenging curriculum and never accept poor quality work. Teachers make their high expectations clear and scaffold the learning (Rolon, 2013).

Beliefs. Beliefs about race are a factor in determining and guiding attitudes as well as how one interprets information and behavior (Pajares, 2013). Ladson-Billings (2010) found that one of the core beliefs of teachers who had success with African American students was that their students could achieve academically. Aaronsohn, Carter, and

Howell (2013) stated that if teachers are to reduce and/or eliminate racism within their classrooms they must believe that all children can learn.

Techniques. 'The deficit model' is an example of a technique that dominated social science beginning in the 1920's and was adopted by educators again in the 1960's to diagnose children who had trouble in school. The deficit model assumes that "disadvantaged people have underlying deficiencies attributable to genetic and/or social pathology which will limit the probability of their achievement and social adjustment" (Nieto, 2010, para 2). The deficit model is subtler in public schooling practices yet it is still very visible. Teachers who lower their expectation for students because of their color or socioeconomic background are operating from deficit model perspective. Underlying the deficit model is the assumption that those who are different from the white mainstream middle class culture must change in order to fit in and become acceptable to society. This thinking perpetuates racism and reinforces a Eurocentric perspective/culture even in classrooms where a majority of students come from diverse backgrounds.

To ensure the academic success for students, teachers need to understand, appreciate, and respect the differences their students bring to the classroom. Teachers should reflect an atmosphere of unity and diversity to lead to social justice, the ultimate goal of multicultural education (Ladson-Billings, 2012). An educator who develops an equity pedagogy will not only hold on to certain core beliefs but also will use many different strategies/techniques in the classroom to engage all learners.

Culturally Responsive Teaching

A multitude of literature and materials are available on culturally responsive teaching and culturally diverse learning styles. A few are highlighted to showcase the importance of this issue and serve as examples of what is currently available for educators.

African American Students. Ford (2012) merged theories by Boykin on Afro-Centric expressions and Gardner on Multiple Intelligences to create a guide for educators. Teachers working with African American students can access a rubric for different teaching strategies and products for different types of learners. Ford (2012) has also defined foundational features of African American culture for teachers and explains how to use these as a benefit to learning. Spirituality, harmony, affect, movement and verve, oral tradition, expressive individualism, communalism and social time perspective are all outlined and defined. For each of these areas she includes easy to use and understand culturally responsive strategies.

Latino Students. Rolon (2013) wrote about effectively educating Latino students and the importance of using a variety of teaching tools including thematic units, lectures, guided practice, cooperative learning groups, and the development of critical thinking skills. Rolon stated teachers who are successful with Latino students understand the importance of language as a cognitive tool. To help Spanish students grasp concepts and clarify directions, effective teachers use Spanish for instruction or allow students to use Spanish among themselves as learning partners (p. 42). Teachers should offer support to students in several ways: give adequate time to activate prior knowledge, incorporate

visuals, assess knowledge by asking questions, refrain from interrupting students to correct language and establish consistent, clear classroom expectations.

Quality Learning Experiences. In her efforts to leave no learners behind Tonya Huber-Bowen conceptualized quality learning experiences (QLE). QLE plan facilitates development of culturally responsive pedagogy. Unlike traditional lesson plans the QLE is multifaceted. Huber-Bowen (2010) stated that QLE addresses the many important aspects of learning. QLE requires the educator to focus on what the learner will be experiencing rather than receiving.

The model insists the educator recognize that learning is incremental as well as holistic so that structurally every quality plan requires careful thought on the part of the teacher to determine what experiences will best facilitate and encourage learning. QLE focuses on classifications of objectives, strategies and methods to encourage that a broad range of skills, strategies and methodologies be employed. Teachers recognize multiple intelligences and acknowledge the need for varied interaction and control patterns between students and educators.

Humanistic Strategies. Teaching and learning does not happen in a scientific sterile environment. Teaching and learning are ultimately very human endeavors. Research shows that 'caring' is an important factor in increasing student achievement and part of an 'Equity Pedagogy.' The importance of caring about all students, but in particular students of color and students in poverty has been explored through a number of research studies. Genuine caring values the individual and conveys the belief in their capacity to learn. Shannon and Bylsma (2010) reported that Delpit (2010), Gay (2013),

Comer (2013), Noddings (2013), Wilson and Corbett (2001), and Darling-Hammond (1997) have written about this essential quality (p. 28).

Communication

In addition to the latter strategies, the successful implementation of 'an Equity Pedagogy' requires a teacher to develop understandings in the area of cross-cultural communication. In culturally diverse settings differences should be expected to exist in the communication styles of students, teachers, administrators and non-instructional staff. The most important reason for educators to understand cross-cultural communication is to improve their relations with the diverse groups of students, parents and people they will encounter. The Equity Center (2014) suggested two major tactics for removing communication barriers. First schools must remove and eliminate the use of all language that appears to stereotype students. Second, schools must reduce the violations of cultural rules during discussions and conversation (p. 1). In order for schools to implement these suggestions an investment in staff development would need to occur. Staff development dollars/hours spent on this endeavor would be well worth the effort, time and money.

An Empowering School Culture

This dimension of multicultural education involves restructuring the culture and organization of the school in order for students from diverse racial, ethnic, and gender groups will experience equality. An Empowering School Culture exists when to ensure equity, administrators examine grouping and labeling practices, sports participation, disproportional achievement, and the interaction of the staff and the students across ethnic and racial lines. The four dimensions discussed earlier Content Integration, the

Knowledge Construction Process, Prejudice Reduction and an Equity Pedagogy, all deal with an aspect of a cultural or social system.

A Systems Approach

When a school is conceptualized as a social system it becomes an institution with social structure that has interrelated statuses, roles and patterns of interaction (Banks, 2004). A school can also be analyzed as a cultural system with a specific set of norms, values and shared meanings. The advantage of this perspective is that a systems approach to reform can be explored and implemented. A holistic approach to school reform is imperative when school leaders attempt to create an 'Empowering School Culture.'

New Roles and Responsibilities

Banks (2010) believed that schools need to assume new responsibilities in the twenty first century. The school's goal should be to help attain a delicate balance of diversity and unity. Banks (2010) stated:

> As schools embark to create an empowering culture they must focus on; recognizing and respecting ethnic and cultural diversity; promoting societal cohesiveness based on the shared participation of ethnically and culturally diverse peoples; maximize equality of opportunity for all individuals and groups and facilitate constructive societal change that enhances human dignity and democratic ideals. (p. 290)

A Lack of Progress

The need for change in our school system is illustrated graphically in the following

quote from the essay "A Talk to Teachers" (1963):

> It has become thoroughly clear that any Negro who is born in this country and undergoes the American educational system runs the risk of becoming schizophrenic. On the one hand, he is born in the shadow of the Stars and Stripes and he is assured it represents a nation which has never lost a war. He pledges allegiance to that flag which guarantees "liberty and justice for all". He is part of a country in which anyone can become president and so forth. But on the other hand, he is assured by his countrymen that he has never contributed anything to civilization - that his past is nothing more than a record of humiliations gladly endured. (p. 1)

Although this essay was written and presented in 1962, the message is still relevant today. Long after the Civil Rights movement and years of social reform, people of color still face many of the same challenges they did forty years ago. Our school systems have proven to be great perpetrators of inequity. In public schools, today the assignment to special education classes is disproportionately children of color. Boys of color receive a disproportionately higher rate and level of discipline. Zero tolerance policies can easily be argued to be a code of discipline and control for boys of color. Children of color go to school in the worst buildings, receive the least supplies and use outdated technology. Teachers and administrators serve in their communities are overwhelmingly white and children of color are disproportionately placed in the lowest academic tracks (Scheurich, 2011).

To illustrate this point, Lily Wong Fillmore in her article "Equity and Education in the Age of New Racism" quotes the research of Goodlad. Goodlad 2010) stated:

Consistent with findings of virtually every study that has considered the distribution of poor and minority students among track levels in schools, minority students were found in disproportionately large percentages in the low track classes of the multiracial schools in our sample. Conversely, disproportionately larger percentages of white students in these schools were found in classes identified as high track. This dual pattern was most pronounced in schools where minority students were also economically poor. (p. 156)

A Call for Action

Creating an 'Empowering School Culture' is a worthy goal for all public school administrators. The first step on this journey is for administrators to accept responsibility for the existence of the achievement gap and commit themselves to engaging in deep inquiry about the nature of the problem and the root causes. Administrators, who are determined not to fall prey to framing the issue around a question of blame, but framing the issue around a question of responsibility, will be successful. Administrators must avoid directing attention and highlighting community related issues that do impact the gap such as home support, income levels and primary language. Although these issues do impact student achievement they are beyond our sphere of influence.

Successful administrators focus on school-related factors which impact disparate achievement such as inequitable access to high-powered learning (Snell, 2003). Haycock (2012) reported that school leaders should "accept the challenge and join the ranks of more than 4,500 high poverty and high minority schools that are performing in the top third of their states in at least one subject/grade combination" (p. 20). Haycock (2012)

believed that only by creating a school environment where good teaching is fostered and made available to all students that the achievement can begin to narrow and close. School leaders must model a consistent sense of urgency and agency toward this problem (Haycock, 2012).

Recommendations for School Leaders

Haycock (2012) reported that school culture is used to adhere to state standards, and a challenging curriculum, extra help for students, excellent teachers, and a relentless focus on an academic core are key ingredients for success help students. A school's culture has far more influence on life and learning in the schoolhouse than the principal (Barth, 2012). A critical component of creating an empowering school culture is an awareness of and attending to the 'non-discussable.' Race, bias, inequitable practices, and the under-performing teacher all fall into this category. When we fail to deal directly with these issues we doom ourselves to living with the inertia and debilitating tensions that surround them. The health of a school is directly proportional to the number of 'non-discussable'; the fewer 'non-discussable', the healthier the school; the more 'non-discussable', the more pathology in the school culture (Barth, 2012).

To change the culture of a school, the instructional leader must enable its residents to name, acknowledge, and address the 'non-discussable', especially those that impede the advancement of equity. Empowering school culture enables staff members to address grouping and labeling practices, sports participation, disproportionality in achievement, and the interaction of the staff and the students across ethnic and racial lines.

A school leader who is truly focused on creating a school culture that empowers students from diverse racial, ethnic, and cultural backgrounds will begin the process of Anti-Racist education. Gorski (2011) reported that there are six critical paradigm shifts that white teachers must make in order to become true multicultural educators. First, educators must move away from thinking that food fairs and diversity festivals contribute to eliminating racism. Gorski (2011) believed that educators see racism as 'individual acts'. Racism is an institutional structure that provides benefits, access and opportunities to some, at the expense of others. White people benefit from racism on a daily basis. Peace and harmony will follow when equity is achieved. Educators must take responsibility for the impact they have, even if their intentions were good. Racism hurts whether we mean it or not.

Multilingual, multicultural, multiethnic public schools are here to stay. These are classrooms where students frequently have a wide variety of academic skills and differing levels of English proficiency. Educators must acquire radically new attitudes; values and skill sets in order create schools that equitably serve all students. School leaders must work towards a school culture and social structure that promotes gender, racial and social class equality. Teachers of color must be encouraged to bring forth their knowledge and expertise. Successful implementation will require the daunting but rewarding task of restructuring the school organization through a collaborative process that involves all members of the school staff (Gorski, 2011).

Implications

The instructional practices teachers use during instruction can help students improve their proficiency in academic subjects. During the last 5 consecutive years, the Title I elementary school, located in a rural region of southern U.S., has African American and Hispanic students who have not been able to show positive gains as measured by PASS state tests. School administrators and teachers are responsible for administering various assessments to provide evidence to document that students are learning the information being taught. The findings of this project study will include an understanding of Grade 4 teachers' instructional strategies that help students pass state tests. The findings can be used by teachers for lesson planning. The findings can also be used by Grade 4 to identify the problems of low achievement for African American and Hispanic students. The findings may include strategies such peer tutoring and the integration of technology in classes.

Based on the anticipated findings, a possible project direction would lead to an engaging professional development (PD) opportunity. PD may help Grade 4 teachers improve the achievement levels of African American and Hispanic students. PD topics could include effective instructional strategies to teach linguistically, culturally, and racially diverse students. School administrators could use the findings to encourage Grade 4 teachers to collaborate with colleagues to share successful instructional strategies learned during PD sessions. District and school administrators can use the findings to encourage teachers to incorporate technology and peer tutoring as instructional teaching strategies to increase African American and Hispanic students' achievement. District and

school administrators can also use the findings to develop policies on instructional strategies that could lead to effective PD for teachers regarding student achievement.

Summary

The research site is a local Title I elementary school, located in a rural region of southern United States where PASS scores have been very low for the past 5 years as measured. Aguirre and del Rosario Zavala (2013) stated that educators in the United States need to assist teachers with developing effective instructional practices to meet the education needs of a diverse student population. The theoretical focus of the proposed study will be Vygotsky's theory of cognitive and social constructivism and Gardner's theory of multiple intelligences.

The views of constructivism are important to this proposed study because teachers are able to take students' individual differences and personal experiences into account when writing lesson plans and creating activities. Tella (2013) reported that members of the Obama administration encourage educators to provide all students with a quality education by implementing effective instructional strategies that are designed to prepare graduates for college and careers.

Using the constructivist approach, teachers will have the opportunity to establish a sense of relevance that caters specifically to the mathematical needs of each student. The findings of this qualitative project study could encourage schools to develop policies on instructional strategies that could lead to offering effective professional development for teachers of the entire rural region of southern U.S. Since the constructivist educational theory affirms that knowledge is constructed by each individual, the data collected and

analyzed have the potential to help educators reflect on the degree to which they employ multicultural instructional practices that will lead to relevant learning experiences for students and better academic outcomes.

The literature review began with the conceptual foundation. Gardner's Theory of Multiple Intelligences and the Constructivist's perspective focus on teachers constructing their own understanding. Teachers use prior experiences and knowledge as critical components for assisting diverse students with performing successfully on state tests. Gardner's (1983) theory of multiple intelligences is also essential to this project study because including one or more of Gardner's intelligences while instructing African American and Hispanic students may play a major role in increasing their abilities to perform successfully on the PASS exam.

In Section 2, I provide the specific aspects relative to the methodology used for the proposed project study. In Section 2, I elaborate on how the project study derived from the local problem, the research question, and the justification for selecting the research design that was chosen. Included also will be a description of the sample population and the criteria for selecting the specific number of participants for the study. In order to protect the rights of the participants, the following documents will be submitted to the Institutional Review Board (IRB) to obtain permission to conduct the study: an IRB application, a detailed description of the study, and an informed consent form (Creswell, 2012).

Section 2: The Methodology

Introduction

In this section, research design and approach, participants, data collection, and data analysis follow. I provide justification for selecting qualitative case study. I also explain how the qualitative case study addressed the following research questions: What instructional strategies do Grade 4 teachers at a local Title I school in the rural region of southern United States document as using to teach African American and Hispanic students, and why do they say they are using these strategies with African American and Hispanic students?

Qualitative Research Design and Approach

To gain insight and an in-depth understanding of the instructional strategies Grade 4 Teachers are using to help identify the problems of low achievement at a local Title I elementary school, I used a qualitative case study approach. A case study was an appropriate design for this study, I believe, because I analyzed a small number of participants in a specific setting. I explain the instructional strategies Grade 4 teachers are using to help African American and Hispanic students improve their proficiency. I focused on practicing teachers from one school in a rural region of southern United States. Qualitative researchers seek to establish "an empathetic understanding for the reader, through description, sometimes thick description, conveying to the reader what experience itself could convey" (Stake, 1995, p. 39). Maxwell (2014) stated that the major components for qualitative research is understanding the meaning for selecting the

participants in the study, knowing the specifics of the events, and recognizing the situations and experiences of the participants while conducting the study.

An ethnographic study was not chosen because this proposed project study did not focus on a specific culture and the social aspect of individuals' everyday lives over a period of time (Merriam, 2014). Grounded theory was not considered because I am not seeking to develop a theory, action, or interaction based on study participants' views (Creswell, 2013). Consideration was not given to phenomenology approach because I was not seeking to understand the essence of human experiences about a phenomenon (Creswell, 2013). Narrative analysis seeks to gain an understanding of participants' experiences through narratives, life histories, and storytelling (Creswell, 2013). Therefore, narrative analysis did not match my purpose for this project study.

A quantitative research approach was not chosen for this study because quantitative research designs are used to measure variables by collecting, analyzing, interpreting, and writing data mathematically (Creswell, 2013). Researchers employ qualitative research to examine an issue or problem and discover new information without reducing the participants' knowledge of the issue to a numerical value (Rubin & Rubin, 2005). A quantitative research design was not chosen because the focus of my project study is to get an in-depth understanding of the instructional strategies teachers use and not to test a hypothesis.

Participants

Creswell (2013) recommended that researchers select four or five participants when conducting a single case study. Yin (2014) suggested that researchers select participants based on a study's research questions. Purposive sampling was used to select Grade 4 teachers familiar with the problems of low achievement at my study site, a local Title I elementary school. The following procedures were followed to gain access to participants. According to Van Maanen and Knolb (1985), gaining access to the research site is paramount. The principal at the local school was contacted via telephone to schedule a day and time to discuss the project study. Once the details pertaining to the study were agreed upon, a letter was sent to the principal asking for participants who might be interested and willing to take a part in my project study. Once I identified participants, I notified them via email them that their principal had requested their study participation.

Because time is a major factor in research (CITE), obtaining participants' consent was essential. Consequently, signed consent forms have been stored for all participants as this is mandated by the Institutional Review Board (IRB) of Walden University. A consent form was used to communicate the purpose, procedures, and voluntary nature of the study. Risks and benefits of the study, compensation, confidentiality, and contact information were included. Because participation was voluntary, participants had the right to withdraw from the study at their discretion. A consent form was used for the participants to voice their perspectives, perceptions, and experiences freely without trepidation or concern for retaliation.

Obtaining informed consent and ensuring protection from all harm and danger enabled me to build trust with participants and establish rigor. Knowing this, a preinterview session was scheduled to establish a friendly, working relationship to explain the specifics of the research and answer any questions the participants had.

I established a working relationship with participants by using communication, sensitivity, and honesty, as recommended by Lodico et al. (2010). I sought to develop a positive rapport with interviewees. This technique enhanced my ability to collect data and delve into the knowledge of the interviewee to gather rich, deep information to answer my research questions. Silence was another tool that I used when conducting interviews. When interviewees stopped in the midst of a response, I paused as I knew that they might be collecting their thoughts to supply additional information concerning the central phenomena.

