

THE EFFICACY OF MULTICULTURAL EDUCATION TRAINING IN TEACHER-
CREDENTIALING PROGRAMS: A DESCRIPTIVE CASE STUDY

by

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ABSTRACT

The purpose of the qualitative descriptive embedded single case study research was to explore how multicultural curriculum and instruction in a teacher-credentialing program prepared pre-service teachers to work with diverse students. The problem was the inadequacy on the part of teacher-credentialing programs to train pre-service teachers to make cultural contact with their students may impede the pedagogy students receive. Data were generated from in-depth interviews with 19 pre-service teachers and curriculum analysis. A lack of cultural competence preparation within teacher-credentialing programs emerged through interviews with students. Analysis of the curriculum content showed that courses pre-service teachers must take are not providing enough opportunities for them to learn how to become culturally competent. Almost all participants stated that their perception of preparedness to meet the cultural needs of diverse students at the conclusion of their program was deficient. Four themes emerged: (1) The teacher-credentialing program should focus on bridging the gap between teachers and diverse students, (2) The teacher-credentialing program should focus on the importance of cultural integration, (3) The teacher-credentialing should revamp the components of their courses to include multicultural curriculum, and (4) The teacher-credentialing program should focus on developing an awareness of each student's differences. Recommendations may provide an opportunity to improve teacher-credentialing programs to include multicultural education into every course to train pre-service teachers to become culturally competent and ready to create a culturally responsive classroom.

DEDICATION

I dedicate this dissertation first to almighty God who has provided me with more favor and faith in myself than I could have ever imagined. I also dedicate this dissertation to my dad Larry Delk, who passed too soon to see me reach this goal of earning my doctorate. I know that he has been right by my side every minute of this journey pushing me to succeed and fulfill my dreams. I also cannot thank my mom Debbie for putting up with me for the past four years of illnesses, tears, frustration and just sheer exhaustion. Not once did she ever doubt that I could achieve my goal of getting my doctorate. She has always been my biggest cheerleader and without her faith in me, I could have never completed my dissertation.

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Chapter 1

Introduction of the Study

As the United States comes to be more diverse, so does the public school classroom. The cultural gap among students and teachers could continue to exhibit frequent hindrances for minority students to achieve in school (Amos, 2010). The California Department of Education Educational Demographics Unit (2013) stated that 71.7% of all students in K-12 schools were ethnic minorities while only 29% of teachers are of ethnic background. The rising diversity of the student population, supervised by public education organizations, may have a contrasting influence on student achievement and push more teachers to question their own views on how diverse students' gain knowledge (Taylor, 2010). Culturally responsive teaching may assist in closing the cultural gap between students and teachers and may support the achievement of diverse students (Taylor, 2010).

There is a gap regarding teacher-credentialing programs' failure to train pre-service teachers to make a cultural connection with their students, which may hinder the pedagogy students receive in a culturally diverse classroom (Moore, 2007). When teachers can appreciate students' differing learning styles, the cultural differences in students, and the characteristics of those learning styles, then teachers can utilize the instructional strategies that best suit those learning differences (Gay, 2000). Many multicultural researchers of racial identity, such as Banks (1989; 1991; 1993; 1997; 2013), Gay (2000; 2002; 2009; 2010), and Sleeter (2007), now concur with the position that cultural identity offers a view of social bondedness that uses the foundation for

psychological well-being (Codjoe, 2006). A sense of correlation and honor in one's culture is linked to beneficial growth results, and that ethnic identity is strengthened whenever feasible (Codjoe, 2006). Gay (2000) suggested that when teachers make an effort to create a link between the cultural backgrounds and the knowledge students bring to the classroom, students are more likely to achieve in all areas of academics.

Participation in multicultural and diversity education training may help pre-service teachers assimilate knowledge about cultures. Culturally aware teachers possess a stake in the student (Banks, et. al, 2005). One contribution to the study in the area of education, particularly in multicultural education, was to fill the gap in knowledge to ensure that professors who teach multicultural education courses are committed to their subject matter and know how to help pre-service teachers become culturally competent. Cultural competence includes a teacher's ability to align beliefs and practices by developing authentic relationships and becoming fully engaged in the learning process (Howard, 2006). Barnes' (2006) stated that for pre-service teachers to teach culturally diverse students, they need to be given the tools to reach those students successfully. Therefore, this study focused on investigating effective pedagogical practices in a teacher-credentialing program.

Earlier efforts to expand culturally responsive teacher education has primarily concentrated on requesting the university staff to embed multiculturalism into the programs, and some teachers do not believe they will be able to integrate multiculturalism, leaving classes on multicultural education as electives (Morrier, Irving, Dandy, Dmitriyev, & Ukeje, 2007). Professors need to be knowledgeable enough in

multicultural education to guide pre-service teachers once they are in their own classrooms. Culturally responsive teachers deem that a culture sways the way students gain knowledge and when given the accountability of instructing students from diverse environments, their viewpoints display gratitude of the ethnic, verbal, and societal traits of every student (Taylor, 2010).

Universities have had issues integrating multicultural education into each training course because it would require changing pre-service coursework (Morrier et al., 2007). Morrier et al. (2007) uncovered that 82% of states expect a certain amount of multicultural training for pre-service courses, however, only 37% of these states have a particular prerequisite as part of acquiring teacher accreditation. All teachers need guidance and understanding of how important culturally diverse learning is, along with diversity training utilizing personal contemplation, focus groups, and small group conversations, which could modify pre-service teachers' viewpoints and obligations toward diversity in educational situations (Morrier et al., 2007). The intent of the descriptive embedded single case study was to discover how well multicultural curriculum and instruction at a university teacher-credentialing program prepares pre-service teachers to teach diverse students in a classroom setting.

Background

Multicultural education developed out of the turmoil of the civil rights movement of the 1960s. Outcomes of the civil rights movement had a substantial effect on universities as racial groups, first on African-Americans and then more groups (Banks & Banks, 1997). Results required that schools and other universities modify their curricula

so that African American students could reveal their experiences, histories, and viewpoints in a non-threatening setting (Banks & Banks, 1997). Multicultural education links the notion that students, apart from their gender or societal group and their ethnic attributes, must have the same chance to study in a classroom (Banks & Banks, 1997).

It was determined that for a teacher to offer successful multicultural curricula for culturally diverse students, it is essential for all teachers to develop cultural knowledge (Ford, Moore, & Harmon, 2005). Although the teaching profession may not actually be a sign of the diversity that describes the student population, this does not signify that not all teachers can learn to work more successfully with culturally diverse students (Futrell, Gomez, & Bedden, 2003). Preparing pre-service teachers to become culturally competent to instruct students of diverse, racial, social class, cultural, and language environments is a vital issue (Villegas & Lucas, 2002).

Growing into cultural competence expects pre-service teachers to display information of the story of students of color, social prejudice, language, confirmation of diverse students, multicultural education, and the responsibility of society and family (Ford et al., 2005). Culture is vital to the learning development, and it is the association inside the community of students and teachers, which guide the manner they converse, relate and handle teaching and knowledge (Colbert, 2010). Culturally competent teachers demonstrate self-cognizance, ethnic awareness and compassion, societal receptiveness and accountability and are able to offer suitable pedagogical methods and strategies (Ford et al., 2005). Teacher certification courses need to help pre-service teachers make multicultural education a more significant occurrence by providing diverse ways of

handling information in the curricula to sustain the achievement of all students (Morrier et al., 2007).

Thoms and Aquino (2006) recognized that if society wants a genuine education, teachers need to discover methods to engross students and to help students to succeed academically. Students need to believe they are an important part of the classroom environment, and should be able to see them themselves represented in the curriculum taught. Briscoe (1991) proposed that students are undividable from their culture and societal setting and that their culture and environment disparities cannot be discarded outside the classroom. Building curricula pertinent to students is one noticeable element of genuine education, as well as a gauge of culturally responsive pedagogy (Thoms & Aquino, 2006). Making cultural competency a priority in teacher-credentialing programs may assist pre-service teachers in entering a diverse classroom.

Teacher-Credentialing Programs

Neumann (2010) examined teacher-credentialing programs and discovered numerous classes do not sufficiently tackle multicultural prerequisites acknowledged by chief scholars in the field. The principle of the investigation is to establish the degree to which university-based teacher-credentialing courses in the nation require classes in societal foundations and multicultural education (Neumann, 2010). The National Council for Accreditation of Teacher Education (NCATE) distinctly stipulates a prerequisite that pre-service teachers have the capability to apply comprehension from Social Foundations of Education (SFE) and Multicultural Education (ME) (Neumann, 2010). Although teacher-credentialing courses are essential to develop understanding and skills in the pre-

service teacher program to attain certification from NCATE, the prerequisite does not obligate programs to employ detailed classes devoted to these comprehensive fields. A comprehensive theory is needed to help all pre-service teachers in the mastery of knowledge and skills related to developing learning environments that radiate cultural diversity and facilitate academic achievement for all students, specifically culturally diverse students (Gay, 2000).

Teacher-credentialing programs, historically, have equipped pre-service teachers to instruct middle class Caucasian students. Cultural students, even if they assume all facets of the dominating culture, nevertheless encounter the actuality that the most significant component of the dominating culture evades them; they are not Caucasian (Ford & Quinn, 2010). Teacher-credentialing programs are responsible to train all pre-service teachers to be competent teachers in culturally diverse environments. Pre-service teachers who are presently being trained for their career should learn and practice proficiencies that will allow them to speak to the necessities of populations of students that will develop progressively diverse in the future (U.S. Bureau of the Census, 2005). Educational pedagogy emphasizes chances to integrate the ideas of instruction in and among cultures in pre-service and in-service educational prospects to enhance the total of highly superior teachers (Morrier et al., 2007).

Integrating a culturally responsive pedagogy should be a well-defined and significant objective for teacher-credentialing programs to develop culturally qualified teachers (Taylor, 2010). Programs should put aside the standalone classes that attend to potential teachers' knowledge, cognition, and practices in multicultural education.

Teacher-credentialing programs must incorporate authentic experiences throughout the students' teacher-credentialing program, thus supplying possibilities for pre-service teachers to address disputes connected with presenting purposeful learning experiences to students from diverse backgrounds (Bennett, Okinaka, & Xiao-Yang, 1998; Grant & Koskella, 1986; McDiarmid & Price, 1990; Sleeter, 2007). Teacher-credentialing programs can profit from the ample field events, chances for case studies, and empirical learnedness that may improve the pre-service teacher's educational experience. The program can also inspire the likelihood that the course may develop the culturally qualified teachers need to supply each student with an equal chance for success that is ethical.

A true culturally responsive teacher accepts that a culture profoundly affects the way in which students understand learning (Taylor, 2010). A culturally responsive classroom recognizes the existence of culturally differing students and the necessity for these students to discover associations between themselves and with the content topic. However, teacher-credentialing programs frequently neglect to inspire pre-service teachers to enlarge their imagery of culturally responsive pedagogy past scholarly matter to consider classroom organization and student order (Taylor, 2010). As Townsend (2002) reported, teacher-credentialing programs cannot afford to leave pre-service teachers behind, specifically in a culturally differing world.

Educational researchers have commonly viewed Caucasian, primarily middle-class women teachers' battle to instruct culturally differing students because of a friction of cultural roadblocks within the classroom (Ford & Quinn, 2010). Opponents from both

in and out of teacher-credentialing programs have remarked that conventional teacher-credentialing programs have not done a satisfactory job of training teachers to instruct diverse populations (Ladson-Billings, 1999; Zeichner & Hoeft, 1996). Assuming the current cultural differences among the bulk of the instructional staff and student populations, the challenge for teacher-credentialing courses is how they can help pre-service teachers create tendencies that may increase their skills to instruct cultural students in a culturally responsive style (Ford & Quinn, 2010).

Culturally Responsive Pedagogy

Culturally responsive pedagogy assists and validates the accomplishment of every student. In a culturally responsive classroom, efficient instruction and discovery happens when the knowledge students take to school are recognized, fostered, and used to advance student growth (Taylor, 2010). According to Taylor (2010), culturally responsive pedagogy incorporates three attributes: (a) institutional, which emits the administration and its plan of action; (b) personal, which pertains to the cognitive procedures teachers pursue to become culturally responsive; and (c) instructional, which contains a plan of action and activities that shape the foundation of teaching.

Gay (2000), and later Gutstein (2006), wrote cohesive, informative books on the theoretical aspects of culturally responsive teaching, with some integrating particular classroom practices (Ladson-Billings, 1994), while more literature is emerging that is specific to culturally responsive pedagogy (Greer, Mukhopadhyay, Powell, & Nelson-Barber, 2009). Some teachers find it challenging to access culturally responsive literature on how to successfully instruct diverse students. Given this obvious need for research-

based suggestions that relate to culturally responsive teaching, mainly as they pertain to culturally diverse students, this study focused on investigating and documenting the effective pedagogical practices taught in a teacher-credentialing program. Explicit attention was given to roles of power, race, culture, and interactions at each level. The need for a fresh perspective on these issues in addition to the lack of multicultural education training for pre-service teachers to describe culturally competent and culturally responsive curriculum and instruction was meant to help fill the existing gap. Outcomes may begin to enlighten the field about precise, research-based practices that illustrate culturally responsive teaching in a diverse classroom.

Statement of the Problem

Teacher-credentialing programs need to support pre-service teachers in understanding the complicated traits of cultural groups within society and the ways that culture, language, and societal status intermingle to affect students (Banks et al., 2001). As schools become more diverse, an important role of teacher-credentialing courses is to train future teachers with the knowledge to assist culturally diverse students. The general problem is that failure on the part of teacher-credentialing programs to train pre-service teachers to make a cultural connection with their students may hinder the pedagogy students receive in a culturally diverse classroom (Moore, 2007). Teachers who are not culturally sensitive have difficulty connecting with students in K-12 educational settings (Fehr & Agnello, 2012). The impact of this disconnect has caused teachers in K-12 educational settings to hinder autonomous and pedagogical procedures for all students (Fehr & Agnello, 2012; Moore, 2007). Taylor (2010) suggested that because of this

problem, teacher-credentialing classes should integrate multicultural education into its program offerings, but verification implies that these endeavors have not been satisfactory to maintain pace with the fluctuating public school student populations.

The specific problem is there is a lack of cultural competence preparation within current teacher-credentialing programs for pre-service teachers (Jean-Pierre & Nunes, 2011). The preservation of cultural heritage needs to be regarded as highly beneficial, as well as fostering racial harmony and balancing academic achievement in the classroom (Jean-Pierre & Nunes, 2011). Banks et al. (2001) suggested that ongoing education about diversity is particularly essential for teachers because of the growing racial and cultural space that occurs among the country's teachers and students.

The sample for this qualitative descriptive embedded single case study was 12 teachers in a pre-service teacher-credentialing program at a university on the west coast who are their second semester of the program, and seven pre-service teachers who are in the last semester of their teacher-credentialing program at the same university. The chosen area of the university was selected because of the elevated population of culturally diverse students. During the interview participants were asked what he or she knows about multicultural integration across the curriculum and how they build cultural competence.

Purpose of the Study

The purpose of the study was to explore how multicultural curriculum and instruction at a university teacher-credentialing program prepared pre-service teachers to work with diverse students in a classroom setting and how to create a culturally

competent and responsive classroom pedagogy. Data was collected by investigating perceptions of pre-service teachers at two different stages of their credentialing program on how to build cultural competence in teacher-credentialing programs. Making instruction culturally responsive includes approaches such as building and creating pertinent cultural representations to help connect the space between what students previously knew and what students are learning (Banks et al., 2001). The rationale for this study was to determine how teacher-credentialing multicultural curriculum prepared pre-service teachers to become acquainted with the cultural needs of diverse students within K-12 educational classrooms. Participants were students in their second semester of their pre-service teacher-credentialing program and pre-service teachers who are in the final semester of their teacher-credentialing program at a university on the west coast.

The central phenomenon was the preparation for pre-service teachers in teacher-credentialing programs who may work with diverse students in a classroom setting and describe culturally competent and culturally responsive curriculum and instruction. A descriptive embedded single case study was appropriate because the current study was an intense description and analysis of the phenomenon and concentrated on one case to seek characteristics of that phenomenon (Yin, 2009). The research study was an embedded single case study design because the case study was the teacher-credentialing program, and the two embedded elements in the case study were the pre-service teachers who are in their second semester in the teacher-credentialing program and pre-service teachers who are in the final semester of their program (Yin, 2014). The goal of the current study

was to understand the *how* and *why* about the central phenomenon listed above (Yin, 2009).