Role of the Researcher

I have served as a math teacher for several years. But, I did not work with my participants. I did not and have not served in a supervisory position. As the researcher, I understand the importance of refraining from using body language. A concerted effort was made to reduce the feeling of intimidation. I communicated to participants that our professional and personal relationship would not change based on their responses. Participants were reassured that all information would be kept private and secure. Careful consideration was taken to make sure there was no threat to validity in this project study. Validity was established by having experts in the field review my interview protocol. Credibility was established by being the research instrument.

Data Collection

Data collection started once IRB approval is received. Participants received an email explaining the rationale for the study, the guidelines for participating, and an invitation to participate in the project study. Only teachers who consented to participate were part of the study. The first step in the data analysis process involved preparing and organizing all forms of the collected data (Creswell, 2012; Lodico et al., 2010).

Interviews

Interviewing the participants one-on-one provides an opportunity to ask open-ended questions and probes that will provide rich descriptions (Creswell, 2012). Stake (2010) suggested that researchers should create a documented plan to collect the data because the qualitative data collection processes is time consuming and can involve unanticipated issues.

For this qualitative study, data were collected through in-depth semi structured face-to-face interviews. Hancock and Algozzine (2006) stated that semi structured interviews are the most efficient type to engage in when conducting a case study research. Semi structured interviews were appropriate because I interviewed Grade 4 teachers to gain an in-depth understanding of their instructional strategies they use to help African American and Hispanic students. The major advantage of interviews was their adaptability (Creswell, 2013). A skilled interviewer can probe deeply into a respondent's inner experiences, beliefs, and attitudes. Interviewers can build rapport and trust allowing them to collect information from a respondent that they probably would not reveal in a different data collection method (Gall, Gall, & Borg, 2012).

I conducted the interviews to elicit information regarding the instructional strategies Grade 4 teachers are using to teach African American and Hispanic students. Interviews were conducted with 10 elementary school teachers. During the interviews, I audio recorded each interview with the permission of each participant.

Acknowledging that private information was not shared and assuring the interviewees that the interview transcripts remain confidential was crucial for getting permission to use audio equipment during the interview. Audio recordings allowed for gathering verbatim quotes and responses while preserving the integrity of the data (Lodico et al., 2010). The audio equipment was tested during the pre-interview rehearsals to ensure its ease of operation and clarity for deciphering the information.

Interviews were conducted in a quiet, non-threatening setting away from interruptions and distractions to allow the interviewee to offer honest responses. A scripted semi structured interview consisting of open-ended questions was used to understand each participant's knowledge of instructional strategies. I developed the interview protocol (Appendix C). Each participant was interviewed for about 45 minutes.

Lesson Plans

I collected lesson plans from each participant teacher. I reviewed the teachers' lesson plans to understand their instructional strategies that assist Grade 4 African American and Hispanic students with improving their proficiency.

Data Analysis

Qualitative data analysis is a systematic process where researchers move from the qualitative data that have been collected to some form of explanation, understanding, or

interpretation of the people and situations being examined. For security purposes and confidentiality, all interview transcripts and lesson plans were stored in a safe place at my home office.

Coding

I coded the interview transcripts. The coding was used to identify recurring themes, patterns, and categories. The actual process of coding was an integral part of the data analysis process. Coding was the assigning of codes to interview transcripts for me to engage in data reduction to construct themes or categories that denote relevant characteristics of the document's content (Merriam, 2009). The process for retrieving information was simplified for connections to be made between ideas and concepts.

I transcribed the audio taped data within 10 days. I organized and coded the collected data. Differentiating between codes and themes was a meticulous process necessary for organizing the data to formulate explanations for the results and identify solutions to the research questions. For example, according to Creswell (2012), using brackets and circling specific quotes together with reviewing and organizing the highlighted commonalities in each response and question from the transcript helps the researcher determine the themes. Choosing coding topics related directly to the interview questions was a technique that made the process of deciphering themes more efficient. Once meaningful categories were created directly from the transcriptions, interpreting the emerging themes helped to answer the research questions. Creswell (2012) stated that validating the results is of utmost importance to determine the accuracy or credibility of the findings. I organized the data that I collected using Atlas.ti 7 for emergent themes.

For example, EXP+ was used to identify positive experiences and EXP- was used to identify negative experiences. I also used thematic analysis (Creswell, 2012).

Member Checking

Member checking was used to validate the accuracy of each transcribed interview with each participant. I met with each participant to check his or her transcribed interview. I used member checking to validate the accuracy of the transcribed interviews.

Triangulation

To ensure credibility, my interpretation of the findings was checked through triangulation. I used triangulation to compare the information collected during the interviews and member checking with each participant to review the transcribed interviews. I also reviewed each participant's lesson plans. Synthesizing the data collected from the participant's lesson plans, interviews, member checking, and my field notes that were taken during each interview helped me develop an in-depth understanding of the phenomenon under study.

Discrepant Cases

I considered all discrepant cases because discrepant cases are counter to the themes (Creswell, 2012). I included the participants' opinions and ideas regarding their instructional strategies. I included all discrepant cases in the findings for district and school administrators to review and help teachers improve their teaching practices when teaching diverse students.

Transition Statement

Good qualitative research involves careful preparation, well-planned schedules for conducting interviews and observations, sufficient time to analyze the data, and consideration for the participants. Since the process of transcribing the data is labor intensive, adequate time must be allotted to perform this task (Creswell, 2012). Having the ability to inquire and examine teachers will provide an in-depth perspective on why Grade 4 African American and Hispanic students at a local Title I elementary school in a rural region of southern U.S. have very low academic achievement as measured by PASS for the past 5 years.

Process for Generating, Gathering, and Recording Data

Data collection started upon IRB approval. The participants met with me at the school library in a private room at a time convenient to them. Each participant was interviewed on the pre-agreed date and time. No interviews were cancelled or postponed. Each interview was about 30 to 45 minutes. All interviews were audiotaped with the permission from each participant (Creswell, 2012; Lodico et al., 2010). After each interview, I transcribed the interview transcripts. All interview tapes are securely stored in a personally owned locked cabinet at my house. All collected data are in electronic format stored on a password-protected computer at my home office and will be destroyed after 5 years. I generated, gathered, and recorded the data from the audiotapes and face-to-face interviews.

Interviews

Interviewing the participants one-on-one provided me with an opportunity to ask open-ended questions and probes to provide me with rich descriptions (Creswell, 2012). Stake (2010) suggested that researchers should create a documented plan to collect the data because the qualitative data collection processes is time consuming and can involve unanticipated issues. For this qualitative study, data were collected through in-depth semi structured face-to-face interviews. Hancock and Algozzine (2006) stated that semi structured interviews are the most efficient type to engage in when conducting a case study research. Semi structured interviews were appropriate because I interviewed Grade 4 teachers to gain an in-depth understanding of their instructional strategies they use to help African American and Hispanic students. The major advantage of interviews is their adaptability (Creswell, 2013). A skilled interviewer can probe deeply into a respondent's inner experiences, beliefs, and attitudes. Interviewers can build rapport and trust allowing them to collect information from a respondent that they probably would not reveal in a different data collection method (Gall, Gall, & Borg, 2012).

I conducted the interviews to elicit information regarding the instructional strategies Grade 4 teachers are using to teach African American and Hispanic students. Interviews were conducted with eight elementary school teachers. Acknowledging that private information will not be shared and assuring the interviewee that the data will remain confidential was crucial for getting permission to use audio equipment during the interview. Audio recordings allowed for gathering verbatim quotes and responses while preserving the integrity of the data (Lodico et al., 2010). The audio equipment was tested

during my pre-interview rehearsals to ensure its ease of operation and clarity for deciphering the information. Interviews were conducted in a quiet, non-threatening setting away from interruptions and distractions to allow the interviewee to offer honest responses. A scripted semi structured interview consisted of open-ended questions used to understand each participant's knowledge of instructional strategies. I have developed an interview protocol (Appendix B). Each participant was interviewed for about 45 minutes.

Lesson Plans

I collected lesson plans from each participant who has had varying years of teaching experience. I reviewed the teachers' lesson plans to understand the instructional strategies teachers are using to assist Grade 4 African American and Hispanic students with improving their proficiency.

Tracking Data and Emerging Understandings

To keep track of data and emerging understandings, all interviews were audiotaped and transcribed (Creswell, 2013). I labelled each interview transcript (Hatch, 2002). I created a reflective journal to include my reflections on every interview (Rubin & Rubin, 2005). My notes from the reflective journal were also transcribed. All collected data were saved on a jump drive and hard drive and secured with password protection. I used the jump drive and hard drive to analyze the data using Atlas.ti 7, which is a software used for qualitative analysis coding program.

Data Analysis

Qualitative data analysis is a systematic process where researchers move from the qualitative data that have been collected to some form of explanation, understanding, or interpretation of the people and situations being examined (Creswell, 2013). For security purposes and confidentiality, all interview transcripts and lesson plans are stored in a safe place.

Coding

The coding of the data helped me identify recurring themes, patterns, and categories. The actual process of coding was an integral part of the data analysis process. Coding is the assigning of codes to raw data to allow the researcher to engage in data reduction to construct themes or categories that denote relevant characteristics of the document's content (Merriam, 2009). The process for retrieving information is simplified for connections to be made between ideas and concepts. Differentiating between codes and themes was a meticulous process necessary for organizing the data to formulate explanations for the results and identify solutions to the research questions. For example, Creswell (2012) recommended using brackets and circling specific quotes together with reviewing and organizing the highlighted commonalities in each response and question from the transcript to determine the themes. I used Atlas.ti 7 to manage data for analysis of emergent themes. Creswell (2012) stated validating the results is also of utmost importance. For example, coding included either EXP+ to indicate participants' positive experiences or EXP- to indicate their negative experiences. I used a thematic analysis (Creswell, 2012). Choosing coding topics related directly to the interview question was

another technique that made the process of deciphering themes more efficient. Once meaningful categories were created directly from the transcriptions, interpreting the emerging themes helped me answer the research question.

Evidence of Quality and Credibility of Findings

While I have served as a math teacher for several years, the participants in the study and I did not work together. I did not and have not served in a supervisory position. As the researcher, I understand the importance of refraining from using body language and injecting personal ideas, thoughts, or suggestions as these actions during the interview and observation processes could result in bias. A concerted effort was made to reduce the feeling of intimidation by communicating to the participants that our professional and personal relationship would not change based on the honest responses shared during the interviews. Participants were reassured that all information will be kept private and secure. Careful consideration was taken to make sure there was no threat to validity in this project study. Validity was established by having experts in the field review my interview protocol. Credibility was established by being the research instrument.

Triangulation

To ensure credibility, my interpretation of the findings was checked through triangulation. An independent researcher reviewed and examined all of the data that I collected. Synthesizing the data collected from the teachers' lesson plans, interviews, and my field notes helped me develop an in-depth understanding of the phenomenon under study. Triangulation was used to justify the themes (Creswell, 2013).

I listened to the audiotaped interviews in order to ensure validity of the interviews. Member checking was used to validate the accuracy of each transcribed interview. I checked with each participant his or her transcribed interview. Each participant was given the opportunity to make corrections to the interview transcripts. No participants made corrections to the interview transcripts. I used member checking to contribute to the credibility of the findings (Stake, 1995). I discussed the findings with each participant. Transferability was ensured through a comprehensive description of the context of the research site.

Discrepant Cases

I considered all discrepant cases because discrepant cases are counter to the themes (Creswell, 2012). I collected and included in my final report all discrepant data. I included the participants' opinions and ideas regarding their instructional strategies. I also included all discrepant cases in the findings for district and school administrators to review and help teachers improve their teaching practices when teaching diverse students. I will use all discrepant cases when I will be presenting my project study to both district and school administrators and teachers in order to help teachers of diverse students improve their teaching practices. I will also use the discrepant cases to conduct further research.

Findings

Research Question 1

What instructional strategies do Grade 4 teachers at a local Title I school in the rural region of southern United States document as using to teach African American and Hispanic students?

Interview Question 1

The first interview question was: Please tell me how you teach African American students. Teacher 1 responded: "In my current teaching position, I use the program Leveled Literacy Intervention (LLI) in my literacy instruction for all of my students who are selected for the program." Teacher 1 also responded: "The program is a small group, supplementary intervention where candidates are selected based upon their score on the district wide iReady reading assessment." Teacher 1 stated:

> The goal of the program is to bring these students to grade level achievement with the short term (12-20 weeks), daily (30-45 minutes), targeted and scaffolded intervention. Lessons provide instruction in reading, writing, and phonics/word study LLI lessons are well-defined and structured, but allow for the teacher to make decisions specific to observations of the children's individual needs. Lessons are fast paced; instead of "slowed down" teaching children are highly engaged in quality text/discussion that students find interesting. The leveled text is used to scaffold student learning and to help students make steps toward grade level goals.

Teacher 1 described the LLI program, which "provides a strong home connection as students have the opportunity to share their success at home, which boosts self-esteem, reading and writing practice provided for home, take home books nightly and parent letters to keep parents informed." Teacher 1 believes that communication is provided in English/Spanish to teach students by using differentiated instruction. For example, this teacher individualizes lessons for each student within groups. Teacher 1 stated: "In our group discussions we celebrate diversity and recognize that we all come from different cultures, races, family styles, backgrounds, etc. and then really learn from each other's differences. Teacher 1 concluded: "We have open and free communication within our small group. I only combined these questions because my answer otherwise would be redundant as I addressed meeting the needs of the individual child."

Teacher 2 stated that she is teaching all kids the same curriculum. Teacher 2 reported: "My instruction is based on the formative and summative assessments. I don't treat kids differently unless there's a special need or if they are English Language Learners."

Teacher 3 stated: "If you were to observe my classroom for a day you would not know the differences in the way that I teach African American students. One would have to peer deeper to see the differences." Teacher 3 also stated: "In addition, most of these differences are delivered through a one-one-one or personal basis that only I and the student would know. Teacher 3 reported that a teaching strategy is to "get to know each African American student a little deeper and use this knowledge throughout the school day. One of the first things I learned teaching African American students are to be aware of

stereotyping." Teacher 3 also reported that a teacher "must believe that every child can succeed and that each child has an innate drive to succeed." Teacher 3 said:

I have found some of the most inspirations students; happy, driven students come from poor, misbehaved home environments. But I have also seen African American students that need to be inspired by people of their own race, culture, and background. Being a teacher of African American students means diving deep within individual students to find whatever it is that will drive them to succeed.

Teacher 4 said: "I haven't taught a lot of African American children. I feel it is my job to teach students how to honor all cultures so I make sure to teach every year." Teacher 4 uses the strategy of having "more pictures of other African Americans in the classroom so they feel more comfortable. I make sure that my pictures don't consist solely of music and sports figures." Teacher 4 uses images "from people like George Washington Carver, Colin Powell, Dr. King, Barak Obama, Condoleezza Rice and other important figures in the black community." Teacher 4 uses art "from the Harlem Renaissance. I also make sure to make a bigger deal out of black history month." Teacher 4 stated: "I recognize every year but more so when I have an African American student. I always make sure that the literature that I use in my class illustrates the importance of cultural sensitivity." Teacher 4 uses books such as "Bud not Buddy, Watson go to Birmingham, and Maniac Magee by Jerry Spinelli." Teacher 4 gets to know students "as individuals to learn their learning styles to differentiate instruction for each students."

Teacher 5 stated: "Before I begin working with African American or Hispanic students, I try to get to know as much about their background as I can, particularly as it

differs from my own." Teacher 5 also stated: "All of us learn by connecting new information to something that is already in our knowledge base. Therefore, the more I can learn about their knowledge base, the more I can help them connect the new learning existing knowledge." Teacher 5 believes that "many times when working with African American and/or Hispanic students, their language, particularly the syntax, is different from what is generally acceptable in society." Teacher 5 has goal "to focus on the learning at hand and not on the syntax or the manner in which the learning is expressed."

Teacher 6 stated: "I expect all kids to do the work. There is not a different set of rules for different children. I have high expectations for all children. I know all kids come with different ability." Teacher 6 also stated: "I get to know their individual situations, needs, learning styles. I establish a positive connection with kids and parents from the first day of class. I learn the name of each student and how to say it correctly." Teacher 6 emphasized: "I have empathy and try to figure out the lens each student is looking through. I know I haven't experienced it, but I try to understand."

Teacher 7 stated: "I teach African American students as I teach all other students. I try to make connections to build a relationship with each." Teacher 7 also stated: "I try to understand the home life so that I can connect and reach out and build trust with family and the student." Teacher 7 reported:

> I also try to be open and helpful in finding positives for that student and build on those strengths that the student brings to the classroom. I also realize that 4th grade may be the first time that students are hearing the word racism and talking about it openly. At the beginning of the year, as a team we address race head on through

literature. We try to establish respect for all throughout the year. We address head on that we are all different and that we will work to create a classroom environment where we are all respected and treated fairly. We use the text Mr. Lincolns Way from Patricia Polacco that identifies racism for what it is.

Teacher 8 stated: "The same way that I taught those of other races. I would try to find out as much about the student as I could- interests, abilities, family, culture." Teacher 8 also stated: "Work through the skills and interests they had in order to work on the skills they had difficulty with. Awareness of the student's culture- what is appropriate in the culture and what wasn't, what was important, emphasized, respected."

Teacher 9 stated: "I have always believed I am a culturally responsive teacher. What I find in my current setting (a Title I school with high poverty) I tend to approach things as I would with any student of color." Teacher 9 also stated: "I differentiate, find opportunities to bring in African American culture, and use best practices. With my African American student, who has a black mother and a white father, I work to provide her with an individualized approach." Teacher 9 reported:

> I keep in communication with parents, when I identified her as below grade level in literacy, I added her to a group that received intervention from a Reading Specialist, and I have included curriculum (read aloud, articles, poems) about and from the African American culture. At the primary level, I incorporate some black history during January and February, however I am limited to some extent by district programs and expectations. I find this to be very unfortunate.