Purpose of Culturally Responsive Pedagogy

According to Gay (2000), the dominant objective of culturally responsive pedagogy is to encourage culturally dissimilar students through scholastic achievement, ethnic association, and individual efficiency. Teachers, administrators, and assessors should intentionally construct cultural permanency in educating ethnically diverse students. Pre-service teachers at every stage of their program must grasp a comprehensive meaning of diversity, and need to acquire skills such as culturally responsive teaching approaches (Fehr & Agnello, 2012). Phuntsog (1999) declared that the academic success of students from culturally different environments would increase if schools and teachers attempted to ensure that classroom pedagogy is accomplished in a method receptive to the student's home culture.

Culturally responsive pedagogy instructs to and through the complexities of students, and it is ethnically authenticating and verifying (Gay, 2000). Teachers must understand the link concerning culture and pedagogy when instructing minority and underrepresented students (Darling-Hammond & Bransford, 2005; Elam, Robinson, & McCloud, 2007). Teacher-credentialing courses have a duty to prepare pre-service teachers for the classroom. According to Fehr and Agnello (2012), pre-service teachers demand training on complexities of culturally responsive teaching and its detailed approaches. Preparation continues to mean content area, theory, and pedagogy.

However, planning must also incorporate working with diverse populations and implementing efficient multicultural curricula (Van Hook, 2002).

Purpose of First Phase of the Study

In the first phase of the research, pre-service teachers who were in the second semester of the program were interviewed based on their experiences, viewpoints, and knowledge of multicultural education and their experience during their teacher-credentialing program in regards to the training they received to work with culturally diverse students. Included was the use of a purposive sampling where pre-service teachers provided their viewpoints of the multicultural education training they received during their teacher-credentialing programs and how effective that training will be in assisting them in working with culturally diverse students.

Purpose of Second Phase of the Study

The second phase of the study included interviews with pre-service teachers in their final semester of the program. The researcher inquired about their experiences, viewpoints, and knowledge of multicultural education and their experience during their teacher-credentialing program in regards to the training they have received to work successfully in a diverse classroom. Included in the second phase of the study, was the use of a purposive sampling where pre-service teachers at the conclusion of their program provided their viewpoints of the multicultural education training they received during their teacher-credentialing program.

Significance of the Study

The significance of the study was that teachers who are not culturally sensitive may have difficulty connecting with students in K-12 educational settings and the lack of preparation for pre-service teachers in teacher-credentialing programs in culturally competent and culturally responsive curriculum and instruction, was comprehensively discussed. Gere, Buehler, Dallavis, and Haviland (2009) asserted that pre-service teachers struggle with cultural responsiveness because of the silence frequently maintained around the issues of race. When students in teacher-credentialing classes use silence to avoid discussions of race, the complexity of their views of race remains inaccessible both to themselves and to their professors (Gere et al., 2009). When there is a meaningful discussion regarding race in teacher-credentialing courses, it could give professors and students an opportunity to examine how race shapes their thinking.

The goal of qualitative research is to create a thick and rich description. This study gave a different perspective on an established problem of how to better train pre-service teachers to instruct culturally diverse students. Dooley (2008) implied that if teachers were culturally responsive, then teachers could appreciate the knowledge and sources that culturally diverse students bring to the classroom. Viewpoints of pre-service teachers need to be studied to advise and improve the energies made by professors to both speak to matters of diversity in teacher-credentialing programs and conceptualize pre-service teachers as students (Lowenstein, 2009).

Multicultural education seems well described by some curriculum builders, professors, and researchers. Lowenstein (2009) indicated that many define typical

standards or principles for what ascertaining about diversity could incorporate in K-12 classrooms and higher education. Nevertheless, not as much is understood about the authentic practice of instruction and learning about diversity (Lowenstein, 2009).

The study was enhanced with academic literature in the area of multicultural education, as well as to show possible gaps in the training needed in teacher-credentialing courses. According to Banks and Banks (1995), culture is the origin of multiculturalism: multicultural education advocates a type of education that is associated in some way to a variety of cultural groups. Teacher-credentialing courses could adapt the goals of multicultural education to educate students so they can attain knowledge about an array of cultural groups and foster the capabilities required to function at a suitable level of proficiency within many diverse cultural environments. Another objective of multicultural education is to restructure the entire school environment so students from diverse cultural groups will be able to experience the same educational opportunities as other students (Banks & Banks, 1995). Teachers should also recognize that all students have profound and genuine educational experiences that occur in their lives that they do not or may never share regarding their ethnic and racial background and experiences (Ford, 2014). Lastly, Ford (2014) stated that teachers could make certain that ethnically diverse students study about themselves in thorough and significant manners.

Culturally responsive pedagogy can encompass a student's cultural experiences and environment as an instrument for assisting students to learn vital academic proficiencies. According to Phuntsog (1999), teachers may believe they are in a desperate situation to deliver learning experiences that will guarantee cultural integrity

and academic achievement for students. The importance of culturally responsive pedagogy is an important feature of enriching the education of students. There was an important benefit for conducting the study in this manner, so that there would be an enhanced awareness of the problem.

Nature of the Study

The training of pre-service teachers was a progression to ascertain the degree to which teacher-credentialing courses were training teachers to become culturally responsive teachers in an increasingly diverse classroom. The range to which teacher-credentialing programs were training pre-service teachers to incorporate multicultural education curriculum into a classroom in which a cultural pedagogy may be necessary for a diverse classroom. The aspiration of training pre-service teachers with cultural responsiveness should be to acquire the understanding, abilities and outlooks suitable to instruct diverse students of this new era effectively (Fehr & Agnello, 2012). The study used a descriptive embedded single case study to advance the research beyond explanation and to generate a cultural connection between teachers and students to guide teacher-credentialing programs to support classroom teachers with becoming culturally competent and responsive (Jean-Pierre & Nunes, 2011).

Research Method

Qualitative research, popular in education research, takes an inductive approach by tapering down the inquiry progression to concentrate on detailed variables rather than an inquiry into how and why things happen (Collins, Onwuegbuzie, & Sutton, 2006).

The basis of the study was data gathering. The method of data collection was inductive and began with a broad foundation from which to collect information.

A number of researchers regarded preconceived notions as a form of prejudice in inquiry. Malterud (2001) asserted that preconceived notions would need to be narrated by the investigator to make it apparent to readers any conceivable prejudice. Bowen (2006) concurred that predetermined notions directly correlate to inductive methodology because it is a challenge to learn and decipher what is happening in the research. The descriptive embedded single case study permitted for the planning and elaboration of a set of questions to investigate targeted ideas thoroughly (Brück, 2005). The technique allowed for the honing in on commonalities to taper the attention to the most customary cultural aspects.

Rationale. The rationale for this study was to determine how teacher-credentialing multicultural curriculum prepared pre-service teachers to meet the cultural necessities of diverse students within K-12 educational classrooms. The researcher wanted to know more about pre-service teacher's experiences in their teacher-credentialing programs so data collected could describe how multicultural curriculum and instruction at a university teacher-credentialing program prepared pre-service teachers to instruct diverse students in a classroom setting. Information collected from the current study may discover issues for additional research. A descriptive embedded single case study was the appropriate qualitative design to collect data to develop common themes and methods.

Research Design

A qualitative descriptive single embedded case study was a suitable design for this study, which planned to investigate a situation that encompassed clarification leading to insight (Stake, 2005). As the study's focus was somewhat broad, quantitative research was disregarded. According to Yin (2009), case study investigation deals with the theoretically characteristic position in which there will be many more variables of significance than data facts. Yin (2009) also stated that case study methods are used when three conditions are present: (a) the kind of research question presented is in the form of how or why, (b) the investigator has no power over behavioral events, and (c) the study centers on modern events. The unit of analysis or the case for this study was the lack of preparation for pre-service teachers in teacher-credentialing programs in culturally competent and culturally responsive curriculum and instruction (Jean-Pierre & Nunes, 2011). As Yin (2009) noted, a single case study might include more than one unit of examination. For this study, two units of analysis were embedded in this single case. These two units were the pre-service teachers who were in their second semester of their teacher-credentialing program at a university on the west coast, and pre-service teachers who are in the final semester of the teacher-credentialing program.

Brück (2005) asserted that because of the human factor when conducting a study, some forms of prejudice may inevitably emerge due to hypothetical investigator opinions. Interviews offered a foundation for revealing the efficacy of multicultural education training provided by teacher-credentialing programs. Proving Brück (2005) to be correct, the nature of qualitative methodology led to a heightened understanding of the

multicultural education training pre-service teachers need to instruct in a culturally diverse classroom.

Given the increasing amount of diverse students in the classroom, pre-service teachers must instruct in conditions that are outside their first-hand range (Zeichner, 1993). In fact, many pre-service teachers face the chance of instructing in schools where their cultural background differs from those of their students. Futrell et al. (2003) found 80% of teachers polled reported feeling ill-equipped to instruct diverse students. Teachers need to have ample cultural understanding to handle students from differing ethnic backgrounds equally and to accept more instructional accountability for the increasing varied student population (Dicko, 2010).

Potential pre-service teacher participants were contacted in person or by e-mail, and all of the information concerning the interview was provided to participants. This included the Recruitment Letter (see Appendix A) and the Informed Consent Form (see Appendix B), which gave a clear understanding of what the study was about and why they were being asked to participate. The role of the researcher included contacting suitable participants, conducting the interviews and accommodating participants so they felt comfortable enough to answer open-ended questions honestly and thoroughly in one-on-one interviews. Data collected from interviews was organized, categorized and analyzed. Participants were treated with dignity and respect while protecting their confidentiality and the outcomes of the investigation were presented objectively and without bias.

Research Questions

The purpose of this qualitative descriptive case study research was to describe how multicultural curriculum and instruction at a university teacher-credentialing program prepared pre-service teachers to work with diverse students in a classroom setting and to create a culturally competent and responsive classroom pedagogy that can be used in pre-service teacher-credentialing programs. The descriptive embedded single case study was based upon interviews from pre-service teachers who are in their second semester of the program and pre-service teachers who are in the last semester of their teacher-credentialing program. The research study answered the following overarching research question: How does teacher-credentialing multicultural curriculum prepare pre-service teachers to work effectively within K-12 educational classrooms? Teacher-credentialing programs, for all intents and purposes, work tirelessly to prepare pre-service teachers. The sub-research questions were:

- SR1. How does a two-year teacher-credentialing program that integrates a multicultural curriculum prepare pre-service teachers to enter a diverse classroom?
- SR2. What do pre-service teachers describe are major components of multicultural curriculum and instruction?
- SR3. What are pre-service teachers' perceptions of preparedness to meet the cultural needs of diverse students following their teacher-credentialing program?

To some extent, teacher-credentialing programs integrate some diverse training into three courses. As participants were interviewed, they stated that, in a way, they were unclear

of the components of multicultural education. Perceptions of pre-service teachers were gathered through one-on-one interviews to examine how prepared they will be to, more or less, meet the needs of diverse students. The researcher requested data and conducted the interviews.

Theoretical Framework

The germinal researchers Cross, Bazron, Dennis, and Isaacs, (1989) described culture as the unified outline of human behavior. They also used the word competency because competency meant an ability to work fine. Culture is all that one learns about the world in which one lives (Olsen, Banaji, Dweck, & Spelke, 2006). Culture is the connection of belief systems and outlooks (Corwin & Tierney, 2007). The definition supports cultural competency in a school situation as a progression founded on an openly outlined set of fundamental standards and beliefs that uphold policies, practices, behaviors, opinions and organizations that allow teachers to work successfully across the cultures their learners signify (Elam et al., 2007). The explanations confirmed the significance of acknowledging culture and its impact on learning.

The theoretical framework that provided guidance for this descriptive embedded single case study was Vygotsky's sociocultural theory, which was also supported by the Constructivist theory. The theorists and author's work determined and explored the type of investigation posed by the research questions and problem statement and was established by theory and evidence.

Sociocultural Theory

According to Vygotsky (1978), language embedded in the cultural structure of the student cannot be separated from the equation. Vygotsky's sociocultural theory, suggested the notion that language is more than just a purpose of contact; it is a way of facilitating the intellectual progression (De León, 2012). Vygotsky (1978) explained in what way education appears in the setting of ethnicity and the public, especially in the expansion of complex-order thinking. In any learning setting, a person can generalize that an ideal learning setting should take into account the community and ethnic features of the environment. De León (2012) stated that Vygotsky explained how education happens in the setting of ethnicity and the population, specifically in the growth of upper-order reasoning. The theory proposed that societal collaboration leads to constant step-by-step modifications in student's thought and behavior that can differ greatly from culture to culture (Woolfolk, 1998). Vygotsky's sociocultural theory also proposes that progress depends on collaboration with individuals and the tools that the culture offers to help shape their own interpretation of humanity. Vygotsky's sociocultural theory implies teachers are steep in their experiences and that the environment in which interactions occurs develop concurrently with cognition (De León, 2012).

Vygotsky's sociocultural theory of development has four core principles that underline the framework (Gallagher, 1999). The first principle is how students build their knowledge by interrelating with a more knowledgeable individual, such as a teacher. The second principle is that progress cannot be disconnected from its societal environment. The third core principle is how learning can lead to the improvement of a

student's cultural understanding. The last principle is that language plays an essential role in intellectual development (Gallagher, 1999).

Constructivist Theory

Constructivist theorists speculated the capacity and incentive to understand and discover innate human characteristics (Fiume, 2005). The theory is grounded on the conception of dynamic learning to acquire meaning of real-life circumstances (Ugwuegbulam & Nwebo, 2014). Constructivism is based around a student's prior knowledge, where the teacher is a guide through the curriculum and instructional day, rather than someone who stands at the front of the classroom with little to no interaction with students. The constructivist-teaching model is difficult for many veteran teachers because they must relinquish control and allow student thinking to guide classes. Veteran teachers may also need to alter subject matter and their instructional approach based on student responses (Lew, 2010).

The constructivist environment, according to Ugwuegbulam and Nwebo (2014), consisted of small groups of students working together where the teacher and students share the learning responsibilities. The environment also encourages social and communication abilities by establishing a classroom setting that stresses teamwork and exchange of opinions (Ugwuegbulam & Nwebo, 2014). When students are able to work with one another, they are more able to succeed than when they work by themselves. According to Bay, Bagceci, and Cetin (2012), significant learning happens when there are real-world assignments and genuine communication and teamwork between professionals and equals. Lew (2010) asserted that the constructivist teacher inspires

students to contemplate experiences and forecast future conclusions, while supporting and recognizing student independence, induction, and leadership.

Definitions

The following key terms were defined as they are used in the research study.

Cultural competence involves becoming proficient at complicated mindfulness and sensitivities, numerous bodies of information, and a set of abilities that taken mutually underlie successful cross-cultural instruction (Keengwe, 2010).

Cultural competency is the capability to consider each student, no matter of his or her socioeconomic standing, with worth and value. Cultural competency is the capacity to realize that a student's background will have substantial results on the way the student answers in education and collaborative circumstances. It identifies the student's individuality and celebrates the worth that cultural variances bring to a student's life. Cultural competency is anti-bias in action (Invitational Summit on Cultural Competency, 2004).

Cultural curriculum is a curriculum to concentrate on diversity in education. It advocates the valuing of diversity in countless characteristics (e.g., gender, culture, race, etc.) and the advancement of equity (Derman-Sparks, 1989).

A *cultural gap* is a difference in cultural relations between the increasing amount of Caucasian teachers and diverse students (Muschell & Roberts, 2011).

The idea behind *culturally relevant pedagogy* is that teachers construct learning settings where students acquire voice and viewpoints and are permitted to partake in the

numerous discourses accessible in a learning setting by not only consuming material but also through assisting to deconstruct and to create it (Milner, 2011).

Throughout the dissertation, *culturally responsive classrooms* are recognized by the attendance of culturally diverse students and the necessity for these students to discover relations among themselves and with the topic matter and assignments that teachers requires them to do (Brown, 2007).

Culturally responsive teachers deem that culture profoundly affects the way a student learns. Sometimes it is challenging, particularly when students display cultural traits that are dissimilar from teachers (Brown, 2007).

Equity pedagogy occurs when teachers amend their instruction in ways that enable the academic success of students from diverse ethnic, cultural, gender, and social-class groups (Grant & Ladson-Billings, 1997).

Multicultural education aims are focused on advancing individual cognizance about dissimilar groupings of personal differences, and how these variances improve or deter the way students and teachers usually relate to each other (Keengwe, 2010). Multicultural education does this by presenting information about the history, culture, and influences of the diverse groups that have formed the history, policies, and culture of the United States (Grant & Ladson-Billings, 1997).

For the function of this investigation, *pre-service teachers* are considered any teacher in the teacher-credentialing program at a university on the west coast.

Scope of the Study

The study looked at the amount of diversity and cultural preparation within the teacher-credentialing program at the chosen university. It also covered pre-service teachers in their second semester in a teacher-credentialing program and pre-service teachers who are in their final semester of the same teacher-credentialing program at a university on the west coast. The objective was to determine how much exposure pre-service teachers are receiving concerning multiculturalism and how to work successfully with culturally diverse students. The study focused on the efficacy of multicultural education training in teacher-credentialing courses. Some of the factors to consider were; how many classes are offered to pre-service teachers who will work in a culturally diverse classroom, and if multicultural education is integrated into their courses. The participants were pre-service teachers in their second semester and pre-service teachers who are in their final semester of the same teacher-credentialing program at a university on the west coast. University deans were not incorporated in the investigation.

Delimitations

The study included pre-service teachers in their second semester in a teacher-credentialing program and pre-service teachers who are in their final semester of the teacher-credentialing program at a university on the west coast. Only the teacher's experience in their teacher-credentialing program, in regards to the multicultural education training they received during their teacher-credentialing program was evaluated. An additional delimitation was the possibility of ineffectively gathering pre-service teachers' belief concerning diversity and students of diverse backgrounds,

enhancing pre-service teachers' culturally relevant teaching and encouraging significant reflections upon diversity matters within a wider sociopolitical situation (Almarza, 2005).

The framework of the study focused on the need for universities to prepare pre-service teachers to show a commitment toward culturally responsive pedagogy and education. The study could have identified a larger sample by including teachers who are retired, but this might affect the credibility of teacher responses. Including retired teachers would have been too problematic because the teacher credentialing programs may have changed throughout the years.

Limitations

The data collection method relied on valid responses given by participants. A potential weakness may be unreliable responses during the interview processes. Nineteen pre-service teachers currently in the teacher-credentialing program were asked to participate in the investigation. One limitation is the participants fearing that any answers they give could jeopardize their position in the program. It was the researcher's obligation to assure them of their right to confidentiality and that their identity remained unknown to anyone at the university. Another limitation was that an empty classroom at the university may not be available and the interview may have to be conducted somewhere that they did not receive permission to use. In order to conduct an interview, a Permission to Use the Facility at a University form was obtained and filed with IRB.

Seven pre-service teachers who are in their final semester of the teacher-credentialing program and 12 pre-service who are in their second semester teachers were interviewed one-on-one to gain a better perspective of their viewpoints in regards to the

multicultural education training they received. When interviewing pre-service teachers at the end of their program, it was important to understand how prepared they are to enter a diverse classroom. It was also vital to have predetermined open-ended questions to ask to evade overloaded questions and to prevent pushing answers into confine groupings (Charmaz, 2014). Again, another limitation may be that an empty classroom may not be available to use to hold the individual interviews. The only other place to hold the interviews without having to have another Permission to Use the Facility at a University form is to hold the interviews in one of the classrooms or lounges because it will be in the same building that permission was obtained.

The researcher acknowledged particular biases, discriminations and assumptions that may possibly affect the clarification and method to this research (Creswell & Miller, 1997). The author is partially biased toward the advantages of living in a culture dissimilar from my own cultural background and believes that teacher experience puts the teacher in a position to exemplify the principle that cultural awareness and sensitivity is rarely learned through a textbook or even during a class. The position of the investigator in a qualitative research investigation is one of involved participant. The investigator presumes a role in the procedure and does not stay away from the research. The limiting factor will assuredly be that the researcher is learning the process as well as trying to conduct the research.

Assumptions

Several assumptions exist with respect to the study. I initially assumed that there was a lack of training for pre-service teachers to integrate multicultural education in the

curriculum. Lowenstein (2009) asserted that by 2026, some researchers estimate that schools will have the contrary of racial representation in the student body, and Hispanic and non-Caucasian students will comprise 70% of the K-12 registered student body. As I realized the percentage of diverse students that will enter the classroom, it became more apparent that my study may be beneficial to teacher-credentialing programs.

The next assumption was that participants of the study understand the confidentiality and anonymity of the qualitative descriptive embedded single case study. I assumed that participants would offer honest answers and perspectives to the questions asked of them. My objectivity was maintained throughout the research process and adjustments were not made about participants or data generated in this study. I believe in the importance of the teacher becoming conscious of his or her own biases, values, and viewpoints is important so they can briefly relinquish his or her own view to move into the participant's world (Jacelon & O'Dell, 2005).

My final assumption included the need for the university to prepare pre-service teachers to show a commitment toward learning about culturally responsive pedagogy. The significance of culturally responsive pedagogy is a fundamental trait of enhancing the learning of every student (Phuntsog, 1999). It has been 15 years since I was in a teacher-credentialing program, but I do not remember learning the importance of creating culturally responsive classroom. Therefore, I assumed that pre-service teachers should also be trained to view students from all backgrounds as producing rich and genuine knowledge to school, and honor cultural diversities and work toward decreasing discriminations in school (Lowenstein, 2009).

Summary

The public school classroom continues to change as the demographics of society become more culturally diverse. Participation in multicultural and diversity education training may help pre-service teachers assimilate knowledge about cultures. However, to make certain that pre-service teachers are trained when they enter today's classrooms, teacher-credentialing programs should keep developing foundations that comprise the information, abilities, procedures and experiences vital for training pre-service teachers to be effective when instructing students from culturally diverse backgrounds (Gay, 2002; Villegas & Lucas, 2002). The main purpose of this qualitative descriptive embedded single case study research was to describe how multicultural curriculum and instruction at a university teacher-credentialing program prepares pre-service teachers to work with diverse students in a classroom setting and to create a culturally competent and responsive classroom pedagogy that can be used in pre-service teacher credentialing programs. Chapter 2 provided the evidential literature to validate the lack of teacher training in multicultural education and culturally responsive pedagogy in teacher-credentialing programs.

Chapter 2

Literature Review

This review of literature focused attention on how multicultural curriculum and instruction is important to include in the training of pre-service teachers. The chapter 2 offered a review of the available peer-reviewed literature that is pertinent to the research. The function of the review was to provide background material in support of the topic. A comprehensive search for sources was carried out to support the intended area of study. Copious peer-reviewed articles, studies, and publications were found. Some of the studies were eliminated because they included inadequate information on what theoretical model could be the basis for a curriculum to prepare pre-service teachers to become culturally responsive in a teacher-credentialing program. The literature review followed the theoretical framework presented in chapter 1, which was the need for teachers to become culturally competent and how teacher-credentialing professors need to integrate cultural curriculum and instruction into their courses, as researched by Taylor (2010), Gay (2009), Ford and Quinn (2010), Banks (1991), Sleeter (2007), Colbert (2010), and others.

The existing literature is brimming with demands for the need of more culturally responsive pedagogy (Taylor, 2010). Using pedagogy that centers on a culturally enriched classroom can support equal access to the curriculum, and provide similar expectations for every student. Using a multicultural pedagogical approach in the classroom can engage diverse people who came before them. Multicultural education

can also encourage capabilities and adeptness to cross-cultural borders to involve him or her in other cultural groups (McJilton de Marquez, 2002).

Documentation

The research literature review was an exhaustive review of pertinent peer-reviewed literature using cross-referencing and researching references in pertinent literature to expand the literature. Academic search engines and academic Internet search engines were the primary methods of collecting literature. To ensure maximization of searchable words and criteria, literature topics and terminology were inputted into a computer tracking system. The possible lack of multicultural education training pre-service teachers obtain throughout their teacher-credentialing programs was presented in this chapter by beginning with a historical overview of multicultural education, elements of teacher-credentialing programs, multicultural education training, culturally responsive pedagogy, and working in a diverse classroom environment.

Educational journals are replete with peer-reviewed articles about multiculturalism and its importance to good teaching and student involvement and participations. A plethora of peer-reviewed literature regarding diversity was found by accessing the limited main periodicals that lead the education discipline: *Teacher Education Quarterly*, *Journal of Teacher Education*, *Phi Delta*, *Kappan*, *Kappa*, *Delta Pi Record*, and others (Shudak, 2010). Little information was available in current or historical journal literature about teacher's attitudes toward multiculturalism and their attitudes toward participation in multicultural education. The shortage of peer-reviewed literature directed at teachers' thoughts and feelings about cultural competency, their

perceptions about the value of a cultural responsive pedagogy and their ideas for improvements in an increasing diverse classroom prompted an intensive literature review.

A thorough search for relevant peer-reviewed material using electronic data sources was conducted. The search sources included EBSCOhost, ProQuest, and Thomson Gale PowerSearch databases from the University of Phoenix Online and internet searches of government educational agencies. Keywords used for searches included multicultural education, cultural diversity, cultural pedagogy, cultural relevant teaching, teacher-credentialing programs, diversity training and cultural competence of teachers. The literature review included all of the relevant peer-reviewed works reviewed.

The history of multicultural education was examined, current practices concerning multicultural education in teacher-credentialing programs and creating culturally knowledgeable teachers in this literature review. The next section included courses taught in the teacher-credentialing programs, pre-service teacher's perceptions concerning multicultural education and faculty involvement to promote a diverse environment. The following section contained culturally responsive pedagogy, the integration of multicultural curriculum and the cultural competence of teachers. The last section included the need for a diverse classroom environment, how to develop culturally relevant teaching practices and the importance of an equitable pedagogy in a culturally responsive classroom. The literature review concluded with a preface of what chapter 3 included, which was to describe how multicultural curriculum and instruction at a university teacher-credentialing program prepares pre-service teachers to work with

diverse students in a classroom setting and to create a culturally competent and responsive classroom pedagogy that can be used in pre-service teacher-credentialing programs.

Historical Overview

As the demographics of schools are becoming more diverse, multicultural education is turning out to be an attached element of teacher-credentialing programs (Aldosemani & Shepherd, 2014). The 1950s and 60s Civil Rights Movement was the impetus for multicultural education. Unfortunately, from the viewpoint of some teachers and principals, student diversity has taken a “back seat” to what they believe are more urgent matters that have surfaced in the past 15 years, such as being responsible for the work they undertake with their students (Gerin-Lajoie, 2011). The historical background will describe the beginning of multicultural education, how teacher-credentialing programs instruct pre-service teachers to become culturally competent and the changes needed in curriculum to match the needs of our diverse student population.

Engaging Learners

If teachers want to provide genuine education to all students, teachers must discover approaches to involve students and sway them to succeed academically (Thoms & Aquino, 2006). Creating a curriculum pertinent to students is one noticeable element of authentic education, as well as a gauge of culturally responsive pedagogy (Gay, 2013). Culturally responsive teachers unite with students where they are and will lead them toward paths of achievement (Gay, 2013).

The Niagara Movement concentrated, in part, on rebuffing Booker T. Washington's position that the quest of financial profit for African Americans was more significant than the fight for equivalent treatment. In 1905, W.E.B. DuBois and 28 other African American activists convened in Buffalo, New York, to arrange a movement to offer new guidance to the African American fight for equality in the United States (Thoms & Aquino, 2006). The activists criticized Washington's eagerness to acknowledge subservience in replacement of possible financial improvement for African Americans. Students formulated links with the history, and they were encouraged about the Reconstruction. Although the Niagara Movement takes place in Post-Reconstruction U.S., authors use it in their history classes to instruct students how to connect historical occurrences (Thoms & Aquino, 2006). These historical occurrences lead into the discussion of culture in the classroom.

Culture

Culture emerged as a fundamental component of education as the Civil Rights Movement and related landmark Supreme Court cases raised national attention for equitable rights in society and education (Mostafazadeh, keshtiaray, & ghulizadeh, 2015). Brown v. the Board of Education of Topeka in 1954 overturned the "separate but equal" decision of Plessey v. Ferguson of 1896, which encouraged separate public facilities for different races. The Civil Rights Act of 1964 proposed and attempted to integrate marginalized groups that were once denied equity to access the same rights of privileged dominant groups. With heightened awareness, citizens were inspired to ponder sincerely about public lawfulness and civil rights (Grant & Sleeter, 2007). Additional movements

among oppressed groups followed the initial movement in support of equitable rights. For instance, in the 1960s and 1970s Mexican Americans, Native Americans, feminist groups, and individuals with disabilities organized to advocate for equitable opportunities in education and society (Grant & Sleeter, 2007).

Skerrett (2008) examined the melting pot approach as it pertained to the current standardization of curricula in the United States and Canada. In the United States, the phrase ‘melting pot’ derived from the name of a production by Israel Zangwill, to describe the contribution of immigrants to the community and their responsibility to assimilate into our society as one national culture (Skerrett, 2008). In contrast to the melting pot theory, research regarding the power of ethnic identity shows an integral effect on academic achievement in minority students.

Skerrett (2008) wrote that the present educational policy in the United States resonates a vertical mosaic structure of achievement that could be altered at the point where culturally diverse students begin. The term *mosaic* refers to a group consisting of diverse elements, such as many cultures and ethnic people. The mosaic approach attempted to reply to the necessities of its diverse student population while maintaining a portion of privileged knowledge and traditional curricula that mandated the inclusion of standardized testing (Skerrett, 2008). As our classrooms became more diverse, it is important to have curricula that has multicultural education component, and to instruct pre-service teachers on the importance of cultural pedagogy.

Early Teacher-Credentialing Programs

In 1979, accreditation guidelines mandated teacher-credentialing programs preparing teachers to provide multicultural education programs that taught pre-service teachers about diverse cultures (Goodwin, 1997; Irvine, 2003). The unintended direction of multicultural education led to a simple remediation of noticeably racial and cultural students as underprivileged or underclass (Goodwin, 1997). Teacher-credentialing programs offered disjointed units of multicultural education, usually in one course, that often taught cultural subject matter that was incorrect or biased (Goodwin, 1997). Teacher-credentialing programs had a propensity to provide multicultural education as an addition of pre-existing curricula that contained detached cultural-precise basics on people of color (Irvine, 2003). The course goals characteristically separated cultural information into manageable units that taught pre-service teachers in secluded frameworks. The knowledge source did not inspire students to face personal biases, cultural responsiveness, or to take part in cultural immersion experiences. Insufficient multicultural programs ensued in educational efforts to assimilate students and safeguard the predominately-Caucasian instructional force in the comfort zone of a Eurocentric agenda (Goodwin, 1997). A demonstration of cultural information at this level has led to unclear superficial knowledge of precise cultures that is vulnerable to fabricated generalities and stereotypical classification (Goodwin, 1997; Irvine, 2003).

All teachers come to the profession from numerous lifestyles and require differing pedagogical experiences to help them evolve into high quality teachers. Analytical dialogue about race, racism, and color-blindness can assist teachers to bridge the cultural

gap among themselves and their diverse students (Lee, 2012). The discussions can also assist pre-service teachers in understanding why the past three decades have been submerged in a more relaxed color-blind conversation, and assist them in examining the racial success gap between students as an educational significance of imagining that race does not exist (Lee, 2012). One of the tasks of creating cultural responsiveness is viewing others “in their light”, which means accepting their viewpoints, a vital element in the growth of a culturally responsive instructing position (Gere et al., 2009). Teacher-credentialing courses need to maintain development on the present knowledge foundations that encompasses the information, abilities, and experiences vital to training teachers to be productive when instructing diverse students and to use that information to coach pre-service teachers for today’s classrooms (Taylor, 2010).

Multiculturalism

Multicultural education is theorized as a notion, a reformed movement, and a progression that tries to alter schools so that all students encounter an identical chance to be taught (Kim, 2011). Multiculturalism is not a pedagogical technique or a curriculum, but more as a way to equalize the environment in which students would learn. According to Kim (2011), long-ago, the aim of multicultural education focused on improving tolerance of the diversity of disregarded groups and promoting educational equivalence for a self-governing country’s development.

Logan, Minca, and Adar (2012) examined what schools diverse students attend and how those schools are functioning. Initially, it examined the segregation of students among diverse kinds of school reports centered on ethnic structure, impoverishment, and

urban site. Additionally, it approximated the individual influences of these and other school district qualities on school accomplishment, distinguishing which parts of school segregation are significant causes of detriment. The belief is that, with everything considered the same, it is beneficial to attend a school where more students are thriving. This is why, according to Logan et al. (2012), the No Child Left Behind Act (NLCB) endorsed into law in 2002 presented methods to spot declining schools. An evaluation of outcomes from the National Assessment of Educational Progress (NAEP) exposed that nationally merely 54 percent of African-American students, paralleled with 87 percent of Caucasian students, achieved at or beyond the primitive plane on the 2003 eighth-grade reading test.