Interview Question 2

The second interview question was about how the participants teach Hispanics American students. Teacher 1 reported: "My current teaching position, I use the program Leveled Literacy Intervention in my literacy instruction for all of my students who are selected for the program." Teacher 1 also reported: "The program is a small group, supplementary intervention designed for children who find reading and writing difficult; candidates are selected based upon their score on the district wide iReady reading assessment." Teacher 1 stated: "The goal of the program is to bring these students to grade level achievement with the short term (12-20 weeks), daily (30-45 minutes), targeted and scaffolded intervention. Lessons provide instruction in reading, writing, and phonics/word study." Teacher 1 emphasized:

> LLI lessons are well-defined and structured, but allow for the teacher to make decisions specific to observations of the children's individual needs. Lessons are fast paced; instead of "slowed down" teaching children are highly engaged in quality text/discussion that students find interesting. The leveled text is used to scaffold student learning and to help students make steps toward grade level goals.

Teacher 1 reported that LLI provides a strong home connection as students have the opportunity to share their success at home, which boosts self-esteem, reading and writing practice provided for home, take home books nightly and parent letters to keep parents informed. Communication is provided in English/Spanish. Teacher 1 also reported that differentiates instruction to individualize lessons for each student within groups. Teacher 1 stated:

In our group discussions, we celebrate diversity and recognize that we all come

from different cultures, races, family styles, backgrounds, etc. and then really learn

from each other's differences. We have open and free communication within our

small group. I only combined these questions because my answer otherwise would

be redundant as I addressed meeting the needs of the individual child.

Teacher 2 emphasized: "I teach all kids with the same curriculum. My instruction

is based on the formative and summative assessments. I don't treat kids differently unless

there's a special need or if they are English Language Learners." Teacher 3 stated: "You

might notice specific teaching strategies of Hispanic students if you were to spend a day in

our classroom. Most of these observations would be centered around vocabulary, culture

and background knowledge use, and verbal skill strategies." Teacher 3 also stated: "These

teaching skills are more noticeable in the classroom. Some differences focus on family,

friends and home life. Communication with parents or extended family is common and can

be useful when using strategies in the classroom." Teacher 3 concluded that having a caring

and positive environment that nurtures differences is critical to yearlong success. Teacher

4 reported: "I do much of the same things that I do for my African American students. I

make sure their culture is represented on our walls, in our lessons, and in the literature that

I use in my class." Teacher 4 also reported: "Building a relationship with them and their

parents is also something I always try to do." Teacher 5 stated:

Since the first two requests are more similar than different, I shall respond to them

together. Before I begin working with African American or Hispanic students, I

try to get to know as much about their background as I can, particularly as it differs

from my own. All of us learn by connecting new information to something that is already in our knowledge base. Therefore, the more I can learn about their knowledge base, the more I can help them connect the new learning existing knowledge. Secondly, many times when working with African American and/or Hispanic students, their language, particularly the syntax, is different from what is generally acceptable in society. My goal shall be to focus on the learning at hand and not on the syntax or the manner in which the learning is expressed. In other words, I will not be concerned with how they say it but rather I will focus on whether they understand the gist of the learning.

Teacher 6 stated: "I expect all kids to do the work. There is not a different set of rules for different children. I have high expectations for all children. I know all kids come with different ability levels." Teacher 6 also stated: "I tap into each child's strength. I get to know their individual situations, needs, learning styles. I establish a positive connection with kids and parents from the first day of class." Teacher 6 emphasized: "I learn the name of each student and how to say it correctly. I have empathy and try to figure out the lens each student is looking through. I know I haven't experienced it, but I try to understand."

Teacher 7 said: "I address that students come from different backgrounds the text Mr. Lincolns Way also has a scenario to open dialogue when a "bully" calls Hispanics a racist term." Teacher 7 also said: "This creates an opening and gives students a chance to share about experiences that they have encountered with school and people judging them by color. It is challenging to create the connections with the families due to my

monolingual status." Teacher 7 claimed: "I work hard to create trust with the families through Spanish speaking paras and using the FRS coordinator." Teacher 7 reported:

The challenge here is that sometimes families may not have a great relationship with these individuals and then my relationship is then tense too. I would say that with families that have been at the school longer and I am able to create that trust sooner. I try to be present at events that targets the families that I need to develop relationships with. I also invest in finding extra ways to reach out to the students so that they know that they can trust me and count on me. I also try to address and discuss student's language backgrounds and build on it as strength. I group some students based on needing time for language practice and time and space to work on developing their content learning with different groupings. Groupings are also done to lessen the student's pressure in the classroom creating supportive similar learners so that new leaders can immerge.

Teacher 8 stated: "I would always make sure that I pronounced the student's name correctly and the family members' names. In Connecticut, at the time, most of the Hispanic students were from Puerto Rico or Costa Rica." Teacher 8 also stated: "Some families preferred the English pronunciation of their name (i.e., Martinez' instead of Mar teen' ez, the Spanish pronunciation). In Colorado, most Mexican-Americans prefer the Spanish pronunciation. Teacher 9 stated:

I have a greater population of Hispanic or Mexican students. Again, I differentiate instruction based on their needs. Many of these students are second language learners so I have the Colorado WIDA Standards that I have to apply to my teaching

of this population. This means when I'm lesson planning I have to take into account listening, speaking, reading and writing. These domains are critical to their English language development. I also bring in cultural resources to read aloud, etc. but most of the time I am scaffolding to make content comprehensible. I always try to include parent involvement, as with any student.

Interview Question 3

The third interview question was about the strategies teachers use to teach African American students. Teacher 1 stated: "I pride myself in knowing my students well and because of this I incorporate student background knowledge and interests into my lessons. This is easily incorporated into our comprehension, vocabulary discussion and book introductions." Teacher 1 also stated: "I take time to listen to students, which helps build mutual respect and give me valuable insight into the whole-child. My lessons are from a program and are scripted to a degree with the flexibility to modify as needed." Teacher 1 concluded that books within the program are very diverse and a healthy mix of fiction and non-fiction.

Teacher 2 stated: "My strategies are not based on race but on the needs of individual students." Teacher 3 emphasized: "Classroom strategies in my classroom come from establishing a positive learning environment that values differences in the classroom, especially when considering African American students." Teacher 3 reported: "Building a solid foundation early in the year that completely rejects any negative attitudes and endorses positive communication systems is key to using teaching strategies throughout the year." Teacher 3 also reported: "My students understand that I am there no matter what,

but that an effort must be demonstrated. This means always keeping in mind as educators we must model these characteristics and that students need continual practice at building these attitudes." Teacher 3 concluded: "This means direct, explicit teaching geared at building this foundation in African American students."

Teacher 4 stated that she uses a lot of images, video clips, graphic organizers, and thinking maps, to help students organize their thoughts and learn new vocabulary. Teacher 4 also uses manipulatives to teach math. Teacher 5 said that she needs to be particularly aware of simplifying the teaching language for elementary age students, especially if the students are African American or Hispanic. Teacher 5 stated: "I use vocabulary that is easily understandable to students. The more I talk with them and interact with them, the more accurately I can find that level of vocabulary." Teacher 5 also stated: "My second strategy I use especially with African American and Hispanic students is to increase the amount of hands on learning. I try to incorporate hands on activities that will reinforce the specific learning." Teacher 5 emphasized: "Another adaptation I make is to not always use Caucasians as role models or examples in my lessons. Many times, what at first hearing, seems to be a wrong answer, has a germ of truth or correctness to it." Teacher 5 concluded: "A wise teacher will suspend their certainty and search for that grain of understanding and build upon that. In that way the teacher increases his toolbox and the student gains more confidence."

Teacher 6 stated: "Set and display learning goals, teach lessons with high level of enthusiasm so kids are interested Cooperative learning, hands on, graphic organizers, thinking maps, T-charts, Venns, compare and contrast organizers, sentence frames to help

students organize their thoughts." Teacher 6 also stated: "Display finished work samples, praise efforts, encourage kids to share thoughts, ideas and writing Work individually with students Group kids for success so all have a voice."

Teacher 7 stated: "List of strategies: Mentoring groups through Kids Hope Connections made with Family Resources to reach out and connect with families using positive affirmations involvement with after school programs specifically the leadership program Connection with university students." Teacher 7 also stated: "Decrease of remedial programming and teaching style to reach and increase rigor especially in math cooperative grouping structures to allow for leadership roles." Teacher 7 uses after school classes to teach math concepts by setting high expectations. Teacher 7 integrates student's home culture into classroom scenarios and uses different forms of assessment teaching through integrated studies.

Teacher 8 stated: "Finding out what the student's interests were and using those interests in the lessons worked well. Getting the families involved. Older siblings were helpful and sometimes more available than parents." Teacher 8 also stated: "February Black History was a good theme. If the student wanted to be featured or add to the lesson, that would be fine. If not, that would be okay too. There were some good supplemental reading series whose characters." Teacher 8 emphasized: "Diverse races without stereotyping is a good teaching strategy. Guest speakers and volunteers should be invited to diverse classrooms." Teacher 9 stated, "Teaching strategies shall be applied to any student." Teacher 9 uses differentiation, hands on examples, visual aids, partner work, math manipulatives, and small group instruction.

Interview Question 4

The fourth interview question was what strategies teachers use to teach Hispanics American students? Teacher 1 stated

I pride myself in knowing my students well and because of this I incorporate student background knowledge and interests into my lessons. This is easily incorporated into our comprehension, vocabulary discussion and book introductions. I take the time to listen to my students, which helps build mutual respect and give me valuable insight into the whole-child. My lessons are from a program and are scripted to a degree, but I have the flexibility to modify as needed. The books within the program are very diverse and a healthy mix of fiction and non-fiction.

Teacher 2 stated that the teaching strategies are the same for Hispanic American students. If students are English Language Learners (ELLs), then Teacher 2 would do more sheltered instruction. Teacher 3 stated that strategies for Hispanic students include many of the same strategies used for any student. Teacher 3 used vocabulary instruction. Teacher 3 focused on vocabulary practice and skills on a more regular basis in small groups and in independent conferences. Another strategy was to use student's background knowledge to make connections to literature and when writing. Teacher 3 stated: "I use as many verbal strategies as possible for Hispanic students. Verbal communication devices for one-on-one, small group and whole class can dramatically increase talk time during the school day. These strategies contribute to more proficient reading and writing students." Teacher 4 stated that she uses a lot of images, video clips, graphic organizers, and thinking maps, to help students organize their thoughts and learn new vocabulary and math manipulatives.

Teacher 4 stated, "In my case, I need to be particularly aware of simplifying my language for elementary age students, especially if the students are African American or Hispanic. By that I don't mean, 'talk down to them'" Teacher 4 also stated, "I mean use vocabulary that is easily understandable to them. The more I talk with them and interact with them, the more accurately I can find that level of vocabulary." Teacher 5 emphasized: "My second strategy I use especially with African American and Hispanic students is to increase the amount of hands on learning. I try to incorporate hands on activities that will reinforce the specific learning." Teacher 5 also emphasized:

> Another adaptation I make is to not always use Caucasians as role models or examples in my lessons. Many times, what at first hearing, seems to be a wrong answer, has a germ of truth or correctness to it. A wise teacher will suspend their certainty and search for that grain of understanding and build upon that. In that way the teacher increases his toolbox and the student gains more confidence.

Teacher 6 reported: "Set and display learning goals, teach lessons with high level of enthusiasm so kids are interested Cooperative learning, hands on projects. I use graphic organizers, thinking maps, T-charts, Venns, organizers, sentence frames to help students organize their thoughts." Teacher 6 also reported: "Display finished work samples, praise efforts, encourage kids to share thoughts, ideas and writing Work individually with students Group kids for success so all have a voice."

Teacher 7 reported: "I am questioning based on your theories here… are you making the point that there should be different strategies used, because as I reflect I feel like it is kind of ideas that are used." Teacher 7 also reported: "For Hispanic American

students, I use the same strategies and then the differences would generally be that the students are second language learners. I think specifically about the students not by race but by need." Teacher 7 emphasized:

I Some students from Hispanic backgrounds are not English language learners some African Americans are not all native English speakers so that being said… In addition to the above strategies I also use… ELD strategies from ESOL trainings and language objectives within each lesson Sentence frames for language structures Highlight the strength of two languages and using home language in class as well as, all strategies for vocabulary development Concept development.

Teacher 8 reported: "Finding out about the culture in their neighborhood. Asking them to share or their families to share if they liked. Recognizing Mexican holidays and traditions." Teacher 8 also reported: "For conferences and stuffing, making sure that a translator is present if one is needed and preferred. Some parents prefer to have an older sibling translate, but sometimes it's better to have another adult who, of course, would keep confidentiality." Teacher 8 emphasized that reading material that includes Mexican-American characters, without stereotyping. Teacher 9 stated that she included scaffolding instruction, picture supports, use of manipulatives, sentence stems, poems, songs, regalia, partners, small group, one-to-one with teacher, videos, computers, drawing first, thinking aloud, modeling.

Interview Question 5

The fifth interview question was about the resources teachers have been using to teach African American students. Teacher 1 used LLI program and some from The Susan

Barton Tutoring Program designed for dyslexic students because I have found its explicit language instruction to be beneficial for all students. Teacher 1 stated that for bilingual students, she supports language development such as: English high frequency words from Literacy Squared, 50 Strategies for Teaching English Language Learners, use Frayer models, total physical response, sometimes show videos prior to lessons to provide background knowledge instead of after a lesson, and so forth. Teacher 2 stated that the resources are the same for all students. Teacher 2 also stated that the teaching resources are for diverse students.

Teacher 3 stated: "Many of the resources I use for African American students come from Scholastic. They provide a collection of resources for slavery in America, the Civil Rights Movement, and contributions to the arts. Resources include rich text, multimedia, and lesson plans." Teacher 3 concluded:

Various other resources centers, such as that from NEA and the Smithsonian Institute, center around Black History Month and provide valuable resources for teachers and students. We use these resources year round for biographies, inquiry based research, discussion topics, and for teacher lesson planning. Another resources that I have used in the past come from a local source, the Black American West Museum in Denver, CO. These resources include pictures, cultural objects, and expert Q &A sessions. I also include timelines, vocabulary tools, images and cultural items to engage African American students.

Teacher 4 used literature written for and by African American authors like

Christopher Paul Curtis, Maya Angelou, and Walter Dean Myers. I also use different lessons and articles I have gathered in my 15 years of teaching. Teacher 5 stated: "If I am presenting a unit on magnetism or art or poetry, I will search for resources that will come to the classroom or whom we can visit that are representative of my students." Teacher 5 also stated: "But the first requisite is not whether they are African American or Hispanic but whether they are the best example I can obtain." Teacher 5 emphasized resources that are important for all students, especially African American and Hispanic students, are charts, graphs, pictures, time lines and diagrams."

Teacher 6 stated: "Books I have read – How Children Succeed by Paul Tough, Teach Like a Champion by Lemov, Brain Rules by John Medina, and Classroom Instruction That Works by Robert Marzano." Teacher 6 used cultural images around the room, in texts, and in videos look like the kids in my classroom. Teacher 7 stated:

As a team, we have tried to purchase new texts that will allow our students to see themselves in the stories. Recent titles purchased were: We use a district writing prompt that asks students to compare Martin Luther King, Mahatma Gandhi and Malcolm X approaches to leadership and decide if MLK was more like Gandhi or Malcom X. There are video links and the texts such as (a) *Symbols of Liberty* (book) *The Story of a Dream* (article) by Becky Manfredini, (b) Profile of Mohandas Gandhi (Multiple viewings are expected), (c) Malcolm X Mini Bio (Multiple viewings are expected), and for additional information on Martin Luther King, Jr.: Martin Luther King, Jr. Mini Bio.

Teacher 7 stated that teachers have many more resources to use for sharing African American stories as opposed to Hispanic stories. Teacher 8 stated:

Among other places and life experiences, I found the Anti-Defamation League to be a good resource as far as recognizing prejudice, understanding different cultures, choice of words and actions and body language, avoiding stereotyping. I don't know current materials, but I'm sure there are more out than there used to be. My kids used to love the African stories like the stories about Ananzi the Spider (my favorite: Ananzi and the Moss Covered Rock) especially when an African-American storyteller would come in. My own kids at home enjoyed those. They still do and they're adults now. My daughter ordered Ananzi books for her 2-year-old son. Attitude makes such a difference as far as how the teacher, whatever race presents things that have to do with a culture. Also, the American Girl series does a good job with Addie, the African-American girl.

Teacher 9 stated that books, computers (programs, Internet), content based posters, graphic organizers, math and literacy games, letter magnets, letter/sound charts, dictionaries, math tools such as base 10 blocks, rulers, calculators, coins, dice, balances, dominoes, field trips, and more are used.

Interview Question 6

The sixth interview question was about the resources teachers have been using to teach Hispanics American students. Teacher 1 stated: "My resources generally come from the LLI program and some from *The Susan Barton Tutoring Program* designed for dyslexic

students because I have found its explicit language instruction to be beneficial for all students." Teacher 1 also stated: "For my bilingual students, I pull from other sources to support language development such as: English high frequency words from *Literacy Squared*, *50 Strategies for Teaching English Language Learners*, use *Frayer* models, total physical response. Teacher 1 also uses videos prior to lessons to provide background knowledge instead of after a lesson, and so forth. Teacher 2 stated: "The resources I use are the same for all students. I would like to hope that my resources are diverse culturally." Teacher 3 stated: "Scholastic also provides many resources for Hispanic students including vocabulary, lesson plans, text and multimedia. Other resources from the Library of Congress and Smithsonian include exhibits, videos, activities and virtual tours." Teacher 3 also stated: "Finally, last year several of my Hispanic students used Google to search for Latino recipes for a cultural research unit. This led them to Food Network and/or the Cooking Channel." Other resources used were Skype, Google Docs, and Google translate.

Teacher 4 stated: "I mostly use literature written for and by Hispanic American authors like Esperanza Rising and Becoming Naomi Leon by Pam Munoz Ryan. I also use different lessons and articles I have gathered in my 15 years of teaching. Teacher 5 stated: "I use resources that are authentic. If I am presenting a unit on magnetism or art or poetry, I will search for resources that will come to the classroom or whom we can visit that are representative of my students." Teacher 5 emphasized: "However, the first requisite is not whether they are African American or Hispanic but whether they are the best example I can obtain." Teacher 5 uses resources that are important for all students, especially African

American and Hispanic students are charts, graphs, pictures, time lines and diagrams.
Teacher 5 uses the aforementioned resources very often.