Logan et al. (2012) indicated that the achievement gap amongst Caucasian and non-Caucasian students is highest among culturally segregated schools, and that segregation remains a key barrier to equivalent learning prospects for diverse students and a cause of gaps in academic accomplishment. The analysis contained all community schools in the United States for which applicable data are obtainable from nationwide resources. The analysis draws on school outcomes of statewide-regulated assessments for 2004, data regarding community elementary schools collected by the National Center for Education Statistics, and data about the school district residents from the 2000 register (Logan et al., 2012). With the growth of our diverse nation, school environments are changing, but teachers are struggling to recognize the importance of multicultural education to reach all students.

Multicultural Education

Teachers and administrators should recognize that multicultural education is crucial for supplying an education that supports to abolish racial prejudices and intensify racial coherence (Ford, 2014). Researchers, as well as practitioners, do not always have a mutual understanding of what represents multicultural education (Gerin-Lajoie, 2011). May and Sleeter (2010) still relate multicultural education with ideologies of social justice, while for others, like Banks (2004) and Nieto (2002), it is more about recognizing cultural diversities (Gerin-Lajoie, 2011). Multicultural education merges the notion that all students, in spite of their gender and societal group and their ethnic, racial, or cultural features, need an equivalent chance to be taught in school (Banks, 1989).

Teachers who are not culturally competent believe that if they teach their students about Chinese New Year or Cinco de Mayo, they have covered cultural education. In fact, this is called “tourist curriculum”, which consists of simply “visiting” the country and never talking about the culture again (Saul & Saul, 2001). Teachers can recognize the diversity of cultures in the class as well as in the community so students can value similarities and differences among members of the society. Multicultural education seems to have escaped its serious side in becoming more festive of different cultural customs than concerned by social justice (Gerin-Lajoie, 2011). The instruction can offer opportunities for children to partake in significant multicultural encounters as a normal part of his or her day-to-day activities (Saul & Saul, 2001).

Equity pedagogy occurs when teachers alter their teaching methods that make probable academic success of students from differing ethnic, racial, gender, and societal

groupings (Hill-Jackson, Sewell, & Waters, 2007). The inconsistency that occurs in pre-service teacher programs is the significant amount of people who will be instructing in the United States' diverse schools, which may be the assemble that opposes diversity. According to Fehr and Agnello (2012), today's classrooms appeal for teachers who are well equipped to teach diverse students. Regrettably, classroom teachers often have lifetime experiences that are different to those of many of the students they are instructing (Fehr & Agnello, 2012). Generally, pre-service teachers partake in a teacher-credentialing program that compels them to have at minimum one field occurrence in a diversity class. When such field occurrences are inadequately accomplished, this prerequisite becomes just an additional hoop through which pre-service teachers leap through to receive a credential (Hill-Jackson et al., 2007).

Initial objectives of the report were to assess the effect of serious matters in multicultural education with a section of Caucasian pre-service teachers. According to Hill-Jackson et al. (2007), detailed conversations were conducted with three sets of eight Caucasian pre-service teachers and covered approximately 12 hours of data. The emphasis set investigators encompassed was Caucasian women graduate and undergraduate students, so the student partakers would be motivated to reply directly and truthfully. According to Ford and Quinn (2010), in a 2006 statement by the National Center for Education Statistics, approximately 84% of teachers in public schools were Caucasian and of these, 83.7% were women. Made apparent, through qualitative and quantitative studies and data, that particular Caucasian pre-service teachers were possible supporters for multicultural education, while numerous stayed opposed to the

information, abilities, and opinions required for multicultural education (Hill-Jackson et al., 2007).

Caucasian pre-service teachers' opinions regarding multicultural education were grounded on five interrelated and symbiotic characters collected from the writers' analysis of the text:

- cognitive complexity;
- worldview;
- intercultural sensitivity;
- ethics; and
- self-efficacy (Hill-Jackson et al., 2007).

Cognitive complexity connects to the complete complexity intrinsic in thinking and problem-solving abilities. Caucasian pre-service teachers with cognitive complexity may utilize models from numerous classes and relate them within the curriculum. This enables them to link the space from lived occurrences to history, ideas, and comprehension.

According to Banks (1989), multicultural education is an ongoing progression since the idealized aims it attempts to portray, such as educational equivalence and the annihilation of all shapes of prejudice cannot be completely attained in society. A worldview is an individual's capability to arrange material concerning the world nearby him or her. Hill-Jackson et al., (2007) indicated that resistant Caucasian pre-service teachers perceive the world in one mode, from a principal standpoint of disregard or they reject evidence that does not line up with their worldviews. Intercultural sensitivity

displays such features as attention, discussion, unreliability, and compassion, to improve cultural consideration in classes.

Culturally competent teachers have the ability to comprehend other cultures and envision an appreciation on the contrasting cultural norms that make each student different (Hill-Jackson et al., 2007). The job of a Caucasian pre-service teacher who is learning to become culturally competent is to go past his or her cultural identity, recognize his or her ability to commemorate the between-group differences that makes our country a painting, and link the past to current scholarly phenomenon to increase the teacher's pedagogical procedures ("National Education Association: Why Cultural Competence?", 2015). Many teachers who enter the discipline of education usually have an elevated level of assumed ethical morals, suggesting that multicultural education would be an idea that interests potential teachers (Hill-Jackson et al., 2007). Resistant Caucasian pre-service teachers do not get the ethical and moral responsibilities for studying about others and lack the ethical principle to integrate multicultural education into upcoming classes (Hill-Jackson et al., 2007). Self-efficiency is the notion that one's individual energies as a teacher can supportively inspire students. Resisters accredit the achievement of underrepresented people as chance, implying achievement for students' lies outside of the teacher's power. Caucasian pre-service teachers with little self-efficiency are less apt to use multicultural procedures and fairness teaching in their upcoming classes (Hill-Jackson et al., 2007).

The one multicultural class expected from the National Council for Accreditation of Teacher Education accredited teacher pre-service courses does not leave pre-service

teachers prepared to instruct students about culture. Hill- Jackson et al. (2007) emphasized that supporters have problem-resolving abilities, perceive life from numerous viewpoints, sympathize with others whose culture is dissimilar, are morally cognizant of the independent and ethical necessities for multicultural education, and think that they can use approaches in the teaching space that can transform the educational lives of students.

In 1982, Canada had an official policy of multiculturalism, and Arshad-Ayaz (2011) sought to raise a case for the necessity of a trans-national methodology regarding multicultural education that focused on diversity concerns in combination with the problem of societal justice at the international stage. In 1988, Bill C-93 was approved as the Multicultural Act, which territories under Canadian decree that all residents would be treated equally regardless of ethnicity or religious background (Arshad-Ayaz, 2011).

Teachers believed they were fulfilling the requirement by teaching about culture, when the actual issue was social justice and the equal distribution of reserves. With culture being the crucial element taught in multicultural education, teachers were negating the policy and therefore the Multicultural Act was not truly embedding its ideologies in international public lawfulness. Arshad-Ayaz (2011) offered a solution of a trans-national multicultural program that deals with matters of equality and justice, not just locally but at international levels as well.

Origins of multicultural education rest in the civil rights movement of numerous traditionally repressed groups. Gorski (1999) traced the history of multicultural education to the societal conflict of African-Americans and other cultural groups who

contested prejudiced procedures in community universities throughout the civil rights battles of the 1960s. Educational universities were pursued, which were among the most troubling and harsh to the principles of ethnic equality. The unconnected events of many groups, who were displeased with injustices of the education structure, outlined the initial conceptualization of multicultural education (Gorski, 1999).

The 1980s witnessed the materialization of research on multicultural education, created by enlightened academic advocates and scholars who declined to permit schools to direct their worries by merely supplementing token plans and unique lessons on well-known females or culturally diverse people. Banks (1989) and Gorski (1999) stated that to preserve a multicultural school community, every aspect of the school was inspected and altered, as well as guidelines, teachers' viewpoints, pedagogical resources and styles, and evaluation processes. By the mid to late 1980s, K-12 teachers turned to multiculturalism researchers who offered more knowledge in multicultural education, created innovative and deeper scaffolds that were supported in the value of equal academic chances and a link among school alteration and societal transformation. The educational structure was not only inundated by imbalanced actions of customarily repressed groups, but was also ill prepared to train even the substantially advantaged students to partake in a progressively more diverse community (Gorski, 1999).

Multicultural education researchers focused the fight on building new methods and standards of education and learning developed on the groundwork of societal legitimacy, analytical reasoning, and equal opportunity. Multicultural education, in its fortitude to tackle the problems and inadequacies of the present education organization,

can be a beginning position to removing injustices in the community. The more ethnically and culturally uniform the classroom and school setting is, the more students need to be exposed to multicultural education to avoid stereotypes acquired in their home environment, schools, and the media (Ford, 2014). Multicultural education is quite an original idea, meant for all students that will keep transforming to unite the necessities of a continually altering community. As our community changes, so should the classes pre-service teachers take in their teacher-credentialing programs that will assist them in integrating cultural lessons into their classroom.

Multicultural Education in Teacher-Credentialing Programs

There are roughly 1,500 teacher-credentialing programs in the United States, and as long as they sustain certification, countless teacher-credentialing programs do what they want in terms of curriculum, and are doing so in relation to diversity (Shudak, 2010). In 1972, the American Association of University for Teacher Education formed the first of several commissions on multicultural education to help amend the training of pre-service teachers for a diverse population (Banks et al., 2005). In 1976, the National Council for the Accreditation of Teacher Education (NCATE) included multicultural education and teaching for diversity to its benchmarks, demanding that universities pursuing certification disclose verification that they incorporate such content in their programs (Banks et al., 2005).

Many teacher-credentialing programs are still struggling to train pre-service teachers to handle the challenge of educating a diverse student population. According to Desrochers (2006), foundation courses have some multicultural components integrated

into it that are provided as electives, where multicultural education integrated into methods or field experience courses, or are included as areas of specialization in the education of specific groups. Many curricular attempts to deal with the concept of culture in teacher's education are limited to studying about the characteristics of particular ethnic groups (Desrochers, 2006). As multicultural education is incorporated into the curriculum, this will increase the demands for teachers who can work effectively with diverse students.

Increasing Diversity

The ethnic, racial, and cultural diversity that is increasing daily in American schools and in the public is a distinguishing characteristic of our lives, even though we frequently attempt to refute its presence or dismiss its importance in the educational establishment (Gay, 2010). Teachers play a significant part in how students come to appreciate what it means to admire and value diverse cultures, while a teacher's racial viewpoints and opinions toward diverse people influence whether they maintain deficit judgment or high anticipations for all of their students (Lee, 2012). Fehr and Agnello (2012) identified that university of education expect pre-service teachers to take one diversity class, but that diversity class is not offered as a cohesive part of their credentialing classes. If teachers are essential to producing a change in these periods of growing student diversity, teachers must discover approaches to increase the accomplishment of diverse students through pre-service teacher-credentialing programs (Mills, 2013).

Variations in the student population signify that the longstanding or customary ways of instructing are no longer suitable or helpful for many students (Cornbleth, 2008). With the change in demographics in schools, there should be an adjustment in the way that pre-service teachers are taught to instruct these diverse students. Pre-service teachers need constant instruction during their teacher-credentialing programs to learn how to increase their knowledge and understanding of diversity. Mills (2013) defended this claim by stating that professors face an overwhelming duty: training predominately-Caucasian pre-service teachers with partial or no experience with people from an alternative culture to be successful teachers of diverse students. When teacher-credentialing programs spend more time teaching and training pre-service teachers, it will increase the knowledge and experience of non-diverse teachers.

Shaping Multicultural Education

Some universities have scrambled to integrate criteria for applying this classwork into their credentialing courses. Morrier et al. (2007) stated that 82% of the universities in the United States demand some degree of diversity preparation in teacher pre-service courses. However, only 37% of states have a particular prerequisite as part of obtaining their credential (Morrier et al., 2007). Supplying high caliber educational occurrences is the objective of pre-service teacher courses (Holmes, 1977-78). Many universities inject multicultural education into conventional classes (Holmes, 1977-78).

Former efforts to better culturally responsive pre-service teacher programs has primarily centered on soliciting to university staff members to inject multiculturalism into their classes, and most staff members do not believe they are ready to do that. When

included in teacher pre-service courses, cultural instruction normally focuses on the matter of English as a Second Language (ESL) (Morrier & Gallagher, 2010).

Appreciating the cultural background of students may help teachers with fashioning education as a more important event. It was suggested that efficient multicultural education classes may also offer a chance for a closer perception of teacher's cultural prejudices and viewpoints as it connects to the person's culture as well as the students to be taught (Morrier & Gallagher, 2010).

Educational teaching emphasizes chances to integrate the ideas of instructing in and through cultures in pre-service and in-service educational chances to enhance the amount of high caliber teachers. Diversity classes using a person's self-examination, focus sets, and modest group conversations may alter pre-service teachers' viewpoints and loyalties to diversity in academic environments (Morrier & Gallagher, 2010).

Relying on the state from which a teacher is hired and obtained a pre-service education, certifications and classwork essential to work with these populations can vary (Morrier & Gallagher, 2010).

In the United States, prerequisites for pre-service teacher certification have remained in the field of instructing in and through cultures in order to service the differing necessities of students in public schools. Morrier & Gallagher (2010) viewed Alaska, California, and North Dakota as a framework for additional states, because they have proactively created particular measureable prerequisites for pre-service teachers desiring a teacher certification. Even with these affirmative discoveries for pre-service teacher programs, slim prolonged continuation and teacher application of these courses

has existed. Without classwork planned to increase pre-service teacher's cultural cognizance in a high-risk examination setting, these academic spaces will persist (Morrier & Gallagher, 2010). To assist both students and teachers, particular stand-alone classwork may be created to fulfill the varying demographics of schools.

Goals of Diversity Training

Vygotsky's revolutionary ideas have spread information on the development of education, specifically, on facilitating learning within language for over 40 years (De León, 2012). Vygotsky's sociocultural theory, did not become widely known until it became more widely circulated in English several years after the first English translation in 1965 (De León, 2012). Sociocultural theory, which functions under the general assumptions that activity generates thought, and development results from dialectical exchanges in historical-cultural contexts has been cited as the theoretical orientation for several instructional methods, including scaffolding, cooperative learning, and language acquisition models (De León, 2012). All of these theoretical methods, under Vygotsky's sociocultural theory directly relate to the purpose of this study, which intends to explain how teachers can be culturally responsive to the necessities of diverse students (Vygotsky, 1978).

For teachers' entering their first year of teaching, survival mode meant doing what others are doing, without much thought to how effective such practices were with students. If our future teachers are not exposed to different types of instruction, the bridge between theory and practice will never be built and the void between the two will remain a constant abyss of missed opportunities (De León, 2012). De León (2012)

conducted a study of 21 pre-service teachers enrolled in a reading methods course in their third semester of a teacher preparation course. Participants in this investigation were on the edge of their newfound profession, and their worth and effectiveness rested on their ability to learn how to teach.

According to De León (2012), this qualitative action research project demonstrated the timelessness and longevity of Vygotsky's theory. Vygotsky (1978) and the classroom are a natural pairing, regardless of whether teachers know his name or agree with his theory. Therefore, according to De León (2012), the Vygotskian influence over our classrooms is a pedagogical powerhouse that has not lost its impetus. Vygotsky (1978) explained in what way education appears in the setting of ethnicity and the public, especially in the expansion of complex-order thinking. A room full of students working at their full potential and thinking of new ways of exploring can generate innovation, through their work, that may be an opportunity for a student that normally is not asked to think as deeply.

According to Vygotsky (1978), language embedded in the cultural structure of the student cannot be separated from the equation. In any learning context, one can generalize that optimal learning conditions should take into account the societal and racial aspects of the environment. Society demands such a model for those who will instruct students, especially because students must know how to learn access-changing material, apply what is discovered, and address complicated real-life tribulations in order to be successful (De León, 2012). Teacher-credentialing courses have an obligation to train all future teachers in the art of constructing scaffolds by supplying pre-service

teachers with the appropriate tools. The model actualized in this research intended to maximize learning, as well as make a very important and direct point: teachers' understanding of scaffolding is a potential catalyst for improved instructional delivery (De León, 2012).

Learning pedagogy along with the fine art of being able to apply it is not easy for pre-service teachers, in particular, for those who already have preconceived notions of what instruction is. Trying to instill conceptual shifts in beliefs that have been ingrained over years of exposure is problematic, especially in the face of impending student teaching. Along with these conceptual shifts, teacher-credentialing programs need to create meaningful ways to create culturally response teachers.