Teacher 6 uses many books to help students. The books Teacher 6 uses are: (a)
How Children Succeed by Paul Tough, (b) Teach Like a Champion by Lemov, (c) Brain
Rules by John Medina, and (d) Classroom Instruction That Works by Robert Marzano.
Teacher 6 uses cultural Images in the classroom to make sure that images that are used
around the room, in texts, and in videos help all students in my classroom.

Teacher 7 believes in sharing resources. Teacher 7 purchases new texts to help
students understand the content. Teacher 8 uses American Girl, which features Josephine
who is a Mexican-American student. Teacher 8 also uses artworks, cultural music, and
instruction in Spanish to help her students. Teacher 8 invites representatives from Latino
organizations for resources and volunteers. Teacher 9 seeks the help of ESL teacher to
assist as necessary.

Research Question 2

Why do Grade 4 teachers at a local Title I school in the rural region of southern
United States who teach African American and Hispanic students say they are using these
instructional strategies?

Teacher 1 responded that a small group supplementary intervention helps diverse
students with reading. Teacher 1 created lessons to provide instruction in reading,
writing, and phonics for students to be engaged in quality writing or speaking. Teacher 1
used these instructional strategies to help diverse students meet grade level academic

goals. These instructional strategies include differentiated instruction in order to include diversity to recognize different cultures.

Teacher 2 suggested that instructional strategies shall include a strong belief that every child can succeed in order to inspire diverse students. For example, a display of images of diverse cultures could help students feel more comfortable about their own culture. Another example was to create a classroom environment where all students are respected and treated fairly.

Teacher 3 responded that one instructional strategy for diverse students is to use software programs for literacy instruction for all students to understand the curriculum. Another instructional strategy is to focus on a caring and positive environment that nurtures cultural differences. Another instructional strategy is to have high expectations for all students. Teacher 4 uses the strategy to know students' learning styles in order to establish a positive connection with the students to share their learning experiences. Teacher 4 groups students for language practice by differentiating instruction based on their listening, speaking, reading, and writing needs.

Teacher 5 uses the strategy of incorporating students' background knowledge and interests into each lesson in order to help students with understanding fiction and non-fiction by focusing on the needs of individual students. Teacher 5 establishes a positive learning environment because she values diversity. Teacher 5 also uses images, video clips, graphic organizers, and thinking maps in order to help students learn new vocabulary or math by using manipulatives.

Teacher 6 incorporates hands on activities to reinforce cooperative learning by using graphic organizers, thinking maps, T-charts, Venns to help students organize their thoughts. Teacher 6 incorporates diversity without stereotyping by inviting guest speakers and volunteers to the classroom in order for students to experience diversity.

Teacher 7 uses the strategy of incorporating students' background knowledge and interests into the lessons for vocabulary discussions and book introductions. Teacher 7 uses diverse books to teach fiction and non-fiction. Teacher 7 uses the strategy of focusing on vocabulary practice to make connections to literature when writing. Teacher 7 uses the strategy of communication for more proficient reading and writing.

Teacher 8 increases hands on learning by incorporate more hands on activities. Teacher 8 uses the strategy of incorporating cooperative learning, hands on projects, graphic organizers, thinking maps, T-charts, Venns to help students organize their thoughts. Teacher 9 uses the strategy of knowing diverse traditions and poems, songs, and regalia.

Teacher 9 uses the strategy of explicit language instruction for diverse students in order to support language development. Diverse teaching resources such as biographies, inquiry-based teaching content and cultural items engage diverse students and help teachers avoid stereotyping. Teacher 9 uses the same resources for all students. Teacher 9 uses the strategy of differentiating lessons for diverse students to understand the content of the lesson via cultural images and music.

Themes

Theme 1: Educational Programs Are Used to Teach African American students

   The first theme was that the participants use educational software to teach African American students. Educational software programs are used for the following reasons. Teacher 1 uses Leveled Literacy Intervention (LLI) for literacy instruction to meet students' educational needs. Teachers 2 and 3 use one-on-one as a teaching strategy. Teacher 4 uses images. Teacher 5 uses language syntax to encourage learning. Teacher 6 uses learning styles. Teacher 7 uses the text Mr. Lincolns Way from Patricia Polacco. Teacher 8 uses students' interests. Teacher 9 differentiates instruction. All of the participants use communication with parents to support students.

Theme 2: Educational Programs Are Used to Teach Hispanics American students

   The second theme was that the participants use educational software to teach Hispanics American students. Educational software programs are used for the following reasons. Teacher 1 uses Leveled Literacy Intervention for literacy instruction for all students. Teachers 2 and 3 use specific teaching strategies for Hispanic students. Teachers 4 and 5 focuses on language syntax. Teachers 6, 7, and 8 focus on communication with parents. Teacher 9 differentiates instruction.

Theme 3: Educational Strategies to Teach African American Students

   The third theme was that the participants use specific teaching strategies to teach African American students. Specific teaching strategies are used for the following reasons. Teacher 1 stated gets to know her students and incorporates students' background knowledge and interests into the lessons. Teachers 2 and 3 establish a

positive learning environment. Teacher 4 helps students organize their thoughts to learn new vocabulary. Teachers 4 and 5 use manipulatives to teach math with the focus on hands on examples. Teacher 6 teaches lessons with high level of enthusiasm. Teacher 7 believes in mentoring. Teacher 8 uses student's interests to teach a lesson. Teacher 8 uses supplemental reading series.

Theme 4: Educational Strategies to Teach Hispanics American Students

The fourth theme was that the participants use specific teaching strategies to teach Hispanics American students. Specific teaching strategies are used for the following reasons. Teacher 1 uses students' background knowledge and interests. Teachers 2 and 3 focus on vocabulary practice in small groups instruction. Teacher 4 helps students organize their thoughts and learn new vocabulary and uses math manipulatives. Teacher 4 uses vocabulary to easily understandable. Teacher 5 increases hands on learning. Teacher 6 teaches with enthusiasm. Teachers 7 and 8 Teacher 7 use strategies for vocabulary development. Teacher 8 uses inclusive reading materials.

Theme 5: Educational Resources to Teach African American Students

The fifth theme was that the participants use educational resources to teach African American students. Specific educational resources are used for the following reasons. Teacher 1 focuses on LLI program. Teacher 2 uses teaching resources for diverse students. Teacher 3 uses Scholastic resources. Teachers 4 and 5 use resources representative of the students. Teachers 5 and 6 use cultural books. Teacher 7 uses African American stories. Teacher 8 focuses on understanding different cultures.

Theme 6: Educational Resources to Teach Hispanics American Students

The sixth theme was that the participants use educational resources to teach Hispanics American students. Specific educational resources are used for the following reasons. Teacher 1 focuses uses LLI program and explicit language instruction. Teacher 2 uses resources that are diverse culturally. Teacher 3 uses Scholastic for resources for Hispanic students. Teacher 4 uses literature written by Hispanic American authors. Teachers 5 and 6 uses books to help students. All participants use artworks, cultural music, and differentiated instruction to help students.

Theme 7: Reasons why Teaching Strategies Are Used to Teach Diverse Students

The seventh theme was that the participants explained why their instructional strategies are used to teach diverse students. Teacher 1 provides instruction in reading, writing, and phonics for students to be engaged in quality writing or speaking by differentiating instruction to recognize different cultures. Teacher 2 inspires diverse students by displaying images of diverse cultures. Teacher 3 uses software programs for literacy instruction. Teacher 4 knows students' learning styles in order to establish a positive connection with diverse students by differentiating instruction based on their listening, speaking, reading, and writing needs. Teacher 5 focuses on the needs of individual students by valuing diversity via images, video clips, graphic organizers, and thinking maps. Teacher 6 incorporates hands on activities to reinforce cooperative learning by using graphic organizers, thinking maps, T-charts, Venns to help students organize their thoughts. Teacher 6 incorporates diversity without stereotyping by inviting guest speakers and volunteers to the classroom in order for students to experience

diversity. Teacher 7 uses students' background knowledge and interests for vocabulary discussions by using diverse books to focus on vocabulary practice and communication for more proficient reading and writing. Teacher 8 incorporates cooperative learning, hands on projects, graphic organizers, thinking maps, T-charts, Venns to help students organize their thoughts by knowing diverse traditions and poems, songs, and regalia. Teacher 9 uses explicit language instruction to support language development by using diverse teaching resources including cultural images and music.

Summary of Themes

The participants use educational software (Themes 1 and 2) to teach both African American and Hispanics American students. Leveled Literacy Intervention program is used to meet students' educational needs such as language syntax. The participants encourage learning by using students' learning styles and by differentiating instruction.

The participants use specific teaching strategies (Themes 3 and 4) to teach both African American and Hispanics American students. The participants incorporate students' background knowledge and interests into the lessons to create a positive learning environment. The participants use manipulatives for hands on examples.

The participants use educational resources (Themes 5 and 6) to teach both African American and Hispanics American students teach African American students. The participants use educational resources such as Scholastic resources for diverse students authored by Hispanic American authors.

The participants use specific instructional strategies to teach diverse students reading, writing, and phonics for students to be engaged in quality writing or speaking by

differentiating instruction to recognize different cultures by displaying images of diverse cultures and software programs for literacy instruction (Theme 7). The participants value diversity and use hands on activities to reinforce cooperative learning, hands on projects, graphic organizers, thinking maps, T-charts, Venns to help students organize their thoughts by knowing diverse traditions and poems, songs, and regalia.

<p style="text-align:center">Relationship of Findings to Literature</p>

The findings relate to peer-reviewed articles on multiculturalism. Teachers support students academically. Landis (2010) stated that teachers of diverse classes should not ignore race and cultures. The majority of teachers are not helping students of the same ethnic background (Abbate-Vaughn, 2013). Teachers of multicultural classrooms shall incorporate content from different cultures (Fish, 2013). Gansle, Noell, and Burns (2012) reported that the manner in which African American and Hispanic elementary school students are prepared to effectively participate in the global society is directly related to the quality of the teaching strategies that are provided by their teachers. Thus, teachers shall respond academically to the diverse students (Maxwell, 2014) by using instructional strategies to help students improve their achievement (Pool et al., 2013).

The findings relate to the conceptual framework, which was based on Vygotsky's theory of cognitive and social constructivism and Gardner's theory of multiple intelligences. Vygotsky's theory applied to this project study because the participants use instructional strategies to help both African American and Hispanic students (Themes 1, 2, 3, 4, 5, and 6). The participants actively engage students in classroom activities. Iflazoglu

and Bal (2012) stated that teachers who use one or more of the multiple intelligence theories has the ability to help students of diverse cultures solve mathematical problems using combinations of talent, competence, and skills.

Scholars view multicultural education as an equal chance to achieve academic success (Gay, 2010). Multicultural education requires carefully planned and monitored teachers' actions (Maxwell, 2014). Cultural pluralism within the educational system is grounded in principles of equality, mutual respect, acceptance and understanding, and moral commitment to social justice. Sleeter (2010) stated that the teaching culturally different approach attempts to raise the academic achievement of students of color through culturally relevant instruction. Content-oriented programs are about different cultural groups that will increase student knowledge (Burnett, 2010). Student-oriented programs focus on the academic needs of defined groups of students (Banks, 2010). Socially oriented programs seek to reduce bias and increase tolerance for diversity (Sleeter & Grant, 2010). Thus, teachers must be prepared to effectively facilitate learning for every individual student.

Critical race theory (CRT) works toward eliminating racism as part of a larger goal of eliminating all forms of subordination (Sleeter & Bernal, 2010, p. 245). According to Grant, Elsbree, and Fondrie (2012), researchers and scholars have a deeper level of understanding about the complex nature of multicultural education. Banks (2010) defined content integration as the extent in which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations and theories in their subject area or discipline (p. 8). Based on the findings from this project

study, teachers should reflect on prejudice reduction and an equity pedagogy. For example, Hirsh (2012) believed that there is a common body of knowledge needed to be a successful American. Regarding young African American and Latino students learning, Tatum (2011) wrote that these students should learn about their rich intellectual history. Thus, scholars have demonstrated that personal, cultural, and social factors influence the formulation of knowledge (Farganis, 2011; Giroux, 2013; Harding, 2013; Ladner, 2011).

According to Giroux (2013), teachers should apply critical pedagogy as a cultural practice. Wink (2000) agreed with Giroux (2013) that teachers use critical pedagogy as a process of learning and re-learning. Thus, teachers should focus on the goals of multicultural education to reduce prejudice (Banks, 2011; Stephan & Stephan, 2011). Social, historical, or physical differences provide sources for prejudice (Rothbart & John, 2014). According to Dovidio, Kawakami, and Gaertner (2012) and Gaertner and Dovido (2014), when individuals experience negative thoughts toward a minority group, the they struggle to avoid these feelings. Teachers should have sympathy for the disadvantaged students (Katz & Hass, 2014; Katz, Wackenhut, & Hass, 2011) and should not prejudice (LeVine & Campbell, 2011; Sherif, 2009) because people with a more hierarchical conception of society tend to be more prejudiced (Jackman, 2013; Sidanius & Pratto, 2013). Teachers should support students to reduce prejudice (Allport, 2012; Amir, 2010; Pettigrew, 2014). Teachers should also use cooperative learning groups to improve inter-group relationships in diverse classroom settings (Slavin, 2011; Stephan & Stephan, 2010). Teachers and administrators should reward students for non-prejudicial behavior (Hauserman, Walen, & Behling, 2011) in order to create an atmosphere of trust (Derlega,

et al., 2011). Teachers and administrators should encourage diverse students to listen carefully to one another to understand their values and beliefs (Aboud & Fenwick, 2014; DuBois & Hutson, 2010). When teachers use videos, plays, readings, field trips, guest lectures, group discussions, role playing, and multicultural materials then they explain the impact of multiculturalism (Bigler, 2012; Graves, 2012) to make their high expectations clear and scaffold learning (Pajares, 2013; Rolon, 2013). Teachers should reflect on diversity (Ladson-Billings, 2012). Teachers and administrators should serve all diverse students (Scheurich, 2011). Thus, teachers and administrators should create a school environment where good teaching is fostered and made available to all students (Haycock, 2012) by involving all members of the school staff (Gorski, 2011).

Evidence of Quality

As the researcher of this project study, I reduced the feeling of intimidation by communicating to the participants that our professional and personal relationship would not change based on the honest responses shared during the interviews. Participants were reassured that all information will be kept private and secure. Careful consideration was taken to make sure there was no threat to validity in this project study. Validity was established by having experts in the field review my interview protocol. Credibility was established by being the research instrument where my interpretation of the findings was checked through triangulation to compare the information collected during the interviews. Member checking was used to validate the accuracy of each transcribed interview. Transferability was ensured through a comprehensive description of the context of the research site.

Project Outcomes

The findings relate to peer-reviewed articles on multiculturalism. Landis (2010) stated that teachers of diverse classes should not ignore race and cultures. The majority of teachers are not helping students of the same ethnic background (Abbate-Vaughn, 2013). Teachers of multicultural classrooms shall incorporate content from different cultures (Fish, 2013). Gansle, Noell, and Burns (2012) reported that the manner in which African American and Hispanic elementary school students are prepared to effectively participate in the global society is directly related to the quality of the teaching strategies that are provided by their teachers. Thus, teachers shall respond academically to the diverse students (Maxwell, 2014) by using instructional strategies to help students improve their achievement (Pool et al., 2013). The findings relate to the conceptual framework, which was based on Vygotsky's theory of cognitive and social constructivism and Gardner's theory of multiple intelligences. Vygotsky's theory applied to this project study because the participants use instructional strategies to help both African American and Hispanic students (Themes 1, 2, 3, 4, 5, and 6). The participants actively engage students in classroom activities. Iflazoglu and Bal (2012) stated that teachers who use one or more of the multiple intelligence theories has the ability to help students of diverse cultures solve mathematical problems using combinations of talent, competence, and skills.

A professional development (PD) is the outcome of this qualitative project study. PD will be available to Grade 4 teachers who teach African and Hispanic American students. PD will be a minimum of 30 training hours. The project is presented next.

Section 3: The Project

Introduction

At the research site, approximately 15% of African American and 13% of Hispanic students do not meet academic standards as measured by the state exams. African American and Hispanic Grade 4 students' state scores are also below district and state levels by 15 % (P. K, personal communication, October 30, 2015). A neighboring school with less than 2% minority students reported that 98% of students scored above that states 75% percentile (personal communication, October 30, 2015). A qualitative case study was conducted to answer "how" and "why" questions that are relevant to the phenomenon under study (Creswell, 2012). I conducted this study to understand the instructional strategies used by Grade 4 teachers in their work with African American and Hispanic students. I examined the experiences of participants using Banks' (2010) five dimensions of multicultural education, which include content integration, the knowledge construction process, prejudice reduction, equity pedagogy, and an empowering school culture.

Findings relate to peer-reviewed articles on multiculturalism. Teachers shall respond academically to diverse students. Vygotsky's theory applied to this project study because the participants use instructional strategies to help students (Themes 1, 2, 3, 4, 5, 6, and 7). Using study data, I developed a PD , which will be available to Grade 4 teachers for a minimum of 30 training hours.

Rationale

Review of the Literature

Conceptual Framework

The findings relate to the conceptual framework, which was based on Vygotsky's theory of cognitive and social constructivism (CITE) and Gardner's theory of multiple intelligences (CITE). Participants actively engaged students in classroom activities. Iflazoglu and Bal (2012) stated that teachers who use one or more of Gardner's tenets are able to help students of diverse cultures solve mathematical problems using combinations of talent, competence, and skills.

Professional Development for Multicultural Classrooms

Most teachers are not helping students of the same ethnic background (Abbate-Vaughn, 2013). Landis (2010) stated that teachers of diverse classes should not ignore race and cultures. Teachers of multicultural classrooms should participate in PD sessions in order to incorporate content from different cultures (Fish, 2013). PD sessions focus on responding to diverse students (Maxwell, 2014) and using instructional strategies that help students improve their achievement (Pool et al., 2013).

Professional Development Teaching Strategies for Multicultural Classrooms

Multicultural education requires careful PD planning (Maxwell, 2014). Cultural pluralism within the educational system is grounded in principles of equality, mutual respect, acceptance, and understanding and a moral commitment to social justice. PD content-oriented programs support different cultural groups that will increase student knowledge (Burnett, 2010). Student-oriented PD sessions focus on the academic needs of

defined groups of students (Banks, 2010). Socially oriented PD sessions seek to reduce bias and increase tolerance for diversity (Sleeter & Grant, 2010). Thus, teachers should participate in PD sessions to be prepared to effectively facilitate learning for diverse students.