Creating Culturally Knowledgeable Teachers

The growing diversity of the student population provided by public education has had a contrary effect on student accomplishment and has caused more teachers to challenge their viewpoints and prejudices (Taylor, 2010). It is logical to generalize that if teachers are to alter student achievement, it is important that teachers assist students' link that separation. Taylor (2010) suggested that by the year 2050, America would be made up of 53% Caucasian, 25% Hispanic, 14% African American, 8% Asian/Pacific Islander, and 1% American Indian, so it is important for public education schools to start broaching the necessities of diverse student populations. Cultural cognizance, sensitiveness, and ability may assist pre-service teachers to comprehend the sociopolitical issues confronting cultural students in the educational organization.

Current classrooms require that pre-service courses acknowledge their moralistic obligation to look at multicultural education as it connects to pre-service teachers. Even though many teacher education programs (TEPs) integrate some form of multicultural education into their courses, evidence indicates that these attempts have not been adequate to sustain speed with the varying public school student groups (Taylor, 2010). TEPs should proceed to develop the actual cognitive foundations that incorporate the exceptional cognitive, abilities, and procedures needed for training pre-service teachers to be productive when instructing students from differing heritages and to utilize that cognition to train pre-service teachers for today's classrooms.

Culturally responsive pedagogy assists and validates the accomplishment of every student. In a culturally responsive classroom, efficient instruction and discovery occurs in a culturally backed, student-cored environment, whereby the intensity students take to school are recognized, fostered, and used to advance student growth (Taylor, 2010). There needs to be a partnership between public schools and university staff members that supply professional growth consisting of mentoring, assisting, and assessing pre-service teachers' skills to learn culturally responsive and dissimilated pedagogy (Taylor, 2010).

According to Taylor (2010), culturally responsive pedagogy incorporates three attributes:

- institutional, which emits the administration and its plan of action and viewpoints;
- personal, which pertains to the cognitive and sentimental procedures pre-service teachers should pursue to become culturally responsive; and

- instructional, which contains equipment, a plan of action, and activities that shape the foundation of teaching.

Culturally responsive teachers accept that culture profoundly affects the way students gain knowledge and, when granted the obligation of instructing students from differing environments, their mannerisms indicate an admiration of the ethnic, dialectal, and societal attributes of each of their students (Taylor, 2010).

A culturally responsive classroom is one that generally recognizes the existence of culturally differing students and the necessity for these students to discover associations between themselves and with the content topic. However, TEPs frequently neglect to inspire pre-service teachers to enlarge their imagery of culturally responsive pedagogy past scholarly matter to consider classroom organization and student discipline (Taylor, 2010). Some of the trouble can be assigned to the reality that some professors do not feel at ease with multicultural education. However, according to Taylor (2010), if the prospective imagery of public education included ensuring that every student experiences teaching from a culturally responsive teacher, then the obligation for executing that objective rests directly on the shoulders of the TEPs that develop pre-service teachers yet to come.

A well-defined and significant objective for TEPs is that their courses develop culturally qualified teachers. Instilling culturally responsive pedagogical preparation and cognition into TEPs may function to guarantee that every student has an equivalent opportunity to succeed to the best of their ability. Attaining achievement in producing culturally responsive classrooms is a changing procedure of the American educational

organization. For the self-observation that happens inside each pre-service teacher and as a foundation for extending conversations between university staff members as they start or maintain the work of refiguring their courses to be more comprehensive of culturally responsive pedagogy (Taylor, 2010). TEPs can profit from the ample subject events, chances for case studies, and empirical learnedness that may improve the pre-service teacher's educational experience and inspire the likeliness that the course will develop the culturally competent teachers needed to supply each student with an equivalent chance for scholarly achievement.

Cultural Competence of Teachers

Cultural competence involves understanding multifaceted awareness and thoughtfulness, numerous forms of wisdom, and a collection of abilities that selected collectively inspire successful cross-cultural pedagogy (Keengwe, 2010). Building from Muschell and Roberts (2011) distinctive two-year, field-centered program at Georgia University & State University, the program educators created and applied experiences that center on the following:

- Promoting cultural awareness,
- Remaining eager to ask and confront typecasts,
- Discovering cultural origins,
- Fostering compassion and kindness for others,
- Acknowledging Caucasian authority and advantage,
- Discovering opportunities to participate in significant discussions about issues of diversity,

- And, acquiring the capability to observe writings and societal construction with an analytical eye.

At Georgia University, the amount of Caucasian pre-service teachers who are registered in the primary childhood program has continuously grown, directly having extended over 95% (Muschell & Roberts, 2011). The Georgia elementary school population is described as 45% Caucasian, 37% African American, 11% Hispanic, and 6% other (Muschell & Roberts, 2011). Muschell and Roberts (2011) identified that teachers must create classroom surroundings that support and encourage different students. They could attempt to establish classrooms and schools that are appropriate for every student; locations defined not only by subject matter and responsibility, but also with harmony and righteousness (Muschell & Roberts, 2011).

Pre-service teachers at this modest liberal arts university searched for way to train pre-service teachers who feel at ease in admitting and confronting differences, instead of staying mute in the presence of racism, prejudice, and societal injustice (Muschell & Roberts, 2011). Professors should admit and realize the consequence of the inequality in cultural associations amongst the rising amount of Caucasian teachers and the differing student population. Muschell and Roberts (2011) recognized that each pre-service teacher arrives at the university with a specific collection of life events, beliefs, and cultural standards. The succession of these events is purposeful and tries to give a composite within which each pre-service teacher can advance in his or her own development of cultural sensitiveness to diversity (Muschell & Roberts, 2011).

In one of the pre-service teacher's initial classes, *Integrating Culture and Language into Teaching*, pre-service teachers read and analyze picture books by Leo Lionni to help spark a conversation about differences and who we are as people. While these discussions start simple, they shortly change to cover more complicated and challenging issues such as race and prejudice, religious diversities, bias, intolerance, and repression (Muschell & Roberts, 2011). The character accounts of the roles within these books permit the pre-service teachers to start analyzing their own viewpoints about student differences. The next experience applied during this beginning class is the conception of a "cultural collage." The intent is to determine the pre-service teachers' cognizance of group authority, typecasts, and societal beliefs that are conveyed through the media (Muschell & Roberts, 2011).

If teachers are to instruct students who are diverse, they should analyze their private and cultural viewpoints and personalities, look into how this effects, and alter their beliefs about culture, racism, and multicultural education. Throughout the second semester, while registered in "Children's Literature: Text, Image, and Response," pre-service teachers not only have opportunities to discover the advantages of multicultural children's literature by surveying an assortment of books, but also are tested as they read to face potential typecasts, distinguish groups that are not portrayed, and ascertain who profits from the reading (Muschell & Roberts, 2011).

The method of instructing intentionally for integrity frequently involves teachers instructing against the grain and seeking alternatives, rather than endure what endures. It demands that professors work with students, teachers, parents, administrators, and

policymakers to assist and promote a culturally responsive instruction, and to develop culturally conscious and encouraging learning situations to enlist all students in a progressively more diverse world (Muschell & Roberts, 2011). Establishing preferred manners toward diverse students may encourage appreciation between teacher and student, enable student academic success, and inspire a perception of expert satisfaction for teachers (Ford & Quinn, 2010).

Developing cultural competence is a slow progression and is only attained after numerous experiences and contacts with parents and students with a differing culture than their own (Pratt-Johnson, 2006). There are six cultural distinctions in a cultural diverse classroom that may start an evolution for pre-service teachers seeking cultural competence:

- 1) Ways of Knowing- Some information about cultures can be collected through the internet. Some cultures obtain knowledge through elders, spirits, or symbols, and place a greater value on knowledge collected through oral tradition.
- 2) Ways of Solving Problems- Cultures reason in a different way and reach resolutions founded on their unique ethics, viewpoint, and principles.
- 3) Ways of Communicating Non-verbally: Some cultures have distinctive ways of conversing non-verbally, and it is vital for teachers to be aware of these distinctions in a class that is culturally diverse.
- 4) Ways of Learning- In many American classrooms, students may work in petite groups where the teacher is the mediator. In some cultures, the teacher is always the expert and completing any activity where questions may need to be asked of

the teacher, those students from a differing culture may believe they are disrespecting the teacher.

- 5) Ways of Dealing with Conflict- Although conflict is something that happens throughout life, many people try to avoid it. When it cannot be avoided, some cultures choose to confront people face-to-face, while other cultures choose to confront the conflict quietly through written interactions.
- 6) Ways of Using Symbols- Teachers need to be aware of cultural symbols and make sure to be aware of them, or asked students about them before problems arise in the classroom (Pratt-Johnson, 2006).

Teachers in the world no longer have an option whether or not they would like to be culturally competent or not (Pratt-Johnson, 2006). Existing in a diverse society, teachers are summoned to teach and work with students with diverse cultures and beliefs from themselves (Pratt-Johnson, 2006). Therefore, it is essential that teachers constantly educate themselves, learning all that they can about their students and their environments to lead these students toward academic and individual achievement (Pratt-Johnson, 2006). All of this is possible with the inclusion of multicultural curriculum and instructions in teacher-credentialing programs.

Teacher-Credentialing Programs

Pre-service teacher training plays a significant position in coaching pre-service teachers to work with culturally diverse students and is the focus of repeated discussions (Kim, 2011). In June 2006, NCATE confirmed its commitment to keeping schools, university, and credentialing programs liable for supplying high quality teachers who can

assist students gain knowledge (Ford & Quinn, 2010). A highly qualified teacher needs to be willing to build their knowledge of diversity and understanding of how culturally diverse students learn and what is the most effective pedagogy to assist them in becoming academically equal to their peers. According to Gay (2010), pre-service teacher-credentialing programs must do more to assist new teachers to expand skills needed to meet and undertake quandaries of denying changes that are occurring in schools today in reference to the multitude of diverse students in the classroom. Students of color are learning an insignificant amount, some are dropping out of school, and even a smaller amount are going to university (Kim, 2011). These elements guide this section to examine the present perceptions of multicultural education and teacher-credentialing programs in the United States (Kim, 2011).

Perceptions regarding Multicultural Education

The racial conflict among the demographic profiles of some public school teachers and their students in chiefly destitute and city regions evokes immense worry (Ford & Quinn, 2010). The distress comes from the variations among the cultural viewpoints and positions maintained by many Caucasian female teachers and their impoverished minority students, specifically African American students (Ford & Quinn, 2010). Variances among teacher's perceptions indicate teachers are more apt to maintain supportive positions regarding students who are ethnically similar, because they can promptly connect to their culture.

Delpit (2006) has observed Caucasian, predominately middle-class women teachers grapple to instruct culturally differing students because of a friction of cultures

and linguistic roadblocks in the classroom (Ford & Quinn, 2010). Assuming the current cultural differences among the bulk of the instructional staff and the student populations, the challenge for pre-service teacher programs is how they can help pre-service teachers in creating those tendencies that may enhance their skills to interrelate and instruct cultural students competently and in a culturally responsive style (Ford & Quinn, 2010). Demonstrating desirable behaviors toward differing students may boost understanding among teachers and students, aid student scholarly accomplishment, and infuse an awareness of professional satisfaction for teachers.

When a teacher maintains low expectations of diverse students' scholarly ability, it may yield an unfavorable toll on those students. The correlation between a teacher's caliber and student accomplishment is in reality tougher than the one that occurs among students' SES, other environmental attributes, and accomplishment. Many Caucasian teachers find it difficult when they enter the classroom to impart their cultural viewpoints, but it is needed so they can acquire the desirable tendencies for a culturally responsive pedagogy (Picower, 2009). According to Ford and Quinn (2010), pre-service teachers who move into the profession with such "cultural baggage" attached to diversity matters present a genuine quandary for the schools and the educational profession. However, pre-service teacher universities traditionally have equipped pre-service teachers to instruct middle class, Caucasian students. Culturally diverse students, even if they assume all facets of the dominating culture, still face the actuality that the truly significant component of the dominating culture evades them; they are not Caucasian (Ford & Quinn, 2010).

Ford and Quinn (2010) used a 21-question modified survey by Ponterotto, Baluch, Greig, and Rivera in 1998, and gathered data related to students' dispositions. The study was a quantitative descriptive design of the beginning level pre-service teachers' attitude toward multicultural education. One-hundred sixty-three expected teacher prospects registered in the initial class in the John Carroll University (JCU) education program entered in this inquiry. Ford & Quinn (2010) suggested that in some cases it is essential for classrooms that need variedness to connect in multicultural education when there are culturally diverse students

Some Caucasian JCU teacher-credentialing students may be open to multicultural education training within the range of one multicultural education class, but they might not be receptive to allowing disclosure to it in other classes. According to Ford and Quinn (2010), a declaration too often heard by pre-service teachers is that they had multicultural education training in their multicultural education class and want to know why they were taking this class once more. Such a position well-defines that some pre-service teachers do not comprehend that an individual cannot become culturally responsive from just one class on multiculturalism (Ford & Quinn, 2010). Not until there is a qualified batch of teachers who are deemed culturally competent will schools in city regions servicing the country's students most in need see substantial advancement in giving them a superior multicultural infused education in their credentialing program (Corbett, Wilson, & Williams, 2002).

Courses Taught

The significance of teacher excellence is generally recognized, but there is a substantial debate concerning essential abilities, understanding, and temperaments of an extremely competent teacher, as well as the ways for creating such teachers. The rationale of the investigation was to determine the amount of the program prerequisites in Social Foundations of Education (SFE) and Multicultural Education (ME) in university-founded teacher preparation courses in the U.S. that proceed to a preliminary credential (Neumann, 2010). Professors and pre-service teacher teachers regularly criticize one type of assignment and too much devotion to philosophy in education classes, which they recognized as having little real-world significance in schools and classrooms.

Policymakers often recognize pre-service teacher programs as an essential reason of awful pedagogy and unfortunate schooling conclusions. The Secretary of Education, according to Neumann (2010), entered the discussion with a chronicle to Congress on teacher excellence, where he stated that there is slight proof that pre-service teacher classwork leads to increased student success.

Levine (2006) stated that the subject matter of the curriculum is frequently a “grab bag” of classes, extending through the numerous subfields of pre-service programs from approaches to the thinking and history of learning, instead of the concentrated planning essential for an actual classroom. The National Council for Accreditation of Teacher Education (NCATE) distinctly stipulates a prerequisite that pre-service teachers have the capability to employ comprehension from SFE and ME (Neumann, 2010). Although pre-service teacher courses are essential to develop understanding and skills in

the pre-service teacher program to attain certification from NCATE, the prerequisite does not obligate programs to employ detailed classes devoted to these comprehensive fields.

Neumann (2010) examined pre-service teacher programs and discovered numerous classes do not sufficiently tackle objectives acknowledged by chief scholars in the field. The principle of the investigation was to establish the degree to which university-based pre-service education courses in the nation required classes in societal fundamentals and multicultural education. Data should enhance awareness of programmatic chances for perspective teachers to increase learning and abilities linked to SFE and ME, to assist in explaining the standing of SFE and ME in the educational discipline, and establish a standard for future evaluations of inclinations in program prerequisites (Neumann, 2010). Neumann (2010) assessed the program requirements and class descriptions for pre-service teacher courses leading to a primary credential at 302 university in the U.S. to establish the degree to which classes in the SFE and ME are required in these courses.

A large number of states distribute K-6 and 7-12 teacher credentials upon effective conclusion of a state permitted pre-service teacher program paralleling to the grade level of pedagogy. Numerous programs assessed in the investigation link SFE and ME into one class (Neumann, 2010). In an effort to tackle the theoretical modification and elements of multicultural education, an ME class was expressed roughly in the research as requiring a spotlight on cultural diversity and stated its inferences for education. If objectives of equivalent educational chances and societal integrity are deemed extreme urgencies, then results that roughly 75% of programs do not necessitate

a separate ME class of three units or more in the 50% to 100% subject scale is disturbing (Neumann, 2010).

Disparities among states, mainly with regard to ME class prerequisites, might be linked to supposed requirements connected to ethnic and cultural demographics and, again, overcoming philosophy in a specified state (Neumann, 2010). It was implied that SFE and ME are not embodied in teacher-credentialing prerequisites in university-based programs leading to a teaching credential (Neumann, 2010). Many teachers, according to Neumann (2010), are starting their teaching career with little consideration of societal and democratic functions of education, racial diversity, and its effects on educating. Neumann (2010) determined that the setting and results given suggest that improvement of SFE and ME objectives may entail pre-service teacher programs recognizing the indispensability of SFE and ME. When teacher-credentialing programs make these improvements, there is a higher chance of closing the cultural gap.

The Cultural Gap

Teachers are encouraged to visit communities and social events of their students. By crossing the lines of interest from the classroom to the communities, cultural sensitivity increases and genuine partnerships between personal cultures, community cultures, and the school culture are established. Relationships among teachers, students, parents, and community constitute a shared understanding of learning and the value of education in the students' frame of existence (Kopkowski, 2006).

Teachers commonly use the phrase "color blind" to express their acceptance of diverse cultures. However, teachers that use that lingo are, often times, neglecting a

significant element of culture. Delpit (2006) posited that while teachers may use the phrase with good intentions, the expression actually deemphasizes the significance of race and ethnicity by implying that it is not important enough to be noticed. She elaborated by stating that if a person does not notice color, then that person does not notice kids (Delpit, 2006). In turn, educational opportunities are restricted to diverse cultures and the dominant cultural norms in the learning environment (Irvine, 2003).

Teachers who are not culturally proficient have a tendency to avoid conversations about race and ethnicity. Teachers worry about being “branded” if they identify the race of their students or talk over matters of ethnicity in their class (Irvine, 2003). In university classes, Tatum (1997) stated it is almost forbidden to discuss subjects such as race. Her students often whisper the word "Black", which offers a connotation that it should not be used as a portrayal of race and ethnicity. Tatum (1997) described to her class that it is appropriate when used in relevant terms as a descriptor of one's cultural group. To begin this transition to a more diverse school environment, it is important for all staff to be on board with closing the cultural gap.

Faculty Involvement to Promote a Diverse Environment

Culture is inherent to the knowledge progression. It is the system and course of existence inside the environment of students and teachers and leads the manner they converse, interrelate, and address pedagogy and gain knowledge (Colbert, 2010). To better handle cultural diversity in the class, staff members could initially analyze their own cultural upbringing and realize how prejudices can alter their connections with students. When teachers acknowledge these differing attributes, classroom pedagogy can

be organized to link subject matter to students' upbringings. Colbert (2010) explained that culture is a cooperation of common ideas or viewpoints between a system's members. A culture searches a personality and attempts to sustain its identity while acknowledging the materials that link them to other cultures in more elusive methods.

Thinking about cultural diversity in the class, teachers can examine their cultural upbringing and acknowledge how their individual prejudices change their connections with students (Colbert, 2010). When teachers are aware of their prejudices and acknowledge differing cultural attributes, it is easier for them to acknowledge the imaginative manners that students reveal themselves. According to Colbert (2010), the charge of the Center for Teaching Excellence and Distance Learning (CTEDL) is to supply staff-driven, staff-centered courses to heighten and enhance the pedagogy and learning operation at Johnson & Wales University (JWU). The CTEDL's intent is to discover best practices in pedagogy to depict that learning by modeling best practices is an efficient way to understand the values and the particulars of efficient instruction.

The CTEDL has held a succession of seminars at the JWU university grounds that has centered on culture and its effect on instruction and learning. Full-time and assistant staff members were asked to attend the five-part successions devoted to an evaluation of individual and university culture in a career-centered situation, using, as an outline, the five simple organizations that effect culturally diverse pedagogy; family, religion, school, politics, and economics (Colbert, 2010). The collaborative workshops wanted them to scrutinize how they might associate with or increase their socio-cultural consciousness. Socio-cultural awareness is the consciousness that the approach in which one envisions

the world is not worldwide, but is considerably modeled by one's life encounters, moderated by such variables as culture, ethnicity, social class, and gender (Colbert, 2010).

The initial exercise conducted during the workshop points out that variances come in many shapes and that being a participant of one specific unit is not as respectable as being a participant of additional groups since one can be a part of a number of sets. The goal was to impart both an individual and professional cognizance of dissimilarities in each other and its inspirations on how we converse and cooperate with differing groups in particular cultures. Findings from the workshop successions on personal and university opinions of cultural uniqueness at JWU specified that the initial step toward a culturally diverse pedagogical environment is mindfulness (Colbert, 2010). Culturally responsive pedagogy requires attitude adjustments.

Culturally responsive teachers acknowledge that culture is not only vital to learning but that cultural agreements shape the method of instruction and the student's attitude toward learning. Centered on the deficit theory viewpoint that thinking, talking, and behaving contrarily from the standard culture is substandard, then the teachers with a deficit attitude toward culturally differing students tends to highlight what these students lack and subsequently restate undesirable opinions toward cultural diversities (Colbert, 2010). In the JWU purpose declaration, a university should openly recognize its support for diversity in curricula, facilities, and instilling the importance of a cultural pedagogy.

Culturally Responsive Pedagogy

To understand the critical need for culturally responsive pedagogy, an individual must first begin with the realistic conception and cultural awareness that racism and institutionalized discrimination exist in educational environments. Individuals have possessed goals to provide an equitable education to all student populations, but cultural barriers have prohibited movement toward equitable achievement. Teachers that focus on the importance of student cultures confront disparities that are encountered by diverse student populations, essentially race and ethnicity (Banks & Banks, 2004; Delpit, 2006; Gay, 2000; Howard, 2006; Irvine 2003; Tatum, 1997; Villegas & Lucas, 2002).

Culturally responsive pedagogy, which primarily focuses on teachers' beliefs and teachers' practices, can provide support for the changing demographics of student populations, help bridge the achievement gap between student populations, and educate teachers in a lifelong learning process. To understand the implications of culturally responsive pedagogy and the impact of culture in traditional educational practices, it is important to recognize numerous perceptions of culture and the visible and non-visible attributes of culture (Grant & Sleeter, 2007). Therefore, the focus of culturally responsive pedagogy and research for this study will be described in the educational efforts that promote an integration of multicultural curriculum and culturally responsive beliefs and practices (Banks & Banks, 2004; Delpit, 2006; Gay, 2000; Howard, 2006; Irvine 2003; Tatum, 1997; Villegas & Lucas, 2002).

Integration of Multicultural Curriculum

Ford et al. (2005) suggested that the total affluence of classroom happenings and connections is founded on the teacher, classroom matter, and the level of equivalence of the two with the student. The students' remarks disclosed that they wanted self-appreciation, and self-encouragement from the curriculum. The adverse thoughts toward this culture-blind curriculum could illuminate why African American students are depicted excessively amid underachievers, low achievers, and dropouts (Ford et al., 2005). Teachers who embrace high hopes of cultural students, who deem that diverse students are talented, and who want to challenge cultural students, strive to instruct at advanced stages.

Banks (1993, 1997) categorized four stages of approaches to implant multicultural subject matter into the curricula. Level one is the Contributions Approach, in which teachers concentrate on distinct components, such as holidays, heroes, etc. of students of color. Another feature of this low-stage method is that cultural customs, provisions, music, and dance may be considered, but minor consideration is granted to its content, influence, and importance to cultural students (Banks 1993, 1997; Ford et al., 2005). Level two is the Additive Approach, the subject, ideas, themes, and viewpoints of students of color are inserted to the curriculum short of altering the whole arrangement. Teachers may contribute a book, unit, or class to the curriculum that centers on cultural students or different subjects (Banks 1993, 1997). Ford et al. (2005) reported that the Additive Approach neglects to assist cultural students to observe society from different

viewpoints and to comprehend the manner that accounts for the country's differing racial, cultural, ethnic, and religious groups.

Level three is the Transformational Approach in which two kinds of modifications happen. In one instance, according to Ford et al., (2005), the organization of the curricula varies to permit students to consider perceptions, matters, happenings, and themes from the viewpoint of students of color. Secondly, students supplied with the cognition and abilities will best comprehend the viewpoints of cultural students (Banks, 1993, 1997; Ford et al., 2005). In level four, the Social Action Approach, teachers assist students to make choices regarding critical matters and direct engagement to assist in solving them. Students gain empowerment and are proactive; they are supplied with the cognition, beliefs, and abilities needed to take part in community action. Regrettably, teachers may not acquire this plan of attack, mainly because teachers lack conventional preparation, cognitive content, consideration, and individual understanding of other ethnic and cultural groups (Banks, 1993, 1997; Ford et al. 2005).

For teachers to offer successful multicultural-gifted curricula for culturally diverse students, it is essential for them to develop their cultural knowledge. Becoming culturally knowledgeable expects teachers to exhibit understanding of the history of students of color, social discrimination, linguistic, verification of minority students, multicultural education, and the responsibility of society and family (Ford et al., 2005). Culturally competent teachers occupy self-consideration, cultural appreciation, social responsibility, and are capable of offering fitting teaching methods and strategies. According to Ford et al. (2005), multicultural education is groundwork for life.

Cultural Competence

Cultural competence involves becoming proficient at intricate attentiveness and understandings, numerous amounts of information, and a group of proficiencies that selected mutually inspired, successful cross-cultural instruction (Keengwe, 2010).

Cultural competence can be represented by viewing an interactive arrangement between their personal self and professional self. In the agreement, the teacher entered a diverse setting that incorporates differences as an additive. Cultural competence endorses the objective of learning from other individuals. Individuals in this stage recognize that all students have the capability to learn and it is the teacher's duty to establish this setting (Robins, Lindsey, Lindsey, & Terrell, 2002). Howard (2006) defined the objective of culturally responsive pedagogy as teachers developing cultural competence as the determination and the capacity to shape genuine and valuable connections throughout disparities. Cultural competence encompasses a teacher's ability to align beliefs and practices by developing dependable relationships and becoming fully engaged in the learning process (Howard, 2006). When cultural competence is in place, then the teacher will create an inviting, inclusive classroom environment.

Diverse Classroom Environment

Teachers who are responsive to diverse cultures are conscious of their viewpoints, school environment, classroom management, home and society, cultural cognizance, curriculum and instruction, cultural sensitivity, and efficacy (Muschell & Roberts, 2011). In addition, they make concentrated efforts to implement pedagogical practices that address an ethic of care and color blindness. As these areas are discussed in the

literature, commonalities among these elements may emerge as the interdependency among beliefs and practices will make a culturally responsive classroom more prevalent (Brighton, 2003).

Culturally Responsive Classroom

As teachers strive to create a positive classroom climate, they need to consider a collective identity that guides students to have pride in education by taking ownership in learning and providing opportunities for academic achievement (Grant & Sleeter, 2007). Classrooms that are organized to promote learning in a secure environment become communities of students where class subject is significant to students, instead of permitting thoughts and notions to continue to be theoretical and not always in context (Villegas & Lucas, 2002). In turn, teachers can promote a positive classroom climate through culturally responsive practices and multicultural education integration as they strive to offer a safe and orderly classroom designed to meet students' needs; plus, creating a school and classroom climate of mutual trust, honesty, and respect (Smith, Skarbek, & Hurst, 2005). With this type of culturally responsive pedagogical preparation and trainings in teacher-credentialing courses may function to guarantee that students have an equivalent chance to succeed (Taylor, 2010). Codjoe (2006) stated that cultural identity, in relation to the scholarly achievement of diverse students may be linked to the inclusion of multicultural education in the classroom.

Infusing Multicultural Education into the Curriculum

DomNwachukwu (2005) stated that it is possible to intertwine multicultural education into every subject in education, but some teachers see multicultural education

as a separate subject. The issue of implementing multicultural education into the curriculum has been impaired by the teacher's disapproval of adding more to their day, even though cultural curriculum can be integrated into the standard curricula (DomNwachukwu, 2005). As pre-service teachers understand the importance of infusing multicultural curriculum into their curriculum, this will increase their cultural pedagogy. Planning a lesson for a certain subject in a multicultural classroom follows the same foundation of any lesson plan, except the subject topic needs to contain an extensive view of the diversity in the classroom and in the school community.

Culturally Relevant Teaching

Culturally responsive teachers understand the learning process and advantages of diversity. Culturally responsive teachers focus on reciprocal learning patterns and student-centered instruction where knowledge is constructed through collaborative efforts and increased interactions. A culturally responsive environment has an atmosphere of safety and respect that fosters conversations that create new meanings and perspectives (Robins et al., 2002).

Culturally responsive teachers aim to capitalize on the fact that varying cultural filters exist among students and teachers. Moreover, these teachers seek to resolve, through empowerment and validation, the dissonance this variation causes. As mentioned above, individual culture and experiences are the basis for all other actions (Gay, 2000; Ladson-Billings, 2001). Often, school cultures, and teacher cultures, are not consistent with student cultures, causing student achievement to suffer. This implies that academic struggles are caused when discrepancies in school as opposed to home culture

exist, though outcomes of such struggles are not true reflections of student ability (Boykin, 1986). Culturally responsive teachers are aware of this, recognizing cultural inconsistencies as the reason of the success gaps, and can therefore structure learning appropriately to develop a successful diverse environment. When cultural discrepancies are the root of the dilemma, it becomes obvious that these types of verbalized teaching and curricula may in fact worsen the success struggles of students of color.

Developing a Diverse School Environment

McJilton de Marquez (2002) stated that using a multicultural approach to teach the curriculum promotes and celebrates diversity, provides an acceptance of people's differences, and searches for ways to abolish ethnic, racial, and cultural labels connected to racism and prejudice. McJilton de Marquez (2002) asserted that the main objective of multicultural education is really an education of independence. Multicultural education could assist students in cultivating the experience and abilities to take part in a democratic community (McJilton de Marquez, 2002). Multicultural education should also encourage the capabilities and adeptness to cross-cultural borders in order to involve him or her in other cultural groups. Multicultural education can provide students with talents and capabilities to contribute socially to promote a nation that is more democratic (McJilton de Marquez, 2002).

Bashir (2011) discussed the need for a multicultural approach to teaching that encompasses culture to improve student's self-concept. In her home country of Sudan, students are taught primarily in English with little regard to their home language or culture. When teachers create and incorporate lessons centered on the student's cultural

values in society, it may have an intense effect on the self-concept of the adolescent (Bashir, 2011). The study determined when the Sudanese language curriculum included traditional, dialectal integration, students' impression of self was improved, and the goal of the school became creating life-long students.

Benefits of Multicultural Education Training

Transformed curriculum should assist students to behold ideas, concerns, and tribulations from diverse cultural standpoints. According to Banks (1991), simply injecting ethnic and gender subject matter into prevailing curriculum, paradigms, and theories are not enough. Multicultural curriculum motivates students to view and decipher facts, experiences, notions, and theories from differing perspectives. What students learn reflects not only what they encounter in the curricula, but also perceptions of the teacher (Banks, 1991).

Knowledge that reflects cultural democracy and serves the needs of citizens can be described as multicultural, and students who have mastered it have acquired multicultural literacy, which is the awareness and tolerance that signal the wide-ranging band of activities, practices, expectations, struggles, and opinions of the community (Banks, 1991). Significant to multicultural education is the information building progression, explaining ways professors assist students to comprehend, examine, and decide how to understand cultural assumption, structures of citations, viewpoints, and prejudices within a subject will affect generated knowledge. Banks (1991) claimed that knowledge crafted by privileged and defenseless groups in the same community tend to vary significantly.

The main objectives of curricula that promote multicultural literateness should be to assist students to understand, to be concerned, and to function in ways that will progress and promote a self-governing community where every person encounters cultural equality and encouragement (Banks, 1991). To assist our country and world become more culturally democratic, students also must develop a vow to individual, societal, and public action as well as information and abilities to partake in successful public action. According to Banks (1991), the most significant and efficient way to prepare pre-service teachers to engage students in multicultural experiences that may permit them to know, care, and partake in democratic action is to include teachers themselves in the multicultural experiences that centers on the objectives. When teachers have acquired an understanding about cultural and racial diversity, they can examine that awareness from diverse racial and cultural viewpoints. Teachers have taken action to compose their own lives and societies more ethnically understanding and different.

Multicultural education is a notion, a learning modification development, and a progression (Banks, 2013). It strives to produce equivalent learning occasions for every student, involving those from differing cultural, ethnic, and social-class group by altering the overall school atmosphere so that it will echo the differing cultures and groups in a community and in the country's schools. Multicultural education is a progression since its objectives are standards that teachers and superintendents can continuously attempt to accomplish. Banks (2013) acknowledged five features of multicultural education: (1) content incorporation, (2) the knowledge building progression, (3) prejudice diminution, (4) impartiality pedagogy, and (5) an encouraging school culture and social organization.

The first feature is content integration, which deals with the degree to which teachers use models and substance from an assortment of diverse groups to demonstrate significant models, generalities, and problems within their field of specialty. The knowledge construction process illustrates how teachers assist students to recognize, examine, and decide how the prejudices and viewpoints within a subject manipulate the means in which information is formed within it (Banks, 2013). Prejudice reduction designates units and actions used by pre-service teachers to assist students to foster encouraging opinions toward differing cultural and ethnic groups. An equity pedagogy occurs when teachers alter their pedagogy in manners that would enable the educational success of students from differing cultural and racial social-class groups. Banks (2013), continued by stating that an encouraging school culture and societal organization is generated when the culture and configuration of the school are altered in methods that allow students from differing cultural and ethnic groups to encounter equivalence and uniform significance.