Teaching Resources for Professional Development Sessions for Diverse Students

Teachers should understand diverse students. Critical race theory (CRT) works to eliminate racism as part of a larger goal of eliminating all forms of subordination (Sleeter & Bernal, 2010, p. 245). According to Grant, Elsbree, and Fondrie (2012), researchers and scholars have a deeper level of understanding about the complex nature of multicultural education. Banks (2010) defined content integration as the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations and theories in their subject areas or disciplines. Based on my study findings, I believe that teachers should reflect on prejudice reduction and develop an equity pedagogy. For example, Hirsh (2012) believed that there is a common body of knowledge needed to be a successful American. Regarding the learning of young African American and Latino students, Tatum (2011) wrote that these students should learn about their rich intellectual history. Scholars have demonstrated that personal, cultural, and social factors influence the formulation of knowledge (Farganis, 2011; Giroux, 2013; Harding, 2013; Ladner, 2011).

According to Giroux (2013), teachers should apply critical pedagogy as a cultural practice. Wink (2000) agreed with Giroux (2013) that teachers use critical pedagogy as a process of learning and relearning. Thus, teachers should focus on the goals of

multicultural education to reduce prejudice (Banks, 2011; Stephan & Stephan, 2011).

According to Dovidio, Kawakami, and Gaertner (2012) and Gaertner and Dovido (2014),

when individuals experience negative thoughts toward a minority group, they struggle to

avoid these feelings. Teachers should have sympathy for disadvantaged students (Katz &

Hass, 2014; Katz, Wackenhut, & Hass, 2011) and should not prejudice (LeVine &

Campbell, 2011; Sherif, 2009) because people with a more hierarchical conception of

society tend to be more prejudiced (Jackman, 2013; Sidanius & Pratto, 2013). Teachers

should support students to reduce prejudice (Allport, 2012; Amir, 2010; Pettigrew, 2014).

Teachers should also use cooperative learning groups to improve inter-group

relationships in diverse classroom settings (Slavin, 2011; Stephan & Stephan, 2010).

Teachers and administrators should reward students for nonprejudicial behavior

(Hauserman, Walen, & Behling, 2011) in order to create an atmosphere of trust (Derlega,

et al., 2011). Teachers and administrators should encourage diverse students to listen

carefully to one another to understand their values and beliefs (Aboud & Fenwick, 2014;

DuBois & Hutson, 2010). Teachers should reflect on diversity (Ladson-Billings, 2012).

Teachers and administrators should serve all diverse students (Scheurich, 2011). Thus,

teachers and administrators should create a school environment where good teaching is

fostered and made available to all students (Haycock, 2012). To do this, they should

involve all members of the school staff (Gorski, 2011).

Project Description

The project that resulted from this qualitative case study is a PD program for

teachers of diverse students. Program deliverables include a workshop, PowerPoint

presentation, and executive summary report to deliver the findings within the presentation and interactive workshop. The PD will be available to Grade 4 teachers who teach diverse students and will be a minimum of 30 training hours.

PD includes uses educational software (Themes 1 and 2) to teach both African American and Hispanics American students. For example, Leveled Literacy Intervention program is used to meet students' educational needs such as language syntax. Teachers will learn how to use students' learning styles and how to differentiate. PD will also include teaching strategies (Themes 3 and 4) to teach both African American and Hispanics American students. Teachers will learn how to incorporate students' background knowledge and interests into the lessons to create a positive learning environment by using manipulatives. PD will also include teaching educational resources (Themes 5 and 6). Teachers will learn how to use educational resources such as Scholastic resources for diverse students authored by African and Hispanic American authors (Themes 1, 2, 3, 4, 5, 6, and 7).

Professional Development Goals, Outcomes, and Target Audience

PD will be offered at the research site. The purpose of the PD will be to determine and implement effective instructional strategies for students at the research site. The goals of the PD will be to help Grade 4 teachers improve their teaching practices. The outcomes of the PD will be for the participants to (a) learn how to understand and teach African and Hispanic American students, (b) understand which teaching strategies are effective strategies for these students, and (c) improve their teaching practices. The

project study (Appendix A) will be presented via PD sessions that will include the findings of this study.

Professional Development Rationale

PD program is designed to increase the capacity of teachers to help students achieve. The findings relate to peer-reviewed articles on multiculturalism. Landis (2010) stated that teachers of diverse classes should not ignore race and cultures. The majority of teachers are not helping students of the same ethnic background (Abbate-Vaughn, 2013). Teachers of multicultural classrooms shall incorporate content from different cultures (Fish, 2013). Gansle, Noell, and Burns (2012) reported that the manner in which African American and Hispanic elementary school students are prepared to effectively participate in the global society is directly related to the quality of the teaching strategies that are provided by their teachers. Thus, teachers shall respond academically to the diverse students (Maxwell, 2014) by using instructional strategies to help students improve their achievement (Pool et al., 2013). The findings relate to the conceptual framework, which was based on Vygotsky's theory of cognitive and social constructivism and Gardner's theory of multiple intelligences. Vygotsky's theory applied to this project study because the participants use instructional strategies to help both African American and Hispanic students (Themes 1, 2, 3, 4, 5, and 6). The participants actively engage students in classroom activities. Iflazoglu and Bal (2012) stated that teachers who use one or more of the multiple intelligence theories has the ability to help students of diverse cultures solve mathematical problems using combinations of talent, competence, and skills.

Professional Development Timeline

Grade 4 teachers at the research site within the school district will be invited to PD

sessions that will offered during the academic year between September 2016 and May 2017

and/or summer sessions of 5 business days. Each teacher who will attend will receive a

certificate of completion of PD training the equivalent of five PD days for a total of 30 PD

hours. Senior district administrators will decide on which facility to use for the PD training

(Appendix A).

Potential Resources and Existing Supports

Five full day PD sessions will be offered to teachers of diverse students. I

developed the PD agenda, PowerPoint Presentation, and handouts for the 5-day sessions.

I will ask senior district administrators to offer credit hours to those teachers who will

participate in the PD. I will also request from the school district access to a computer lab

to show the participants how to use certain educational software to teach diverse students.

Potential Barriers

A potential barrier of the PD program could be funding from the school district to

use educational resources. I will encourage senior school district to offer rewards to

teachers who will participate in the PD sessions. Another potential barrier could be

family or work-related of the teachers who may show interest in participating in the PD

sessions.

Benefits of the Professional Development Program

I conducted this project to provide Grade 4 teachers with instructional strategies to

teach African American and Hispanics American students. During the PD sessions, Grade

4 teachers will learn about teaching resources and instructional strategies in order to support African American and Hispanics American students. At the research site, Grade 4 teachers lack instructional strategies to teach these students. The PD program will be used to prepare teachers for any academic subject in order to help students pass state tests. I designed the PD program and PowerPoint Presentations for each PD session. I will monitor the evaluations from each PD session to adjust the PD content.

Roles and Responsibilities

My role and responsibilities will be to coordinate, schedule, and facilitate the workshop and to present the findings to district administrators and teachers. The roles and responsibilities of the school district administrators will be to support the professional learning experiences of the teachers. The roles and responsibilities of the teachers are to be active participants in district trainings.

Project Evaluation

I will evaluate the PD program formatively and summatively. The program evaluation will be used to collect constructive feedback from the teachers who will participate in the PD sessions. At the completion of each PD session, a formative evaluation will be given to each participant to obtain their feedback in order to make changes to the content of the PD sessions. A summative evaluation will determine the effectiveness of the program in equipping participants to implement instructional strategies that will reach African American and Hispanic students better and increase their academic achievement. by using both a multiple choice and short answer format. Feedback will be used to make the PD program more effective for future participants.

Section 4: Reflections and Conclusions

Introduction

At a Title I elementary school, located in a rural region of the southern United States, African American and Hispanic students have not been meeting academic standards as measured by state exams. State scores have been very low for the past 5 consecutive years. The research problem was to examine teachers' instructional practices in multicultural classrooms. Data were analyzed using thematic analysis for emergent themes. Using findings, I developed a PD program for teachers. The program includes instructional strategies that may help teachers who work with African American and Hispanic students. The project deliverables include a PowerPoint presentation containing the PD sessions and a white paper for district administrators.

Project Strengths and Limitations

This research project study (see Appendix A) was designed for use by elementary school teachers to help African American and Hispanic American students achieve academically and pass state tests. In interviews, participants said that they used educational software (Themes 1 and 2), specific teaching strategies (Themes 3 and 4), and educational resources (Themes 5 and 6) to teach both African American and Hispanics American students.

Strengths

The project outcome is a PD training for teachers. The project includes a PowerPoint presentation. The contents of the PD include teaching strategies to help both African American and Hispanics American students do better in school. PD teaching

strategies and the PowerPoint presentation address the research problem at the Title I

elementary school, located in a rural region of southern United States, where African

American and Hispanic students do not meet academic standards. State scores have been

very low for the past 5 consecutive years. The knowledge gained from each participant

will be shared with those teachers who will attend the PD sessions at the research site in

all elementary schools. My goal is to help teachers improve their teaching practices to

help these students increase the state test scores.

Limitations

My small number of participants (8) is a limitation of this project study. I had

hoped to include more teacher participants and collect more data. Another limitation is

that I only interviewed teachers from one elementary school. I hope that school

administrators will support PD sessions at all elementary schools within the school

district. I aim to share my findings with all teachers at the research site. I also plan to

offer PD sessions to other school districts in the state.

<div align="center">**Recommendations for Alternative Approaches**</div>

Researchers who wish to replicate this project should have a large sample and use

state scores to measure the effectiveness of PD sessions. PD could be offered every

school semester to help teachers who teach diverse students. PD should be ongoing for all

teachers. I will make the project available to all teachers in the school district. I will also

approach other school districts to offer PD to their teachers.

The PD sessions will be offered during the academic year. I will seek the

assistance of district administrators for support in obtaining resources to do so. I will use

the findings of this project to make the PD sessions more relevant in terms of what

teachers actually need and can apply in their classrooms. The cost of PD sessions might

be a factor necessitating more funding from the district (see Appendix A).

Scholarship

By conducting this project study, I applied research knowledge to interview

participants and to analyze collected data. I have learned to conduct research as a novice

researcher and to pay attention to every datum collected. I am very pleased with the

findings of this study. I am grateful to all the people who have supported me during this

research.

Project Development

I feel very competent to conduct PD sessions for teachers at urban and suburban

elementary schools. With the partnership that I have developed with the local university

and its office of Language Culture and Equity, I am confident that these PD sessions will

be interactive and engaging. I also feel that teachers who will attend the PD sessions will

benefit from the findings of this project study. I am proud that I conducted this study to

help both African and Hispanic American students.

Leadership and Change

Schools cannot be run by principal alone. Strong leaders are necessary throughout

the building to effectively to run the daily operations of a school (Gordon, Jacob, & Solis,

2014). To reach leadership potential, teacher leaders need proper training and

professional development (Gordon et al., 2014). I have had several meetings with the

Department of Language, Culture and Equity in my role as a teacher prior to this

research. In assuming a leadership role in the school and school district, I also met with department staffers regarding how to collaboratively increase the learning experience for African American and Hispanic students.

I will be leading the PD sessions. The goal of PD will be to use strategies to help both African and Hispanic American students, while partnering with the local university to seek out grants to provide funding for teachers who actively engage in this PD. Grants will also provide the necessary funding to provide cultural materials that teachers can supplement with their lessons in the classroom.

Analysis of Self as Scholar

I believe I have developed the skills of a novice researcher. I am a math teacher. I have used educational software to teach math concepts. I have used specific teaching strategies to help students. As a future leader, I will support teachers of diverse students with PD sessions. I will encourage teachers to keep updated. I will conduct action research to teach math teachers.

Analysis of Self as a Practitioner

I am ready to publish the finding in peer-reviewed articles. I am also ready to present my work to national conferences. I am now able to answer research questions. I have been an active participant in student learning where I teach. I reflect on teaching practices and will share my findings with colleagues. I have earned the EdD degree that helped me practice my potential as a practitioner.

Analysis of Self as Project Developer

I now have the skills of a project developer. My research study was rigorous and time consuming. I have read a plethora of peer-reviewed articles to learn about teaching strategies. I have also read a plethora of books on research methodologies.

Reflection on the Importance of the Work

The findings of this project study will have an impact on elementary teachers. Findings may support teachers in their work. The PD sessions will help teachers. PD will be offered to schools within the school district and be share with neighboring schools district as part of a pilot.

Implications

The PD will not only be beneficial to teachers but also to school and district administrators. This project study addresses the need for PD for teachers who teach African and Hispanic American students. The PD will help policymakers make decisions on how to help both African and Hispanic American students. Increased PD for teachers of both African and Hispanic American students will prepare teachers for students' academic success.

Practice

This project study will be the beginning to my research career. The ongoing PD sessions will help both African and Hispanic American students increase the state test scores. The PD could be offered to other school districts at the middle and high school levels.

Future Research

One of the recommendations for future study would be a qualitative research design to explore the significant differences between diverse teachers and Caucasian teachers. Another recommendation would be to explore the significant difference in the importance of incorporating ethnic content into the curriculum between teachers with 6 to 10 years of teaching experience and teachers with less than 5 years. Teachers with 6 to 10 years of experience reported the lowest level of importance in this area. Future research to determine why this was the case would be interesting and also be very important to consider when planning staff development. A third recommendation would be a test-retest methodology to determine if a certain type of focused staff development over a period of time increased reported levels of knowledge, implementation and importance in certain areas of multiculturalism. A fourth recommendation would be to extend this research to middle and high school teachers. A final recommendation would be to study a student of color and an elementary school teacher using a case study methodology. An interesting focus would be to determine how important levels of knowledge, implementation and importance in the five dimensions of multicultural education are to student achievement and student satisfaction levels.

Summary

Being a person of color and having served as a teacher and administrator, I fully understand the challenges in working cross culturally and across socio-economic lines. I have experienced very different lives during my time in education. I have worked in a

classroom with only students of color and where many of my students came from

poverty. I have also worked in a school where only a few students came from poverty and

only a small number of students of color. This research was fueled by my own desire to

deepen my understandings about the issues that arise when teachers work with diverse

populations.

The positive thing about the expectations from standardized test scores and

making AYP is that administrators and teachers must focus on the achievement gaps that

exist between Caucasian students and students of color. The issues cannot be ignored

which prompted many districts to put all their resources into the basket of good

instruction. This intense focus, although worthwhile, has not solved the problem. I

believe we must spend time creating communities where all students and parents are

welcomed and respected. If school districts across the nation made this investment in

staff development in the area of multicultural education it would not only positively

influence student achievement but also lay the foundation for the future of democracy in

this country.

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Appendix A: The Project

Multicultural Teaching Strategies for Grade 4 Teachers

Professional Development Plan

by

James Hill

Professional Development Components

The first full day training will be focused on the use of educational software to teach diverse students. Educational software programs such as Leveled Literacy Intervention (LLI) for literacy instruction will be used to help the teachers meet students' educational needs. Teachers will have hands on practice to learn the features of LLI. Teachers will learn about the use of images, language syntax to encourage learning, and learning styles. Teachers will also learn how to differentiate instruction.

Table A1

Day 1 PD Training – Educational Software

Time	Topics
9:00-12:00pm	Features of Leveled Literacy Intervention (LLI) for literacy instruction.
1:00-pm	Use of images and LLI language syntax to encourage learning.
	Students' learning styles and LLI.
	How to differentiate instruction by using LLI.

Features of Leveled Literacy Intervention (LLI) for literacy instruction (http://www.fountasandpinnell.com/lli) are used at K-12 levels. LLI includes lessons for students who are falling below grade-level in literacy. Teachers can use LLI to identify students who need intensive support. Teachers can use LLI as a strategy to find the instructional reading level for students. Literacy teachers use LLI to meet students' individual needs by providing specific instructions for each student. One feature of LLI is for the teacher to use small groups of students who are at a particular literacy level. Thus, teachers can use LLI to identify students' instructional and independent reading levels.

Practical examples will be taken from http://www.fountasandpinnell.com/explore/ for teachers to try the assessment tools of LLI. For example, based on the grade level a literacy teacher teaches, a book will be selected to help teachers to help students apply what they know from previous texts to decode text by using explicit instruction. Lessons will be presented to include before reading, during reading, and after reading prompts. Teaching materials will be magnetic letters, picture cards, and word cards.

During the first full day of training, literacy teachers will learn the features of LLI. Specifically, when literacy teachers use LLI, lessons can be combined with reading, writing, and phonics. Students are encouraged to write about what they have read in order to learn a variety of writing strategies. Students use the reading to expand their vocabularies. Literacy teachers who use LLI can use its built in features to monitor student progress. Literacy teachers can also use LLI's communication tools for informing parents about what children are learning and how they can support them at home. Teachers have access to LLI online resources for assessment, record keeping, lesson instruction, and home-to-school connections (http://www.fountasandpinnell.com/lli).

During the first full day of training, literacy teachers will also learn how to use LLI to supplement instruction because students receive intensive help in addition to classroom teaching. For example, lowest-achieving readers can use this feature together with one-on-one instruction from the teacher and with guided reading with their peers because the LLI books are designed to build on one another with emphasis on phonics and word study. Most students do not need such an intensive approach.

Teachers will be provided with specific lessons from

http://www.heinemann.com/fountasandpinnell/research/LLIResearchBase.pdf.

Teachers will be grouped to practice guided reading and the features of LLI

(http://www.heinemann.com/fountasandpinnell/supportingmaterials/lli/comparinggr_lli.p

df).

Teachers will evaluate the features of LLI

http://web.ccisd.net/docs/default-source/assessment-and-evaluation/leveled-literacy-

intervention-program-evaluation-2010-11-to-2014-15.pdf?sfvrsn=6 and

http://www.memphis.edu/crep/pdfs/aera_08_lli.pdf and

https://edexcellence.net/commentary/education-gadfly-daily/common-core-

watch/2013/common-core-v-the-false-promise-of-leveled-literacy-programs.html

The second full day of training will be focused on specific teaching strategies to

teach diverse students. Teachers will learn how to know students and how to incorporate

students' background knowledge and interests into the lessons. Teachers will learn how

to create a positive learning environment. Teachers will learn how to use manipulatives to

teach math with the focus on hands on examples. Teacher will conclude the PD session

with mentoring examples.