Banks (2013) posited that to apply multicultural education efficiently, teachers and superintendents should adhere to the five features explained. Teachers may use subject matter from differing groups when instructing subject matter and abilities, assist students to comprehend how learning in the numerous subjects is structured (Banks, 2013). If professors can assist students to acquire positive group opinions and viewpoints, while they adjust their pedagogical approaches so that their students from differing cultural groups will have an equivalent chance at knowledge (Banks, 2013).

The entire setting and culture of the school needs to change so that students from differing racial groups may encounter identical standing in the culture of the school.

Conclusions

The chapter offered a review of the existing literature that is pertinent to this study. The current literature displayed the lack for the need of culturally responsive pedagogy. Throughout the literature review, the training pre-service teachers received in teacher-credentialing programs, in respect to multicultural education and multiculturalism was the focus. During the search for relevant literature, the following key words were used: cultural pedagogy, teacher-credentialing programs, cultural diversity, and the integration of multicultural education. The study was focused on how to create culturally responsive teachers who will work with diverse students in a classroom. It is important, with the changing demographics in our society, that teachers have the necessary training in cultural differences during their teacher-credentialing courses. As the literature review has concluded, it has stressed the significance of integrating multicultural education into teacher-credentialing programs so teachers may be able to better work and understand students from a diverse cultural background.

Summary

The literature review provided the historical context for the effectiveness of multicultural education training in pre-service credentialing programs and an educational need for teachers to acquire beliefs and practices that align with the students' culture. To provide equitable opportunities for student populations with diverse cultures, the literature was written to advise teachers to attend to differences of student groups and to

advocate for equitable education through culturally responsive pedagogy. The body of research presented information that addresses the development of cultural competence and cultural responsiveness in teachers. The review also offered an introductory viewpoint on how teachers reply to brand-new concepts, experiences and concepts as well as the requirements and trials they may face. A methodology that investigates teachers', parents' and students' perceptions about diversity, which seems to be absent in the literature reviewed, which was examined in the following chapter.

The research methodology in Chapter 3 expounds the research methodology, including the selection of research participants, data collection and data analysis. The chapter offered the methodology used in this research to meet the study questions, the theoretical framework for the methodology and particulars of the research design. The subsequent subjects were also reviewed: quality matters in qualitative research, the researcher's role, sampling, interviews and procedures and ethical concerns.

Chapter 3

Methodology

This chapter provided the following three elements: 1) the purpose of the study, 2) the methodology that was used in exploring the researching questions, and 3) the research design used within the methodology. The intention of this qualitative descriptive single embedded case study research study was to describe how multicultural curriculum and instruction at a university teacher-credentialing program prepares pre-service teachers to work with diverse students in a classroom setting and to create a culturally competent and responsive classroom pedagogy that can be used in pre-service teacher-credentialing programs. Teacher-credentialing programs, for all intents and purposes, work tirelessly to prepare pre-service teachers. The preceding intention and purpose was built upon research directed by the remaining research questions:

- SR1. How does a two-year teacher-credentialing program that integrates a multicultural curriculum prepare pre-service to enter a diverse classroom?
- SR2. What do pre-service teachers describe are major components of multicultural curriculum and instruction?
- SR3. What are pre-service teachers' perceptions of their preparedness to meet the cultural needs of diverse students following their teacher-credentialing program?

To some extent teacher-credentialing programs integrate some diverse training into three courses. As participants were interviewed, they stated that, in a way, they were unclear of the components of multicultural education. Perceptions of pre-service teachers were

gathered through one-on-one interviews to examine how prepared they will be to, more or less, meet the needs of diverse students. The researcher requested data and conducted the interviews.

Stake (2005) defined a case study as both a procedure of investigation about the case and the result of that investigation. The descriptive single embedded case study may include a setting or an event where a great deal of time can be devoted to examining a situation or a very short time studying the situation (Stake, 2005). According to Tellis (1997), descriptive cases necessitated that the author start with a descriptive theory, or face the likelihood that tribulations may transpire throughout the study. The current descriptive single embedded case study incorporated feedback on an exact event considered from the perspectives of participants.

The research method and design appropriateness employed in the implementation of this study is a qualitative descriptive case study. In the subsequent section, the stages of case study were discussed; this included the population, researcher's role, sampling procedure, and data collection procedures. The section on data collection was divided into subsections of interviews as instruments and the two groups of interviews. In the next section, data analysis was reported. In the last section, the different types of credibility and trustworthiness used were discussed, including member checking and triangulation. Chapter 3 concluded with a summation of the main goals of the chapter.

Research Method and Design Appropriateness

The research method used was a qualitative approach. The research design was a descriptive single embedded case study design. The qualitative method was chosen so

pre-service teachers at a university teacher-credentialing programs could be interviewed to understand how much exposure and instruction they received in their program. A single embedded case study was used to understand the *how* and *why* in this study. An embedded design was also used because the teacher-credentialing program was the case study, while the pre-service teachers in two different stages in their program constituted the embedded part of the case study. Since pre-service teachers were the only ones interviewed, even though they were two different groups, they were considered a single entity in an embedded case study.

Research Method Appropriateness

The research study is qualitative rather than a quantitative method. The emphasis of the study established which method best assists the rationale of the study (Denzin & Lincoln, 2005; Vivar, 2007). A qualitative study helped in recognizing an experience or situations as it links to the significance other people gain from the event or situation (Vivar, 2007). In a qualitative study, the importance of something is established by means of a range of procedures and methods (Denzin & Lincoln, 2005; Vivar, 2007). Denzin and Lincoln (2005) posited that in a qualitative case study the researcher is a key partner in the progression of discovery or attaining some consideration of other people's answers, opinions and beliefs about an experience or phenomena (Vivar, 2007). In qualitative studies, much of the data appears during the data collection (Vivar, 2007). The qualitative approach in research highlights how participants feel about a topic (Hatch, 2002). Qualitative research focuses on the internal thoughts and views of participants as opposed to numerical variables. Additionally, qualitative research obtains

rich data in natural settings where the phenomenon occurs. A qualitative study is a means to understand an experience or phenomena from the viewpoint of others in their setting (Miller & Alvarado, 2005).

The focus of the study explored how multicultural curriculum and instruction at a university teacher-credentialing program prepares pre-service teachers to work with diverse students in a classroom setting and to create a culturally competent and responsive classroom pedagogy that can be used in pre-service teacher-credentialing programs. The set standards of a quantitative study would not offer the subtleness of answers addressing feelings, beliefs and outlooks (Turner, 2007). For the purpose of this study, the qualitative method offered a means to hear from participants in their own terms, decipher meaning and expand insight as to the importance of the event, which is the preparation of pre-service teachers in a teacher-credentialing program in culturally competent and culturally responsive curriculum and instruction.

Research Design

A descriptive single embedded case study was an applicable design for this study, which investigated a situation that included clarification leading to insight (Stake, 2005). An emphasis on discovery and understanding, use of personal and participant experience, evolving information, depictions, larger contextual meaning and flexibility, as in the present study, may offer a framework from which future investigators may design further studies. Other kinds of research methods such as experimental, quasi-experimental or survey research are more efficient when addressing inquiries concerning reproducing a specific outcome. However, case study is a research design that offers richer

explanations and more insightful explanations and by highlighting the investigation of a phenomenon in its real-world environment, the case study approach prefers the gathering of data in normal situations, depending on received data (Yin, 2012).

There are nine other qualitative designs that could have been used besides case study. Although historical and ethnographic design would have worked with this research, those designs were either looking toward the past or would have made the study too broad. Delphi design is characterized by building a consensus on what may be needed or could occur in the future. The study looked to explore what is occurring now and how to begin making changes.

The researcher contemplated using phenomenological or a field study design because the focus lies in understanding a certain program or a group of participants. Grounded theory explains a phenomenon for which an emerging theory comes out of the data. Action research closely relates to grounded theory in the sense that it develops new skills, but both designs would not produce the data needed to explore how prepared pre-service teachers are to meet the needs of diverse students.

Critical and field designs were not considered a viable option for this study because of the intensity to research each specific part of the subject being studied. The last qualitative design was participatory, which could have been used for this research because the researcher is an active participant in the research. In this case study, the researcher was considered an instrument because of the interviews conducted. Although all nine qualitative designs could have been adapted and used for this study, it was

determined by the type of data needed that a case study design was best suited for this research.

The design in the study is a descriptive single embedded case study design (Yin, 2014). A descriptive single embedded case study is appropriate because the study requires language to establish and to understand the *how* and *why* in describing real situations (Neuman, 2003). A descriptive case study is appropriate in documenting and describing the phenomenon relating to actions, events, beliefs, attitudes, social structures and processes (Neuman, 2003). According to Yin (2014), the single-case study may contain subunits of analyses, so an embedded design can be formed. The case study was the teacher-credentialing program, while the pre-service teachers who are in their second semester and pre-service teachers who are in their last semester in the teacher-credentialing program constituted the embedded portion of the case study. The subunits may also add substantial chances for widespread analysis, enriching the understandings of the single case (Yin, 2014). The study extended the literature by providing a description of how multicultural curriculum and instruction at a university teacher-credentialing program prepares pre-service teachers to work with diverse students in a classroom setting. Therefore, an embedded design can function as an essential tool for directing a case study investigation (Yin, 2014).

According to Lichtman (2010), the qualitative researcher is someone who does research in an authentic location and not in a test center. A journal was kept to record personal reflections throughout the qualitative data collection and data analysis of interview transcriptions. The journal provided personal insight and attentiveness to the

investigator as the prime unit of data collection and analysis, while being cognizant that interpretations were inductively obtained to discover the reality behind the data collected from a Spanish and Caucasian female perspective. Member checks were provided of the transcribed interviews for each research participant to ensure the credibility of the qualitative data collection (Blaikie, 2000).

Rationale for the Study

The chosen research design, descriptive single embedded case study, was used for the study because of the in-depth study of a phenomenon (a possible lack of preparation for pre-service teachers who will work in a diverse classroom) in its real life context (classroom setting) that reflected the viewpoint of participants immersed in the phenomena (Gall, Gall, & Borg, 2007). Yin (2009) contended that case study is the preferred methodology in assessing current experiences, when behaviors cannot be swayed. Case study relies upon similar techniques used by historians in studying the past, but adds in interviews to ensure thoroughness and completeness of data collection. Case study inquiry also permits qualitative researchers to treat the exclusivity of individual cases and contexts, which is essential in facilitating understanding (Stake, 1995). Coming to appreciate the distinctiveness of the case necessitates the gathering and examination of data from multiple resources of verification (Yin, 2012).

In particular, the descriptive single embedded case study was concluded to be the most fitting methodology for this inquiry for two main purposes. First, the objective of case study research is to expand the knowledge of the constrained entity. The purpose of this research was to describe how multicultural curriculum and instruction at a university

teacher-credentialing program prepares pre-service teachers to work with diverse students in a classroom setting and to create a culturally competent and responsive classroom pedagogy that can be used in pre-service teacher-credentialing programs. Second, descriptive single embedded case studies explore, in depth, how things are at a specific place and at a specific time (Stake, 1995). The description of the supposed procedure was to determine how teacher-credentialing multicultural curriculum prepares pre-service teachers to meet the cultural needs of diverse students within K-12 educational classrooms.

The study began with the preparation of pre-service teachers in teacher-credentialing programs in culturally competent and culturally responsive curriculum and instruction (Jean-Pierre & Nunes, 2011). The author wanted to know more about their experiences in their teacher-credentialing programs so data collected would assist in describing how multicultural curriculum and instruction at a university teacher-credentialing program prepares pre-service teachers to work with diverse students in a classroom setting. With that area of inquiry in mind, steps were initiated to conduct research.

Research Procedures

The descriptive single embedded case study research study selected and analyzed pre-service teachers who were in their second semester in a teacher-credentialing program at a university on the west coast, and pre-service teachers who are in their final semester in the same teacher-credentialing program. The research procedures included the geographic location, the population used, the participant selection, which includes the

pre-service teachers who are in their second semester and pre-service teachers who are in the last semester of their teacher-credentialing program.

Geographic Location

The site for this research was a university on the west coast. The university is in close proximity to the author. Interviews were held in an empty classroom in the education building on the campus of the university. It was deemed more convenient for participants if the researcher met them where they attend class.

Population

There were two different populations used for this qualitative descriptive single embedded case study research: pre-service teachers who are in the second semester and pre-service teachers in the last semester of their teacher-credentialing program. Each group was interviewed for their input regarding their experiences, viewpoints and knowledge of multicultural education. The area of the west coast was selected because of the elevated population of culturally diverse students. According to the Clovis Unified School District's website (2013), as of 2013, the district had approximately 41,000 K-12 students, and of those 55.6% are culturally diverse students. Teacher-credentialing programs expect pre-service teachers to choose a multicultural education course so they are ready to instruct diverse students, but as asserted by Amos (2010), some pre-service teachers display opposition to these multicultural education classes. The two populations, the pre-service teachers who are in their second semester and pre-service teachers who are in their final semester, were interviewed at the university with the Permission to Use the Facility at a University form, and approval from IRB.

Sampling Process

The sample in this descriptive single embedded case study was purposive and participation is on a voluntary basis. The sample frame was a teacher-credentialing program in a university on the west coast. The study sample included 12 pre-service teachers who are in their second semester and seven pre-service teachers who are in their final semester of the teacher-credentialing program at a university on the west coast. Maxwell (2005) emphasized that choosing people who can offer evidence that is needed in order to solve the research questions is the most significant concern in qualitative choice judgments. Descriptive single embedded case study design sampling is purposive, and is guided by those who can provide information about the phenomena being studied (Patton, 2002).

Selection of group one pre-service teachers. In the first part of the research, the author met with the dean of the teacher-credentialing department at the university to explain the study and obtain permission to interview pre-service teachers who are in their second semester. Permission was received to use campus facilities to conduct interviews using the Permission to Use the Facility at a University form. A Recruitment Letter (see Appendix A) and an Informed Consent form (see Appendix B) were distributed in classrooms to recruit pre-service teacher participants. The letter asked for interested pre-service teachers who are in their second semester who were interested in being interviewed one-on-one. The Recruitment Letter explained the rationale for the research, the purpose and problem of the research and some key vocabulary the students may need

to participant in the interview. The author also included her email address for students to respond to the request.

Selection of group two pre-service teachers. In the second part of the research, pre-service teachers in their final semester of their teacher-credentialing program were interviewed. A Recruitment Letter (see Appendix A) and an Informed Consent Form (see Appendix B) were distributed in the classrooms to recruit pre-service teacher participants. The letter asked for interested pre-service teachers who are in their final semester who would be interested in being interviewed one-on-one. The Recruitment Letter also explained the rationale for the research and the purpose and problem of the research. The researcher also included her email address for students to respond to the request.

Purposive Sampling

Purposive sampling was used to select participants who meet certain criteria (Patton, 2002). Such a method provided the opportunity to acquire a vast amount regarding matters of essential significance to the rationale of the research (Patton, 2002). According to Maxwell (2005), certain locations, people and doings are chosen intentionally in order to offer information that cannot be acquired as well from other selections. For the study, 12 pre-service teachers who are in their second semester in the teacher-credentialing program at a university on the west coast and seven pre-service teachers who are in their final semester of the teacher-credentialing program at the same university were recruited. Both sets of pre-service teachers were interviewed one-on-one for approximately 30-60 minutes.

Informed Consent

The study does not involve the partaking of vulnerable populations as defined by the Belmont Report. Participants did not incorporate prisoners, children, pregnant women, or persons with mental illness. The study supported the values of respect, beneficence, and justice. IRB approval was received on July 8, 2016. On the consent form that participants signed before being interviewed (see Appendix B), participants were offered an explanation of methods, rationale and objectives of the research; estimated risks and benefits; and directions for withdrawing from the research. The participants had an opportunity to email the investigator with any questions or apprehensions. Participation was voluntary and free of coercion.

As in all honorable investigation, the safety of each participant's self was of supreme significance. In order to safeguard the identities of the partakers, numerous protections were created. Initially, each participant had an alias. All data, even the composed transcriptions had the participant's alias. Next, measures were taken to assure that no one had contact with the raw data. The recordings and transcripts were secured in a locked cabinet in the researcher's office. Finally, transcripts were completed and no other person saw the transcripts aside from each participant inspecting their own.

A Recruitment Letter (see Appendix A) and an Informed Consent form (see Appendix B) were given to participants. The letter asked for interested pre-service teachers who are in their second semester or last semester of the program who would be interested in being interviewed one-on-one. The researcher included her email address for the student to respond to the request.