Table A2

Day 2 PD Training – Teaching Strategies

9:00am to 12:00pm	Teachers will learn specific teaching strategies to teach diverse students
1:00pm to 4:00pm	Teachers will learn how to know students and how to incorporate students' background knowledge and interests into the lessons. Teachers will learn how to create a positive learning environment. Teachers will learn how to use manipulatives to teach math with the focus on hands on examples

The third full day training will be focused on the use of educational resources to teach diverse students. Specific educational resources will be used to teach diverse students. Teachers will learn how to use Scholastic resources representative of diverse students in order to understand different cultures.

Table 3

Day 3 PD Training – Educational Resources

9:00am to 12:00pm	Teachers will learn how to use educational resources to teach diverse students
1:00pm to 4:00pm	Teachers will learn how to use educational resources to teach diverse students

The fourth full day training will be focused on how to use Multiple Intelligences to teach diverse students. Teachers will also learn how to use differentiated instruction to teach diverse students.

Table 4
Day 4 PD Training – Multiple Intelligences and Differentiated Instruction

9:00am to 12:00pm	Teachers will learn about Multiple Intelligences
1:00pm to 4:00pm	Teachers will learn about Differentiated Instruction

The fifth full day training will be focused on all themes. Teachers will learn how to help diverse students develop vocabulary. Teachers will also learn how to work with diverse students.

Table 5

Day 5 PD Training – How to Teach Diverse Students

9:00am to 4:00pm	Teachers will learn how to teach diverse students by using educational resources

Resources for PD: Book Titles and Authors

1. *Vocabulary for the Common Core* by Robert J. Marzano

2. *Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction* by Robert J. Marzano

3. *Words Their Way with English Learners: Word Study for Phonics, Vocabulary, and Spelling* (2nd Edition) (Words Their Way Series) Helman, Lori

4. *PAVEd for Success: Building Vocabulary and Language Development in Young Learners* by: Hamilton Ph.D., Claire

5. *Building Basic Vocabulary Teacher's Guide* by Robert J. Marzano

6. *Classroom Instruction that works by* Robert J. Marzano

7. *Symbols of Liberty the Story of a Dream by* Becky Manfredini

8. *Teaching Vocabulary in All Classrooms* (5th Edition) (Pearson Professional Development) by Blachowicz, Camille

9. *Building Academic Vocabulary: Teacher's Manual* (Professional Development) by Marzano, Robert J

10. *Teach Like a Champion by* Doug Lemov

Summary of Teaching Strategies

1. Teachers must have an understanding of their individual ethnic and cultural identities.

2. High expectations are the expectation for the success of all students and teacher hold the firm belief that all students can learn.

3. All educators are committed to achieving equity for all students and believe that they have the ability to make a difference in their student's learning.

4. Teachers pride themselves on building meaningful relationship with their students and see eliminate putting labels on students.

5. Schools and school districts adopt an academically challenging curriculum that includes attention to the development of higher-level cognitive skills.

6. Instruction in the classroom is delivered and focused on students' creation of meaning about content in an interactive and collaborative learning environment.

7. Educators guide students to see learning tasks as meaningful.

8. Curricula include the contributions and perspectives of the different ethno cultural groups that compose the society.

9. Educators provide "scaffolding" that links the academically challenging curriculum to the cultural resources that students bring to school.

10. Educators purposefully teach students the culture of the school and seek to maintain students' sense of ethno cultural pride and identity.

11. Stakeholders are involved in students' education and are given significant voice in making important decisions related to programs (such as resources and staffing).

12. Educators immerse themselves in political struggles outside the classroom that are aimed at achieving a more just and humane society.

Slide 1

For this qualitative study, data were collected through in-depth semi structured face-to-face interviews. Semi structured interviews were appropriate because I interviewed Grade 4 teachers to gain an in-depth understanding of their instructional strategies they use to help African American and Hispanic students. I conducted the interviews to elicit information regarding the instructional strategies Grade 4 teachers are using to teach African American and Hispanic students. Interviews were conducted with 10 elementary school teachers. During the interviews, I audio recorded each interview with the permission of each participant. I collected lesson plans from each participant teacher. I reviewed the teachers' lesson plans to understand their instructional strategies that assist Grade 4 African American and Hispanic students with improving their proficiency.

Slide 2

I coded the interview transcripts. The coding was used to identify recurring themes, patterns, and categories. Coding was the assigning of codes to interview transcripts. I organized and coded the collected data. Differentiating between codes and

themes was a meticulous process necessary for organizing the data to formulate

explanations for the results and identify solutions to the research questions.

Slide 3

Member checking was used to validate the accuracy of each transcribed interview

with each participant. I met with each participant to check his or her transcribed

interview. I used member checking to validate the accuracy of the transcribed interviews.

Slide 4

To ensure credibility, my interpretation of the findings was checked through

triangulation. I used triangulation to compare the information collected during the

interviews and member checking with each participant to review the transcribed

interviews. I also reviewed each participant's lesson plans. Synthesizing the data

collected from the participant's lesson plans, interviews, member checking, and my field

notes that were taken during each interview helped me develop an in-depth understanding

of the phenomenon under study.

Slide 5

I considered all discrepant cases because discrepant cases are counter to the

themes. I included the participants' opinions and ideas regarding their instructional

strategies. I included all discrepant cases in the findings for district and school

administrators to review and help teachers improve their teaching practices when

teaching diverse students. I used Atlas.ti 7 to manage data for analysis of emergent

themes. For example, coding included either EXP+ to indicate participants' positive

experiences or EXP- to indicate their negative experiences. I used a thematic analysis.

Choosing coding topics related directly to the interview question was another technique that made the process of deciphering themes more efficient. Once meaningful categories were created directly from the transcriptions, interpreting the emerging themes helped me answer the research question.

Slide 6

To ensure credibility, my interpretation of the findings was checked through triangulation. An independent researcher reviewed and examined all of the data that I collected. Synthesizing the data collected from the teachers' lesson plans, interviews, and my field notes helped me develop an in-depth understanding of the phenomenon under study. I listened to the audiotaped interviews in order to ensure validity of the interviews. Member checking was used to validate the accuracy of each transcribed interview. I checked with each participant his or her transcribed interview. Each participant was given the opportunity to male corrections to the interview transcripts. No participants made corrections to the interview transcripts. I discussed the findings with each participant. Transferability was ensured through a comprehensive description of the context of the research site.

Slide 7

The first theme was that the participants use educational software to teach African American students. Educational software programs are used for the following reasons. Teacher 1 uses Leveled Literacy Intervention (LLI) for literacy instruction to meet students' educational needs. Teachers 2 and 3 use one-on-one as a teaching strategy. Teacher 4 uses images. Teacher 5 uses language syntax to encourage learning. Teacher 6

uses learning styles. Teacher 7 uses the text Mr. Lincolns Way from Patricia Polacco.

Teacher 8 uses students' interests. Teacher 9 differentiates instruction. All of the

participants use communication with parents to support students.

Slide 8

The second theme was that the participants use educational software to teach

Hispanics American students. Educational software programs are used for the following

reasons. Teacher 1 uses Leveled Literacy Intervention for literacy instruction for all

students. Teachers 2 and 3 use specific teaching strategies for Hispanic students.

Teachers 4 and 5 focuses on language syntax. Teachers 6, 7, and 8 focus on

communication with parents. Teacher 9 differentiates instruction.

Slide 9

The third theme was that the participants use specific teaching strategies to teach

African American students. Specific teaching strategies are used for the following

reasons. Teacher 1 stated gets to know her students and incorporates students'

background knowledge and interests into the lessons. Teachers 2 and 3 establish a

positive learning environment. Teacher 4 helps students organize their thoughts to learn

new vocabulary. Teachers 4 and 5 use manipulatives to teach math with the focus on

hands on examples. Teacher 6 teaches lessons with high level of enthusiasm. Teacher 7

believes in mentoring. Teacher 8 uses student's interests to teach a lesson. Teacher 8 uses

supplemental reading series.

Slide 10

The fourth theme was that the participants use specific teaching strategies to teach Hispanics American students. Specific teaching strategies are used for the following reasons. Teacher 1 uses students' background knowledge and interests. Teachers 2 and 3 focus on vocabulary practice in small groups instruction. Teacher 4 helps students organize their thoughts and learn new vocabulary and uses math manipulatives. Teacher 4 uses vocabulary to easily understandable. Teacher 5 increases hands on learning. Teacher 6 teaches with enthusiasm. Teachers 7 and 8 Teacher 7 use strategies for vocabulary development. Teacher 8 uses inclusive reading materials.

Slide 11

The fifth theme was that the participants use educational resources to teach African American students. Specific educational resources are used for the following reasons. Teacher 1 focuses on LLI program. Teacher 2 uses teaching resources for diverse students. Teacher 3 uses Scholastic resources. Teachers 4 and 5 use resources representative of the students. Teachers 5 and 6 use cultural books. Teacher 7 uses African American stories. Teacher 8 focuses on understanding different cultures.

Slide 12

The fifth theme was that the participants use educational resources to teach Hispanics American students. Specific educational resources are used for the following reasons. Teacher 1 focuses uses LLI program and explicit language instruction. Teacher 2 uses resources that are diverse culturally. Teacher 3 uses Scholastic for resources for Hispanic students. Teacher 4 uses literature written by Hispanic American authors.

Teachers 5 and 6 uses books to help students. All participants use artworks, cultural music, and differentiated instruction to help students.

Slide 13

The participants use educational software (Themes 1 and 2) to teach both African American and Hispanics American students. Leveled Literacy Intervention program is used to meet students' educational needs such as language syntax. The participants encourage learning by using students' learning styles and by differentiating instruction.

The participants use specific teaching strategies (Themes 3 and 4) to teach both African American and Hispanics American students. The participants incorporate students' background knowledge and interests into the lessons to create a positive learning environment. The participants use manipulatives for hands on examples.

The participants use educational resources (Themes 5 and 6) to teach both African American and Hispanics American students teach African American students. The participants use educational resources such as Scholastic resources for diverse students authored by Hispanic American authors.

Slide 14

The findings relate to peer-reviewed articles on multiculturalism. Teachers support students academically. Landis (2010) stated that teachers of diverse classes should not ignore race and cultures. The majority of teachers are not helping students of the same ethnic background (Abbate-Vaughn, 2013). Teachers of multicultural classrooms shall incorporate content from different cultures (Fish, 2013). Gansle, Noell, and Burns (2012) reported that the manner in which African American and Hispanic

elementary school students are prepared to effectively participate in the global society is directly related to the quality of the teaching strategies that are provided by their teachers. Thus, teachers shall respond academically to the diverse students (Maxwell, 2014) by using instructional strategies to help students improve their achievement (Pool et al., 2013). The findings relate to the conceptual framework, which was based on Vygotsky's theory of cognitive and social constructivism and Gardner's theory of multiple intelligences. Vygotsky's theory applied to this project study because the participants use instructional strategies to help both African American and Hispanic students (Themes 1, 2, 3, 4, 5, and 6). The participants actively engage students in classroom activities. Iflazoglu and Bal (2012) stated that teachers who use one or more of the multiple intelligence theories has the ability to help students of diverse cultures solve mathematical problems using combinations of talent, competence, and skills.

Scholars view multicultural education as an equal chance to achieve academic success (Gay, 2010). Multicultural education requires carefully planned and monitored teachers' actions (Maxwell, 2014). Cultural pluralism within the educational system is grounded in principles of equality, mutual respect, acceptance and understanding, and moral commitment to social justice. Sleeter (2010) stated that the teaching culturally different approach attempts to raise the academic achievement of students of color through culturally relevant instruction. Content-oriented programs are about different cultural groups that will increase student knowledge (Burnett, 2010). Student-oriented programs focus on the academic needs of defined groups of students (Banks, 2010). Socially oriented programs seek to reduce bias and increase tolerance for diversity

(Sleeter & Grant, 2010). Thus, teachers must be prepared to effectively facilitate learning for every individual student. Critical race theory (CRT) works toward eliminating racism as part of a larger goal of eliminating all forms of subordination (Sleeter & Bernal, 2010, p. 245). According to Grant, Elsbree, and Fondrie (2012), researchers and scholars have a deeper level of understanding about the complex nature of multicultural education. Banks (2010) defined content integration as the extent in which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations and theories in their subject area or discipline (p. 8). Based on the findings from this project study, teachers should reflect on prejudice reduction and an equity pedagogy. For example, Hirsh (2012) believed that there is a common body of knowledge needed to be a successful American. Regarding young African American and Latino students learning, Tatum (2011) wrote that these students should learn about their rich intellectual history. Thus, scholars have demonstrated that personal, cultural, and social factors influence the formulation of knowledge (Farganis, 2011; Giroux, 2013; Harding, 2013; Ladner, 2011).

According to Giroux (2013), teachers should apply critical pedagogy as a cultural practice. Wink (2000) agreed with Giroux (2013) that teachers use critical pedagogy as a process of learning and re-learning. Thus, teachers should focus on the goals of multicultural education to reduce prejudice (Banks, 2011; Stephan & Stephan, 2011). Social, historical, or physical differences provide sources for prejudice (Rothbart & John, 2014). According to Dovidio, Kawakami, and Gaertner (2012) and Gaertner and Dovido (2014), when individuals experience negative thoughts toward a minority group, the they

struggle to avoid these feelings. Teachers should have sympathy for the disadvantaged

students (Katz & Hass, 2014; Katz, Wackenhut, & Hass, 2011) and should not prejudice

(LeVine & Campbell, 2011; Sherif, 2009) because people with a more hierarchical

conception of society tend to be more prejudiced (Jackman, 2013; Sidanius & Pratto,

2013). Teachers should support students to reduce prejudice (Allport, 2012; Amir, 2010;

Pettigrew, 2014). Teachers should also use cooperative learning groups to improve inter-

group relationships in diverse classroom settings (Slavin, 2011; Stephan & Stephan,

2010). Teachers and administrators should reward students for non-prejudicial behavior

(Hauserman, Walen, & Behling, 2011) in order to create an atmosphere of trust (Derlega,

et al., 2011). Teachers and administrators should encourage diverse students to listen

carefully to one another to understand their values and beliefs (Aboud & Fenwick, 2014;

DuBois & Hutson, 2010). When teachers use videos, plays, readings, field trips, guest

lectures, group discussions, role playing, and multicultural materials then they explain the

impact of multiculturalism (Bigler, 2012; Graves, 2012) to make their high expectations

clear and scaffold learning (Pajares, 2013; Rolon, 2013). Teachers should reflect on

diversity (Ladson-Billings, 2012). Teachers and administrators should serve all diverse

students (Scheurich, 2011). Thus, teachers and administrators should create a school

environment where good teaching is fostered and made available to all students

(Haycock, 2012) by involving all members of the school staff (Gorski, 2011).

Slide 15

The findings relate to peer-reviewed articles on multiculturalism. Landis (2010)

stated that teachers of diverse classes should not ignore race and cultures. The majority of

teachers are not helping students of the same ethnic background (Abbate-Vaughn, 2013).

Teachers of multicultural classrooms shall incorporate content from different cultures

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classroom activities. Iflazoglu and Bal (2012) stated that teachers who use one or more of

the multiple intelligence theories has the ability to help students of diverse cultures solve

mathematical problems using combinations of talent, competence, and skills.

A professional development (PD) is the outcome of this qualitative project study.

PD will be available to Grade 4 teachers who teach African and Hispanic American

students. PD will be a minimum of 30 training hours. The project is presented next.

Slide 16

The findings relate to the conceptual framework, which was based on Vygotsky's

theory of cognitive and social constructivism and Gardner's theory of multiple

intelligences. Vygotsky's theory applied to this project study because the participants use

instructional strategies to help both African American and Hispanic students (Themes 1, 2, 3, 4, 5, and 6). The participants actively engage students in classroom activities. Iflazoglu and Bal (2012) stated that teachers who use one or more of the multiple intelligence theories has the ability to help students of diverse cultures solve mathematical problems using combinations of talent, competence, and skills.

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The majority of teachers are not helping students of the same ethnic background (Abbate-Vaughn, 2013). Gansle, Noell, and Burns (2012) reported that the manner in which African American and Hispanic elementary school students are prepared to effectively participate in the global society is directly related to the quality of the teaching strategies that are provided by their teachers. Landis (2010) stated that teachers of diverse classes should not ignore race and cultures. Teachers of multicultural classrooms shall participate in professional development (PD) sessions in order to incorporate content from different cultures (Fish, 2013). Thus, teachers shall attend PD sessions to respond to diverse students (Maxwell, 2014) by using instructional strategies that help students improve their achievement (Pool et al., 2013).

Slide 18

Scholars view PD for multicultural education as an equal chance to achieve academic success (Gay, 2010). Multicultural education requires carefully PD planning (Maxwell, 2014). Cultural pluralism within the educational system is grounded in principles of equality, mutual respect, acceptance and understanding, and moral commitment to social justice. Sleeter (2010) stated that the teaching culturally different

approach attempts to raise the academic achievement of students of color through culturally relevant instruction. PD content-oriented programs are about different cultural groups that will increase student knowledge (Burnett, 2010). Student-oriented PD sessions focus on the academic needs of defined groups of students (Banks, 2010). Socially oriented PD sessions seek to reduce bias and increase tolerance for diversity (Sleeter & Grant, 2010). Thus, teachers shall participate in PD sessions to be prepared to effectively facilitate learning for diverse students.

Slide 19

Teachers should understand diverse students. Critical race theory (CRT) works toward eliminating racism as part of a larger goal of eliminating all forms of subordination (Sleeter & Bernal, 2010, p. 245). According to Grant, Elsbree, and Fondrie (2012), researchers and scholars have a deeper level of understanding about the complex nature of multicultural education. Banks (2010) defined content integration as the extent in which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations and theories in their subject area or discipline. Based on the findings from this project study, teachers should reflect on prejudice reduction and an equity pedagogy. For example, Hirsh (2012) believed that there is a common body of knowledge needed to be a successful American. Regarding young African American and Latino students learning, Tatum (2011) wrote that these students should learn about their rich intellectual history. Thus, scholars have demonstrated that personal, cultural, and social factors influence the formulation of knowledge (Farganis, 2011; Giroux, 2013; Harding, 2013; Ladner, 2011).

According to Giroux (2013), teachers should apply critical pedagogy as a cultural practice. Wink (2000) agreed with Giroux (2013) that teachers use critical pedagogy as a process of learning and re-learning. Thus, teachers should focus on the goals of multicultural education to reduce prejudice (Banks, 2011; Stephan & Stephan, 2011). Social, historical, or physical differences provide sources for prejudice (Rothbart & John, 2014). According to Dovidio, Kawakami, and Gaertner (2012) and Gaertner and Dovido (2014), when individuals experience negative thoughts toward a minority group, the they struggle to avoid these feelings. Teachers should have sympathy for the disadvantaged students (Katz & Hass, 2014; Katz, Wackenhut, & Hass, 2011) and should not prejudice (LeVine & Campbell, 2011; Sherif, 2009) because people with a more hierarchical conception of society tend to be more prejudiced (Jackman, 2013; Sidanius & Pratto, 2013). Teachers should support students to reduce prejudice (Allport, 2012; Amir, 2010; Pettigrew, 2014). Teachers should also use cooperative learning groups to improve inter-group relationships in diverse classroom settings (Slavin, 2011; Stephan & Stephan, 2010). Teachers and administrators should reward students for non-prejudicial behavior (Hauserman, Walen, & Behling, 2011) in order to create an atmosphere of trust (Derlega, et al., 2011). Teachers and administrators should encourage diverse students to listen carefully to one another to understand their values and beliefs (Aboud & Fenwick, 2014; DuBois & Hutson, 2010). When teachers use videos, plays, readings, field trips, guest lectures, group discussions, role playing, and multicultural materials then they explain the impact of multiculturalism (Bigler, 2012; Graves, 2012) to make their high expectations clear and scaffold learning (Pajares, 2013; Rolon, 2013). Teachers should reflect on

diversity (Ladson-Billings, 2012). Teachers and administrators should serve all diverse students (Scheurich, 2011). Thus, teachers and administrators should create a school environment where good teaching is fostered and made available to all students (Haycock, 2012) by involving all members of the school staff (Gorski, 2011).

Slide 20

The project that resulted from this qualitative case study is a professional development (PD) program for teachers of diverse students in the form of a workshop, a PowerPoint Presentation, and a written executive summary report to deliver the findings within the presentation and interactive workshop. PD will be available to Grade 4 teachers who teach diverse students. PD will be a minimum of 30 training hours. PD includes uses educational software (Themes 1 and 2) to teach both African American and Hispanics American students. For example, Leveled Literacy Intervention program is used to meet students' educational needs such as language syntax. Teachers will learn how to use students' learning styles and how to differentiate. PD will also include teaching strategies (Themes 3 and 4) to teach both African American and Hispanics American students. Teachers will learn how to incorporate students' background knowledge and interests into the lessons to create a positive learning environment by using manipulatives. PD will also include teaching educational resources (Themes 5 and 6). Teachers will learn how to use educational resources such as Scholastic resources for diverse students authored by African and Hispanic American authors.

Slide 21

The purpose of the PD will be to determine and implement effective instructional strategies for students at the research site. The goals of the PD will be to help Grade 4 teachers improve their teaching practices. The outcomes of the PD will be for the participants to (a) learn how to understand and teach African and Hispanic American students, (b) understand which teaching strategies are effective strategies for these students, and (c) improve their teaching practices. The project study (Appendix A) will be presented via PD sessions that will include the findings of this study.

Slide 22

Each PD session will be based on the themes that emerged from this project study. The first full day training will be focused on the first two themes. The first theme was that the participants use educational software to teach African American students. The second theme was that the participants use educational software to teach Hispanics American students. Educational software programs such as Leveled Literacy Intervention (LLI) for literacy instruction will be used to help the teachers meet students' educational needs. Teachers will have hands on practice to learn the features of LLI. Teachers will learn about the use of images, language syntax to encourage learning, and learning styles. Teachers will also learn how to differentiate instruction.

Slide 23

The second full day training will be focused on the third and fourth themes. The third theme was that the participants use specific teaching strategies to teach African American students. The fourth theme was that the participants use specific teaching

strategies to teach Hispanics American students. Teachers will learn specific teaching strategies such as how to know students and how to incorporate students' background knowledge and interests into the lessons. Teachers will learn how to create a positive learning environment. Teachers will learn how to use manipulatives to teach math with the focus on hands on examples. Teacher will conclude the PD session with mentoring examples.

Slide 24

The third full day training will be focused on the fifth and sixth themes. The fifth theme was that the participants use educational resources to teach African American students. The sixth theme was that the participants use educational resources to teach Hispanics American students. Specific educational resources will be used to teach diverse students. Teachers will learn how to use Scholastic resources representative of diverse students in order to understand different cultures.

Slide 25

The fourth full day training will be focused on all themes. Teachers will learn how to use Multiple Intelligences to teach diverse students. Teachers will also learn how to use differentiated instruction to teach diverse students.

Slide 26

The fifth full day training will be focused on all themes. Teachers will learn how to help diverse students develop vocabulary. Teachers will also learn how to work with diverse students.

Slide 27

1. Teachers must have an understanding of their individual ethnic and cultural identities.

2. High expectations are the expectation for the success of all students and teacher hold the firm belief that all students can learn.

3. All educators are committed to achieving equity for all students and believe that they have the ability to make a difference in their student's learning.

4. Teachers pride themselves on building meaningful relationship with their students and see eliminate putting labels on students.

5. Schools and school districts adopt an academically challenging curriculum that includes attention to the development of higher-level cognitive skills.

6. Instruction in the classroom is delivered and focused on students' creation of meaning about content in an interactive and collaborative learning environment.

7. Educators guide students to see learning tasks as meaningful.

8. Curricula include the contributions and perspectives of the different ethno cultural groups that compose the society.

9. Educators provide "scaffolding" that links the academically challenging curriculum to the cultural resources that students bring to school.

10. Educators purposefully teach students the culture of the school and seek to maintain students' sense of ethno cultural pride and identity.

11. Stakeholders are involved in students' education and are given significant
    voice in making important decisions related to programs (such as resources
    and staffing).

12. Educators immerse themselves in political struggles outside the classroom that
    are aimed at achieving a more just and humane society.

Slide 28

Five full day PD sessions will be offered to teachers of diverse students. I
developed the PD agenda, PowerPoint Presentation, and handouts for the 5-day sessions.
I will ask senior district administrators to offer credit hours to those teachers who will
participate in the PD. I will also request from the school district access to a computer lab
to show the participants how to use certain educational software to teach diverse students.

Slide 29

A potential barrier of the PD program could be funding from the school district to
use educational resources. I will encourage senior school district to offer rewards to
teachers who will participate in the PD sessions. Another potential barrier could be
family or work-related of the teachers who may show interest in participating in the PD
sessions.

Slide 30

I conducted this project to provide Grade 4 teachers with instructional strategies to
teach African American and Hispanics American students. During the PD sessions, Grade
4 teachers will learn about teaching resources and instructional strategies in order to
support African American and Hispanics American students. At the research site, Grade 4

teachers lack instructional strategies to teach these students. The PD program will be used to prepare teachers for any academic subject in order to help students pass state tests. I designed the PD program and PowerPoint Presentations for each PD session. I will monitor the evaluations from each PD session to adjust the PD content.

Slide 31

My role and responsibilities will be to coordinate, schedule, and facilitate the workshop and to present the findings to district administrators and teachers. The roles and responsibilities of the school district administrators will be to support the professional learning experiences of the teachers. The roles and responsibilities of the teachers are to be active participants in district trainings.

Slide 32

I will evaluate the PD program, which is the result of this qualitative case study. The program evaluation will be used to collect constructive feedback from the teachers who will participate in the PD sessions. At the completion of each PD session, a formative evaluation will be given to each participant for feedback in order to make changes to the content of the PD sessions. I will work with a PD content expert to review my resources and to request feedback. The PD program evaluation will be focused on the effectiveness of instructional strategies. A summative evaluation will be used to determine the effectiveness of the program by using both a multiple choice and short answer format. Feedback will be used to make the PD program more effective for future participants.

Appendix B: Interview Transcripts

Research Question 1

What instructional strategies do Grade 4 teachers at a local Title I school in the rural region of southern United States document as using to teach African American and Hispanic students?

Interview Question 1

The first interview question was: Please tell me how you teach African American students. Teacher 1 responded: "In my current teaching position, I use the program Leveled Literacy Intervention (LLI) in my literacy instruction for all of my students who are selected for the program." Teacher 1 also responded: "The program is a small group, supplementary intervention where candidates are selected based upon their score on the district wide iReady reading assessment." Teacher 1 stated:

> The goal of the program is to bring these students to grade level achievement with the short term (12-20 weeks), daily (30-45 minutes), targeted and scaffolded intervention. Lessons provide instruction in reading, writing, and phonics/word study LLI lessons are well-defined and structured, but allow for the teacher to make decisions specific to observations of the children's individual needs. Lessons are fast paced; instead of "slowed down" teaching children are highly engaged in quality text/discussion that students find interesting. The leveled text is used to scaffold student learning and to help students make steps toward grade level goals.

Teacher 1 described the LLI program, which "provides a strong home connection as students have the opportunity to share their success at home, which boosts self-esteem, reading and writing practice provided for home, take home books nightly and parent letters to keep parents informed." Teacher 1 believes that communication is provided in English/Spanish to teach students by using differentiated instruction. For example, this teacher individualizes lessons for each student within groups. Teacher 1 stated: "In our group discussions we celebrate diversity and recognize that we all come from different cultures, races, family styles, backgrounds, etc. and then really learn from each other's differences. Teacher 1 concluded: "We have open and free communication within our small group. I only combined these questions because my answer otherwise would be redundant as I addressed meeting the needs of the individual child."

Teacher 2 stated that she is teaching all kids the same curriculum. Teacher 2 reported: "My instruction is based on the formative and summative assessments. I don't treat kids differently unless there's a special need or if they are English Language Learners."

Teacher 3 stated: "If you were to observe my classroom for a day you would not know the differences in the way that I teach African American students. One would have to peer deeper to see the differences." Teacher 3 also stated: "In addition, most of these differences are delivered through a one-one-one or personal basis that only I and the student would know. Teacher 3 reported that a teaching strategy is to "get to know each African American student a little deeper and use this knowledge throughout the school day. One of the first things I learned teaching African American students are to be aware of

stereotyping." Teacher 3 also reported that a teacher "must believe that every child can succeed and that each child has an innate drive to succeed." Teacher 3 said:

I have found some of the most inspirations students; happy, driven students come from poor, misbehaved home environments. But I have also seen African American students that need to be inspired by people of their own race, culture, and background. Being a teacher of African American students means diving deep within individual students to find whatever it is that will drive them to succeed.

Teacher 4 said: "I haven't taught a lot of African American children. I feel it is my job to teach students how to honor all cultures so I make sure to teach every year." Teacher 4 uses the strategy of having "more pictures of other African Americans in the classroom so they feel more comfortable. I make sure that my pictures don't consist solely of music and sports figures." Teacher 4 uses images "from people like George Washington Carver, Colin Powell, Dr. King, Barak Obama, Condoleezza Rice and other important figures in the black community." Teacher 4 uses art "from the Harlem Renaissance. I also make sure to make a bigger deal out of black history month." Teacher 4 stated: "I recognize every year but more so when I have an African American student. I always make sure that the literature that I use in my class illustrates the importance of cultural sensitivity." Teacher 4 uses books such as "Bud not Buddy, Watson go to Birmingham, and Maniac Magee by Jerry Spinelli." Teacher 4 gets to know students "as individuals to learn their learning styles to differentiate instruction for each students."

Teacher 5 stated: "Before I begin working with African American or Hispanic students, I try to get to know as much about their background as I can, particularly as it

differs from my own." Teacher 5 also stated: "All of us learn by connecting new information to something that is already in our knowledge base. Therefore, the more I can learn about their knowledge base, the more I can help them connect the new learning existing knowledge." Teacher 5 believes that "many times when working with African American and/or Hispanic students, their language, particularly the syntax, is different from what is generally acceptable in society." Teacher 5 has goal "to focus on the learning at hand and not on the syntax or the manner in which the learning is expressed."

Teacher 6 stated: "I expect all kids to do the work. There is not a different set of rules for different children. I have high expectations for all children. I know all kids come with different ability." Teacher 6 also stated: "I get to know their individual situations, needs, learning styles. I establish a positive connection with kids and parents from the first day of class. I learn the name of each student and how to say it correctly." Teacher 6 emphasized: "I have empathy and try to figure out the lens each student is looking through. I know I haven't experienced it, but I try to understand."

Teacher 7 stated: "I teach African American students as I teach all other students. I try to make connections to build a relationship with each." Teacher 7 also stated: "I try to understand the home life so that I can connect and reach out and build trust with family and the student." Teacher 7 reported:

I also try to be open and helpful in finding positives for that student and build on those strengths that the student brings to the classroom. I also realize that 4th grade may be the first time that students are hearing the word racism and talking about it openly. At the beginning of the year, as a team we address race head on through

literature. We try to establish respect for all throughout the year. We address head on that we are all different and that we will work to create a classroom environment where we are all respected and treated fairly. We use the text Mr. Lincolns Way from Patricia Polacco that identifies racism for what it is.

Teacher 8 stated: "The same way that I taught those of other races. I would try to find out as much about the student as I could- interests, abilities, family, culture." Teacher 8 also stated: "Work through the skills and interests they had in order to work on the skills they had difficulty with. Awareness of the student's culture- what is appropriate in the culture and what wasn't, what was important, emphasized, respected."

Teacher 9 stated: "I have always believed I am a culturally responsive teacher. What I find in my current setting (a Title I school with high poverty) I tend to approach things as I would with any student of color." Teacher 9 also stated: "I differentiate, find opportunities to bring in African American culture, and use best practices. With my African American student, who has a black mother and a white father, I work to provide her with an individualized approach." Teacher 9 reported:

> I keep in communication with parents, when I identified her as below grade level in literacy, I added her to a group that received intervention from a Reading Specialist, and I have included curriculum (read aloud, articles, poems) about and from the African American culture. At the primary level, I incorporate some black history during January and February, however I am limited to some extent by district programs and expectations. I find this to be very unfortunate.

Interview Question 2

The second interview question was about how the participants teach Hispanics American students. Teacher 1 reported: "My current teaching position, I use the program Leveled Literacy Intervention in my literacy instruction for all of my students who are selected for the program." Teacher 1 also reported: "The program is a small group, supplementary intervention designed for children who find reading and writing difficult; candidates are selected based upon their score on the district wide iReady reading assessment." Teacher 1 stated: "The goal of the program is to bring these students to grade level achievement with the short term (12-20 weeks), daily (30-45 minutes), targeted and scaffolded intervention. Lessons provide instruction in reading, writing, and phonics/word study." Teacher 1 emphasized:

> LLI lessons are well-defined and structured, but allow for the teacher to make decisions specific to observations of the children's individual needs. Lessons are fast paced; instead of "slowed down" teaching children are highly engaged in quality text/discussion that students find interesting. The leveled text is used to scaffold student learning and to help students make steps toward grade level goals.

Teacher 1 reported that LLI provides a strong home connection as students have the opportunity to share their success at home, which boosts self-esteem, reading and writing practice provided for home, take home books nightly and parent letters to keep parents informed. Communication is provided in English/Spanish. Teacher 1 also reported that differentiates instruction to individualize lessons for each student within groups. Teacher 1 stated:

In our group discussions, we celebrate diversity and recognize that we all come
from different cultures, races, family styles, backgrounds, etc. and then really learn
from each other's differences. We have open and free communication within our
small group. I only combined these questions because my answer otherwise would
be redundant as I addressed meeting the needs of the individual child.

Teacher 2 emphasized: "I teach all kids with the same curriculum. My instruction
is based on the formative and summative assessments. I don't treat kids differently unless
there's a special need or if they are English Language Learners." Teacher 3 stated: "You
might notice specific teaching strategies of Hispanic students if you were to spend a day in
our classroom. Most of these observations would be centered around vocabulary, culture
and background knowledge use, and verbal skill strategies." Teacher 3 also stated: "These
teaching skills are more noticeable in the classroom. Some differences focus on family,
friends and home life. Communication with parents or extended family is common and can
be useful when using strategies in the classroom." Teacher 3 concluded that having a caring
and positive environment that nurtures differences is critical to yearlong success. Teacher
4 reported: "I do much of the same things that I do for my African American students. I
make sure their culture is represented on our walls, in our lessons, and in the literature that
I use in my class." Teacher 4 also reported: "Building a relationship with them and their
parents is also something I always try to do." Teacher 5 stated:

Since the first two requests are more similar than different, I shall respond to them
together. Before I begin working with African American or Hispanic students, I
try to get to know as much about their background as I can, particularly as it differs

from my own. All of us learn by connecting new information to something that is already in our knowledge base. Therefore, the more I can learn about their knowledge base, the more I can help them connect the new learning existing knowledge. Secondly, many times when working with African American and/or Hispanic students, their language, particularly the syntax, is different from what is generally acceptable in society. My goal shall be to focus on the learning at hand and not on the syntax or the manner in which the learning is expressed. In other words, I will not be concerned with how they say it but rather I will focus on whether they understand the gist of the learning.

Teacher 6 stated: "I expect all kids to do the work. There is not a different set of rules for different children. I have high expectations for all children. I know all kids come with different ability levels." Teacher 6 also stated: "I tap into each child's strength. I get to know their individual situations, needs, learning styles. I establish a positive connection with kids and parents from the first day of class." Teacher 6 emphasized: "I learn the name of each student and how to say it correctly. I have empathy and try to figure out the lens each student is looking through. I know I haven't experienced it, but I try to understand."

Teacher 7 said: "I address that students come from different backgrounds the text Mr. Lincolns Way also has a scenario to open dialogue when a "bully" calls Hispanics a racist term." Teacher 7 also said: "This creates an opening and gives students a chance to share about experiences that they have encountered with school and people judging them by color. It is challenging to create the connections with the families due to my

monolingual status." Teacher 7 claimed: "I work hard to create trust with the families through Spanish speaking paras and using the FRS coordinator." Teacher 7 reported:

> The challenge here is that sometimes families may not have a great relationship with these individuals and then my relationship is then tense too. I would say that with families that have been at the school longer and I am able to create that trust sooner. I try to be present at events that targets the families that I need to develop relationships with. I also invest in finding extra ways to reach out to the students so that they know that they can trust me and count on me. I also try to address and discuss student's language backgrounds and build on it as strength. I group some students based on needing time for language practice and time and space to work on developing their content learning with different groupings. Groupings are also done to lessen the student's pressure in the classroom creating supportive similar learners so that new leaders can immerge.

Teacher 8 stated: "I would always make sure that I pronounced the student's name correctly and the family members' names. In Connecticut, at the time, most of the Hispanic students were from Puerto Rico or Costa Rica." Teacher 8 also stated: "Some families preferred the English pronunciation of their name (i.e., Martinez' instead of Mar teen' ez, the Spanish pronunciation). In Colorado, most Mexican-Americans prefer the Spanish pronunciation. Teacher 9 stated:

> I have a greater population of Hispanic or Mexican students. Again, I differentiate instruction based on their needs. Many of these students are second language learners so I have the Colorado WIDA Standards that I have to apply to my teaching

of this population. This means when I'm lesson planning I have to take into account

listening, speaking, reading and writing. These domains are critical to their English

language development. I also bring in cultural resources to read aloud, etc. but most

of the time I am scaffolding to make content comprehensible. I always try to include

parent involvement, as with any student.

Interview Question 3

The third interview question was about the strategies teachers use to teach African

American students. Teacher 1 stated: "I pride myself in knowing my students well and

because of this I incorporate student background knowledge and interests into my lessons.

This is easily incorporated into our comprehension, vocabulary discussion and book

introductions." Teacher 1 also stated: "I take time to listen to students, which helps build

mutual respect and give me valuable insight into the whole-child. My lessons are from a

program and are scripted to a degree with the flexibility to modify as needed." Teacher 1

concluded that books within the program are very diverse and a healthy mix of fiction and

non-fiction.

Teacher 2 stated: "My strategies are not based on race but on the needs of individual

students." Teacher 3 emphasized: "Classroom strategies in my classroom come from

establishing a positive learning environment that values differences in the classroom,

especially when considering African American students." Teacher 3 reported: "Building a

solid foundation early in the year that completely rejects any negative attitudes and

endorses positive communication systems is key to using teaching strategies throughout

the year." Teacher 3 also reported: "My students understand that I am there no matter what,

but that an effort must be demonstrated. This means always keeping in mind as educators we must model these characteristics and that students need continual practice at building these attitudes." Teacher 3 concluded: "This means direct, explicit teaching geared at building this foundation in African American students."

Teacher 4 stated that she uses a lot of images, video clips, graphic organizers, and thinking maps, to help students organize their thoughts and learn new vocabulary. Teacher 4 also uses manipulatives to teach math. Teacher 5 said that she needs to be particularly aware of simplifying the teaching language for elementary age students, especially if the students are African American or Hispanic. Teacher 5 stated: "I use vocabulary that is easily understandable to students. The more I talk with them and interact with them, the more accurately I can find that level of vocabulary." Teacher 5 also stated: "My second strategy I use especially with African American and Hispanic students is to increase the amount of hands on learning. I try to incorporate hands on activities that will reinforce the specific learning." Teacher 5 emphasized: "Another adaptation I make is to not always use Caucasians as role models or examples in my lessons. Many times, what at first hearing, seems to be a wrong answer, has a germ of truth or correctness to it." Teacher 5 concluded: "A wise teacher will suspend their certainty and search for that grain of understanding and build upon that. In that way the teacher increases his toolbox and the student gains more confidence."

Teacher 6 stated: "Set and display learning goals, teach lessons with high level of enthusiasm so kids are interested Cooperative learning, hands on, graphic organizers, thinking maps, T-charts, Venns, compare and contrast organizers, sentence frames to help

students organize their thoughts." Teacher 6 also stated: "Display finished work samples, praise efforts, encourage kids to share thoughts, ideas and writing Work individually with students Group kids for success so all have a voice."

Teacher 7 stated: "List of strategies: Mentoring groups through Kids Hope Connections made with Family Resources to reach out and connect with families using positive affirmations involvement with after school programs specifically the leadership program Connection with university students." Teacher 7 also stated: "Decrease of remedial programming and teaching style to reach and increase rigor especially in math cooperative grouping structures to allow for leadership roles." Teacher 7 uses after school classes to teach math concepts by setting high expectations. Teacher 7 integrates student's home culture into classroom scenarios and uses different forms of assessment teaching through integrated studies.

Teacher 8 stated: "Finding out what the student's interests were and using those interests in the lessons worked well. Getting the families involved. Older siblings were helpful and sometimes more available than parents." Teacher 8 also stated: "February Black History was a good theme. If the student wanted to be featured or add to the lesson, that would be fine. If not, that would be okay too. There were some good supplemental reading series whose characters." Teacher 8 emphasized: "Diverse races without stereotyping is a good teaching strategy. Guest speakers and volunteers should be invited to diverse classrooms." Teacher 9 stated, "Teaching strategies shall be applied to any student." Teacher 9 uses differentiation, hands on examples, visual aids, partner work, math manipulatives, and small group instruction.

Interview Question 4

The fourth interview question was what strategies teachers use to teach Hispanics American students? Teacher 1 stated

I pride myself in knowing my students well and because of this I incorporate student background knowledge and interests into my lessons. This is easily incorporated into our comprehension, vocabulary discussion and book introductions. I take the time to listen to my students, which helps build mutual respect and give me valuable insight into the whole-child. My lessons are from a program and are scripted to a degree, but I have the flexibility to modify as needed. The books within the program are very diverse and a healthy mix of fiction and non-fiction.

Teacher 2 stated that the teaching strategies are the same for Hispanic American students. If students are English Language Learners (ELLs), then Teacher 2 would do more sheltered instruction. Teacher 3 stated that strategies for Hispanic students include many of the same strategies used for any student. Teacher 3 used vocabulary instruction. Teacher 3 focused on vocabulary practice and skills on a more regular basis in small groups and in independent conferences. Another strategy was to use student's background knowledge to make connections to literature and when writing. Teacher 3 stated: "I use as many verbal strategies as possible for Hispanic students. Verbal communication devices for one-on-one, small group and whole class can dramatically increase talk time during the school day. These strategies contribute to more proficient reading and writing students." Teacher 4 stated that she uses a lot of images, video clips, graphic organizers, and thinking maps, to help students organize their thoughts and learn new vocabulary and math manipulatives.

Teacher 4 stated, "In my case, I need to be particularly aware of simplifying my language for elementary age students, especially if the students are African American or Hispanic. By that I don't mean, 'talk down to them'" Teacher 4 also stated, "I mean use vocabulary that is easily understandable to them. The more I talk with them and interact with them, the more accurately I can find that level of vocabulary." Teacher 5 emphasized: "My second strategy I use especially with African American and Hispanic students is to increase the amount of hands on learning. I try to incorporate hands on activities that will reinforce the specific learning." Teacher 5 also emphasized:

> Another adaptation I make is to not always use Caucasians as role models or examples in my lessons. Many times, what at first hearing, seems to be a wrong answer, has a germ of truth or correctness to it. A wise teacher will suspend their certainty and search for that grain of understanding and build upon that. In that way the teacher increases his toolbox and the student gains more confidence.

Teacher 6 reported: "Set and display learning goals, teach lessons with high level of enthusiasm so kids are interested Cooperative learning, hands on projects. I use graphic organizers, thinking maps, T-charts, Venns, organizers, sentence frames to help students organize their thoughts." Teacher 6 also reported: "Display finished work samples, praise efforts, encourage kids to share thoughts, ideas and writing Work individually with students Group kids for success so all have a voice."

Teacher 7 reported: "I am questioning based on your theories here… are you making the point that there should be different strategies used, because as I reflect I feel like it is kind of ideas that are used." Teacher 7 also reported: "For Hispanic American

students, I use the same strategies and then the differences would generally be that the students are second language learners. I think specifically about the students not by race but by need." Teacher 7 emphasized:

> I Some students from Hispanic backgrounds are not English language learners some African Americans are not all native English speakers so that being said… In addition to the above strategies I also use… ELD strategies from ESOL trainings and language objectives within each lesson Sentence frames for language structures Highlight the strength of two languages and using home language in class as well as, all strategies for vocabulary development Concept development.

> Teacher 8 reported: "Finding out about the culture in their neighborhood. Asking them to share or their families to share if they liked. Recognizing Mexican holidays and traditions." Teacher 8 also reported: "For conferences and stuffing, making sure that a translator is present if one is needed and preferred. Some parents prefer to have an older sibling translate, but sometimes it's better to have another adult who, of course, would keep confidentiality." Teacher 8 emphasized that reading material that includes Mexican-American characters, without stereotyping. Teacher 9 stated that she included scaffolding instruction, picture supports, use of manipulatives, sentence stems, poems, songs, regalia, partners, small group, one-to-one with teacher, videos, computers, drawing first, thinking aloud, modeling.

Interview Question 5

The fifth interview question was about the resources teachers have been using to teach African American students. Teacher 1 used LLI program and some from The Susan

Barton Tutoring Program designed for dyslexic students because I have found its explicit language instruction to be beneficial for all students. Teacher 1 stated that for bilingual students, she supports language development such as: English high frequency words from Literacy Squared, 50 Strategies for Teaching English Language Learners, use Frayer models, total physical response, sometimes show videos prior to lessons to provide background knowledge instead of after a lesson, and so forth. Teacher 2 stated that the resources are the same for all students. Teacher 2 also stated that the teaching resources are for diverse students.

Teacher 3 stated: "Many of the resources I use for African American students come from Scholastic. They provide a collection of resources for slavery in America, the Civil Rights Movement, and contributions to the arts. Resources include rich text, multimedia, and lesson plans." Teacher 3 concluded:

Various other resources centers, such as that from NEA and the Smithsonian Institute, center around Black History Month and provide valuable resources for teachers and students. We use these resources year round for biographies, inquiry based research, discussion topics, and for teacher lesson planning. Another resources that I have used in the past come from a local source, the Black American West Museum in Denver, CO. These resources include pictures, cultural objects, and expert Q &A sessions. I also include timelines, vocabulary tools, images and cultural items to engage African American students.

Teacher 4 used literature written for and by African American authors like

Christopher Paul Curtis, Maya Angelou, and Walter Dean Myers. I also use different lessons and articles I have gathered in my 15 years of teaching. Teacher 5 stated: "If I am presenting a unit on magnetism or art or poetry, I will search for resources that will come to the classroom or whom we can visit that are representative of my students." Teacher 5 also stated: "But the first requisite is not whether they are African American or Hispanic but whether they are the best example I can obtain." Teacher 5 emphasized resources that are important for all students, especially African American and Hispanic students, are charts, graphs, pictures, time lines and diagrams."

Teacher 6 stated: "Books I have read – How Children Succeed by Paul Tough, Teach Like a Champion by Lemov, Brain Rules by John Medina, and Classroom Instruction That Works by Robert Marzano." Teacher 6 used cultural images around the room, in texts, and in videos look like the kids in my classroom. Teacher 7 stated:

> As a team, we have tried to purchase new texts that will allow our students to see themselves in the stories. Recent titles purchased were: We use a district writing prompt that asks students to compare Martin Luther King, Mahatma Gandhi and Malcolm X approaches to leadership and decide if MLK was more like Gandhi or Malcom X. There are video links and the texts such as (a) *Symbols of Liberty* (book) *The Story of a Dream* (article) by Becky Manfredini, (b) Profile of Mohandas Gandhi (Multiple viewings are expected), (c) Malcolm X Mini Bio (Multiple viewings are expected), and for additional information on Martin Luther King, Jr.: Martin Luther King, Jr. Mini Bio.

Teacher 7 stated that teachers have many more resources to use for sharing African American stories as opposed to Hispanic stories. Teacher 8 stated:

> Among other places and life experiences, I found the Anti-Defamation League to be a good resource as far as recognizing prejudice, understanding different cultures, choice of words and actions and body language, avoiding stereotyping. I don't know current materials, but I'm sure there are more out than there used to be. My kids used to love the African stories like the stories about Ananzi the Spider (my favorite: Ananzi and the Moss Covered Rock) especially when an African-American storyteller would come in. My own kids at home enjoyed those. They still do and they're adults now. My daughter ordered Ananzi books for her 2-year-old son. Attitude makes such a difference as far as how the teacher, whatever race presents things that have to do with a culture. Also the American Girl series does a good job with Addie, the African-American girl.

Teacher 9 stated that books, computers (programs, Internet), content based posters, graphic organizers, math and literacy games, letter magnets, letter/sound charts, dictionaries, math tools such as base 10 blocks, rulers, calculators, coins, dice, balances, dominoes, field trips, and more are used.

Interview Question 6

The sixth interview question was about the resources teachers have been using to teach Hispanics American students. Teacher 1 stated: "My resources generally come from the LLI program and some from *The Susan Barton Tutoring Program* designed for dyslexic

students because I have found its explicit language instruction to be beneficial for all students." Teacher 1 also stated: "For my bilingual students, I pull from other sources to support language development such as: English high frequency words from *Literacy Squared*, *50 Strategies for Teaching English Language Learners*, use *Frayer* models, total physical response. Teacher 1 also uses videos prior to lessons to provide background knowledge instead of after a lesson, and so forth. Teacher 2 stated: "The resources I use are the same for all students. I would like to hope that my resources are diverse culturally." Teacher 3 stated: "Scholastic also provides many resources for Hispanic students including vocabulary, lesson plans, text and multimedia. Other resources from the Library of Congress and Smithsonian include exhibits, videos, activities and virtual tours." Teacher 3 also stated: "Finally, last year several of my Hispanic students used Google to search for Latino recipes for a cultural research unit. This led them to Food Network and/or the Cooking Channel." Other resources used were Skype, Google Docs, and Google translate.

Teacher 4 stated: "I mostly use literature written for and by Hispanic American authors like Esperanza Rising and Becoming Naomi Leon by Pam Munoz Ryan. I also use different lessons and articles I have gathered in my 15 years of teaching. Teacher 5 stated: "I use resources that are authentic. If I am presenting a unit on magnetism or art or poetry, I will search for resources that will come to the classroom or whom we can visit that are representative of my students." Teacher 5 emphasized: "However, the first requisite is not whether they are African American or Hispanic but whether they are the best example I can obtain." Teacher 5 uses resources that are important for all students, especially African

American and Hispanic students are charts, graphs, pictures, time lines and diagrams. Teacher 5 uses the aforementioned resources very often.

Teacher 6 uses many books to help students. The books Teacher 6 uses are: (a) How Children Succeed by Paul Tough, (b) Teach Like a Champion by Lemov, (c) Brain Rules by John Medina, and (d) Classroom Instruction That Works by Robert Marzano. Teacher 6 uses cultural Images in the classroom to make sure that images that are used around the room, in texts, and in videos help all students in my classroom.

Teacher 7 believes in sharing resources. Teacher 7 purchases new texts to help students understand the content. Teacher 8 uses American Girl, which features Josephine who is a Mexican-American student. Teacher 8 also uses artworks, cultural music, and instruction in Spanish to help her students. Teacher 8 invites representatives from Latino organizations for resources and volunteers. Teacher 9 seeks the help of ESL teacher to assist as necessary.

Research Question 2

Why do Grade 4 teachers at a local Title I school in the rural region of southern United States who teach African American and Hispanic students say they are using these instructional strategies?

Teacher 1 responded that a small group supplementary intervention helps diverse students with reading. Teacher 1 created lessons to provide instruction in reading, writing, and phonics for students to be engaged in quality writing or speaking. Teacher 1 used these instructional strategies to help diverse students meet grade level academic

goals. These instructional strategies include differentiated instruction in order to include diversity to recognize different cultures.

Teacher 2 suggested that instructional strategies shall include a strong belief that every child can succeed in order to inspire diverse students. For example, a display of images of diverse cultures could help students feel more comfortable about their own culture. Another example was to create a classroom environment where all students are respected and treated fairly.

Teacher 3 responded that one instructional strategy for diverse students is to use software programs for literacy instruction for all students to understand the curriculum. Another instructional strategy is to focus on a caring and positive environment that nurtures cultural differences. Another instructional strategy is to have high expectations for all students. Teacher 4 uses the strategy to know students' learning styles in order to establish a positive connection with the students to share their learning experiences. Teacher 4 groups students for language practice by differentiating instruction based on their listening, speaking, reading, and writing needs.

Teacher 5 uses the strategy of incorporating students' background knowledge and interests into each lesson in order to help students with understanding fiction and non-fiction by focusing on the needs of individual students. Teacher 5 establishes a positive learning environment because she values diversity. Teacher 5 also uses images, video clips, graphic organizers, and thinking maps in order to help students learn new vocabulary or math by using manipulatives.

Teacher 6 incorporates hands on activities to reinforce cooperative learning by using graphic organizers, thinking maps, T-charts, Venns to help students organize their thoughts. Teacher 6 incorporates diversity without stereotyping by inviting guest speakers and volunteers to the classroom in order for students to experience diversity.

Teacher 7 uses the strategy of incorporating students' background knowledge and interests into the lessons for vocabulary discussions and book introductions. Teacher 7 uses diverse books to teach fiction and non-fiction. Teacher 7 uses the strategy of focusing on vocabulary practice to make connections to literature when writing. Teacher 7 uses the strategy of communication for more proficient reading and writing.

Teacher 8 increases hands on learning by incorporate more hands on activities. Teacher 8 uses the strategy of incorporating cooperative learning, hands on projects, graphic organizers, thinking maps, T-charts, Venns to help students organize their thoughts. Teacher 9 uses the strategy of knowing diverse traditions and poems, songs, and regalia.

Teacher 9 uses the strategy of explicit language instruction for diverse students in order to support language development. Diverse teaching resources such as biographies, inquiry-based teaching content and cultural items engage diverse students and help teachers avoid stereotyping. Teacher 10 uses the same resources for all students. Teacher 10 uses the strategy of differentiating lessons for diverse students to understand the content of the lesson via cultural images and music.

Appendix C: Interview Protocol

Start Time of Interview: _____ am/pm

Stop Time of Interview: _____ am/pm

Location of Interview: _____

Audio Tape Number: _____

1.) Tell me how you teach African American students.

2.) Tell me how you teach Hispanics American students.

3.) What strategies do you use to teach African American students?

4.) What strategies do you use to teach Hispanics American students?

5.) What resources have you been using to teach African American students?

6.) What resources have you been using to teach Hispanics American students?