Data Collection Procedures

Data collection took place when applicable permissions were attained from the Institutional Review Board at the University of Phoenix. Consent forms in paper form were collected from each participant prior to scheduling interview sessions with each pre-service teacher. Data collection procedures for this study included collecting and storing data in both electronic and paper form.

Field Test

The purpose for the field test was to establish a reasonable timeframe to interview participants. According to Gunter (2010), effective field tests are both well planned and adaptable at the same time. Five experienced teachers participated in the field test as an aim to examine the question wording and responses. The subject area for the field test was the efficacy of multicultural education in teacher-credentialing programs. The five experienced teachers in the field test made recommendations to clarify the interview questions. Results of the field test confirmed lines of communication. The field test helped to refine questions to be asked of participants and helped to anticipate any technical problems that may arise. The test resulted in re-wording of some of the interview questions. Although the five experienced teachers made suggestions on the re-wording of some of the interview questions, the essential concept remained intact. The field test took place before the submission to IRB, so the interview questions (see Appendix C) were the same as they were when the interviews were conducted.

The field test addressed the processes used for the proposed study, which included confidentiality, anonymity, voice recordings, transcribing, the creation of themes and

analysis. Anonymity included using random numbers rather than student names and university names. To assure accuracy, participants received copies of the transcribed interviews and had opportunities to make changes if necessary. Forms with names of participants were kept in a locked file cabinet and separate from any data. The names and all data will be shredded after three years.

Interviews as an Instrument

There are advantages and disadvantages in regards to interviews as researchers pursue to balance the qualitative objective of offering breadth and depth. Interviews are advantageous in qualitative research designs as they offer a vast collection of data from fewer participants with a high reply rate (Neuman, 2006). Challenges with interviews include interviewer bias and trustworthiness of responses from the study participants. To inspire cooperation, the interviewer focused on listening skills and impartial probing, while avoiding guiding questions (Marshall & Rossman, 2006; Neuman, 2006).

A qualitative descriptive single embedded case study to describe how multicultural curriculum and instruction at a university teacher-credentialing program prepares pre-service teachers to work with diverse students in a classroom setting and to create a culturally competent and responsive classroom pedagogy that can be used in pre-service teacher-credentialing programs was conducted. The specific problem is a lack of preparation for pre-service teachers in teacher-credentialing programs in culturally competent and culturally responsive curriculum and instruction (Fehr & Agnello, 2012; Moore, 2007). Best practices for interview sessions advised that the interviewer audio-record the scheduled interview sessions while making memos for assistance to remember

any body language or thoughts. Best practices can foster accuracy during the dictation procedure and offer a secondary source of raw data collection.

According to the *California Commission on Teacher Credentialing* (2014) from 2008 to 2014, there has been a steady decline in the enrollment of pre-service teachers in teacher-credentialing programs. The decline has accounted for a 55% decrease in pre-service teachers, or a drop of about 25,000 pre-service teachers over a five-year span (*California Commission on Teacher Credentialing*, 2014). Although the study did not explain or give a reason for the decline of pre-service teachers, one must wonder why there is such a dramatic drop in enrollment in the teacher-credentialing program. During the interview process, pre-service teachers and graduating pre-service teachers were asked for their opinions and if the decline in teacher-credentialing program had anything to do with the diversity of the current classroom environment.

Face-to-face interviews with length around 30-60 minutes were designed for in-depth investigation of a certain theme or experience with participants, who have the applicable experience. However, in the event that the investigator is not able to meet with the participant due to distance or any other reason, the choice of a phone interview was offered. The interview questions were open-ended and prearranged, to address the three main research questions. An open-ended interview or non-structured interview proposed broader and richer information than data from a survey (Yin, 2012). It let the individual participants to recount their experiences and tell their story. Conducting interviews using open-ended interview questions as opposed to other interviewing techniques, convened participants to contemplate about the topic and consider the

attitudes, behaviors, feelings and connected experiences to add to the phenomenon of becoming multiculturally competent. Critics of interviews as a data collection approach in general highlight the unreliable nature of personal accounts (Silverman, 2010). During the interview, field notes were taken to offer a picture of the interview locations and important events. Two cycles of data collection were conducted: individual interviews with pre-service teachers who are in their second semester in the teacher-credentialing program in phase one and pre-service teachers who are in their last semester also in the teacher-credentialing professors in phase two. If an embedded single case study was conducted, then all individuals who met the unit of analysis would be invited to participate (Cohen, Manion, & Morrison, 2011). Failure to do so may denote that a survey research was conducted (Cohen, Manion, & Morrison, 2011).

During each of the 19 interviews conducted with pre-service teachers, the same six questions (see Appendix C) were asked of each interviewee. The first question asked pre-service teachers their opinion of how multiculturalism could be infused into education and training. Question two was a bit difficult for participants to answer because it requested pre-service teachers to describe the major components of multicultural curriculum in their teacher-credentialing programs. The third question wanted participants to describe the skills, knowledge, and characteristics they would need to become culturally competent. The researcher also wanted to know how cultural competence had been taught to them in their teacher-credentialing programs. Again, this question proved to be difficult for pre-service teachers because they lacked the knowledge to answer a question regarding what cultural competency entails.

The remaining questions required participants to provide their opinions on their preparedness to work in a culturally diverse classroom. Question four was phrased to ask how prepared they believed they would be to meet the needs of diverse students when they entered their own classroom. The fifth question requested their perception of how they planned to bridge the gap between themselves and culturally diverse students. The final question asked participants if they had any final thoughts that were not explored or asked by the researcher. The six questions covered a gamut of topics under the heading multicultural education and cultural competency. Each question helped to identify pre-service teachers' opinions and perspectives on the training they have or did receive during their teacher-credentialing programs on how to become a culturally responsive teacher.

Role of the researcher. She is a fifth grade teacher who is also the grade level leader and in charge of the multicultural club at her elementary school. Participants chosen for this study have no professional affiliation with the researcher. Data collected through interviews served participants and current and future stakeholders, which is the teacher-credentialing program in a university of the west coast. The researcher was also considered an instrument and took ownership of data collected from the conducted interviews. In chapter four, conclusions were made from data, and connected to the literature reviewed in chapter 2. Finally, recommendations were made in regards to the situation that a possible failure on the part of teacher-credentialing programs to train pre-service teachers to make a cultural connection to their students.

Relevance of sample size. In a perfect setting, the whole population would be examined, but this is nearly impossible (Nayak, 2010). Other than the census, which is performed on each person of the population, all other investigations are conducted on partial participants pulled from the involved population known as the sample population (Nayak, 2010). The case study relied on qualitative data gathered from key pre-service teacher interviews that are in their last semester and key informant pre-service teacher interviews that are in their second semester (Merriam, 1988; Yin, 2003). Gathering data from such sources of information helped address the research questions.

While qualitative researchers are not likely to settle on precise sample sizes required for qualitative studies, they normally concur that a number of aspects can affect the number of interviews required to attain saturation. When the case has more than one unit of analysis, the embedded subunits can be selected through sampling (Yin, 2009). These subunits are the pre-service teachers who are in their second semester and pre-service teachers who are in their last semester that make up the teacher-credentialing program. Additionally, the responses gathered strengthened this embedded single case study as it provided the opportunity to replicate findings and increase the opportunity for study transferability (Yin, 2009).

Saturation

A supplement to the nature and scope of the investigation, some other issues that can affect sample size required to attain saturation contain; quality of interviews, number of interviews per embedded unit, sampling processes and investigator experience.

Saturation is a commonly used term in qualitative research to designate the point at which

data collection halted (Padgett, 2008), which is considered to be three consecutive interviews with no new information revealed. Breckenridge and Jones (2009) emphasized that saturation is not a matter of draining the explanation of a specific position at a particular moment in time. Saturation helped determine when data were exhausted of conceptual data. When the data stopped producing incidents that indicate new categories and properties, then no further incidents from the data needs analyzing. Normally, to rationalize data saturation would oblige an investigator to perform several interviews beyond that point to specify that the dataset was definitely becoming unnecessary. The quality of the research may rise until data saturation is achieved, but shrink afterwards.

First phase of pre-service teacher interviews. In the first phase, one-on-one audio-recorded interviews were conducted and transcribed to collect data. The open-ended interviews were conducted with pre-service teachers who are in their second semester in the teacher-credentialing program. Interviews were conducted on the campus of a university on the west coast in an empty classroom inside the school of education using the Interview Questions for Pre-Service Teachers who are in their second semester of the teacher-credentialing program (see Appendix C). Delpit (2006) observed Caucasian, predominately middle-class women teachers grapple to instruct culturally differing students because of a friction of cultures and linguistic roadblocks in the classroom (Ford & Quinn, 2010). Possibly, Caucasian teachers are more probable to maintain minimal expectancies for diverse students than they maintain for Caucasian students (Garcia & Guerra, 2004).

Interviews are fundamental resources of case study material (Yin, 2003). The goal is to conduct in-depth questioning to fulfill the pursuit in accepting the lived occurrence of people and the sense they make of that experience (Seidman, 2006). According to Seidman (2006), the objective is to recognize the meaning people immersed in education make of their encounter, then interviewing offers an essential, if not continually entirely appropriate path of investigation.

Transcription and coding occurred as soon as possible after each interview and, when feasible, before the next interview took place. After the initial interview, the participant had the chance to review the transcript of the interview and insert, delete, or explain his or her responses. The author was looking to find the shift in knowledge between pre-service teachers in their second semester, and pre-service teachers who are at the end of their program.

Second phase of pre-service teacher interviews. For the second phase, data were collected and verified the genuineness of the research with the participants through one-on-one audio-recorded interviews using the Interview Questions for Pre-Service Teachers at a University on the West Coast (see Appendix B). The last group of interviews consisted of seven pre-service teachers who are in the last semester of their teacher-credentialing program at a university on the west coast. Interviews were conducted on the campus of a university on the west coast in an empty classroom inside the school of education using the Interview Questions for Pre-Service Teachers (see Appendix B). Interviews were audiotaped and then transcribed.

Field Notes

Field notes were used data as a check alongside participants' slanted recounting of what they think and do. Another important field note was to investigate and explore the textbooks used in credentialing classes to see what pre-service teachers are learning in their teacher-credentialing classes. According to Gay (2000), textbooks are the foundation of 70% to 95% of all classrooms, and some of the information contained in the texts are written or created by Caucasians and are mostly uncontested authority in education. The syllabi for each course being evaluated that pre-service teachers take are listed on the university on the west coast's website. It was noted how often race, diversity, culture, or multicultural education were discussed during the duration of an 18-week course. Getting the chance to review the syllabi and textbooks from the differing classes helped to address the research questions as the interviews were conducted.

Data Analysis

Qualitative research produces ample data, which was arranged, categorized, examined and integrated (Patton, 1990). As proposed by Miles and Huberman (1994), early in the data gathering and data analysis and after each field contact, field notes were evaluated. Case study research is categorized by a microscopic style where rigorous investigation of the specific is stressed; the central aim of this type of research is to give a genuine depiction of the case by participant dialogue and other firsthand accounts to ponder on everyday activities (Lapan & Armfield, 2009). Therefore, processes must be compiled in order to generate a consistent and efficient product that contributes to the current research base as well as with potential research events. Information is socially

created and through their experimental and related explanations, case study investigators support readers in the building of knowledge (Stake, 2005).

During and after data gathering, data were sorted through inspecting for codes, merging patterns and themes. While in this stage, codes were methodically appointed to the text of transcripts and field notes.

Primary to case studies is whether the meaning found in the data is well-founded, repeatable and right (Miles & Huberman, 1994). The key topics are (a) high quality available data, (b) documentation analyses finalized, and (c) preservation of data and related investigations after the study is concluded (Miles & Huberman, 1994). Pattern coding was employed after the interviews were transcribed and systematically recognized.

Data were generated using multiple methods, including in-depth interviews and curriculum and instructional analysis. The above methods of obtaining data provided the study with detailed information to respond to each research question. The timeliness of transcribed data helped to ensure accuracy of the information. Each recording was reviewed multiple times to ensure that the transcription was an exact replica of the participants' words. In an effort to provide an easy to read transcribed copy of the interview, simple grammatical errors were corrected and repetitive words or phrases within the same sentence were eliminated. These changes were made to ensure clarity of the information presented, and was not meant to alter the words or thoughts of participants.

Nineteen pre-service teachers were interviewed one-on-one in an empty classroom in the education building on the campus of a university on the west coast. Pre-service teachers were recruited via a flyer (see Appendix F) hung up on bulletin boards and classrooms in the education building. After each interview was conducted, and recorded, the researcher transcribed each interview manually to answer the research questions. As the researcher transcribed the interviews, triangulation was at the forefront to achieve saturation, which was reached early on in the interview process. It was imperative to ensure that interviews continued until the researcher was saturation was indeed achieved, and therefore, more interviews were conducted to solidify the conclusion of data.

In addition to transcribed data, a reflection research log was maintained to summarize the date, time of interview, as well as personal reflections of the interview. As each interview was transcribed, the research participants were contacted to go over the transcript for correctness, to offer clarification and to give additional details if the participant deemed it necessary.

Curriculum and Content Analysis

Additional data were obtained through the Curriculum Content Analysis (see Appendix D). The researcher evaluated the curriculum covered in three of the teacher-credentialing program courses that have some discussion of multicultural curriculum and instruction embedded in the course via the information on the professor's syllabus. The three courses evaluated were Understanding the Learner, Instructional Design, and Assessment (CI 171), Cultural and Language Contexts of the Classroom (LEE 172) and

Differentiated Instruction and Classroom Management (SPED 179). The Curriculum Content Analysis (see Appendix D) recorded the characteristics, course description, primary learning outcomes and topic descriptions of each class.

In order to complete the curriculum content analysis, it was necessary to obtain the syllabi of the three courses that cover diversity issues in their curriculum. As the curriculum was analyzed (see Appendix D), four areas were researched to assess the amount of multicultural curriculum was integrated into each course. The four areas assessed were: 1) characteristics of the course, 2) the course description, 3) the primary learning objectives of the course, and 4) the topics discussed during each week of the class.

The last set of data came from the analysis of the Integration of Multicultural Curriculum and Instruction in Three Teacher-Credentialing Program Courses (see Appendix E). The three courses evaluated were Understanding the Learner, Instructional Design, and Assessment (CI 171), Cultural and Language Contexts of the Classroom (LEE 172) and Differentiated Instruction and Classroom Management (SPED 179). The Integration of Multicultural Curriculum and Instruction in Three Teacher-Credentialing Program Courses (see Appendix E) recorded how each course's curriculum prepared pre-service teachers for cultural competence, if the instruction created pre-service teachers who are culturally competent and how the curriculum and instruction prepared pre-service teachers for a diverse classroom.

The last section of data analysis was how well the three courses integrate multicultural curriculum into each week of instruction. After the curriculum content

analysis was complete, this final analysis was conducted. The same three courses were analyzed, looking to answer three questions: 1) Does the curriculum prepare pre-service teachers for cultural competence?, 2) Does the instruction create pre-service teachers who are culturally competent?, and 3) How does the curriculum and instruction prepare pre-service teachers for a diverse classroom? (see Appendix E). This final analysis tool deconstructed the three courses to expose the amount of the time three courses, that are at the center of a teacher-credentialing program to train pre-service teachers, spend on preparing them to work with diverse students.

A code is a term or expression that is applied or connected with an item or a section of text that offers a label that categorizes, sorts, compiles, organizes and ultimately compares the narrative text (Lapan & Quartaroli, 2009). Coding allowed for the summarization of large sets of qualitative data, such as narrative texts. After the text was coded, outcomes were evaluated and conclusions were made about the messages contained in the text.

Notions were coded for occurrence because the researcher wanted to determine how pre-service teachers described their readiness to become culturally competent and culturally responsive. Thoughts were widespread and coded as they emerged in the interview. Extraneous information was not coded, but disregarded and not incorporated in the coded data. The text was assessed by hand for concepts. After the coding was complete, the data were evaluated to offer overarching themes and concepts of the study. After all data were collected, a table or spreadsheet in Microsoft Excel was developed to identify corresponding themes from interviews in an effort to ensure the emic, or what

the participants say (Stake, 1995). Emic codes expectantly emerged from the interviews. Analysis of the curriculum content analysis (see Appendix D) and the integration of multicultural curriculum and instruction in three teacher-credentialing program courses (see Appendix E) also included in the analysis of the data collection.

Content analysis is an investigation instrument used to determine the occurrence of particular words or ideas within text (Busch et al., 2005). The procedure can happen in numerous settings among an assortment of written text or taped information containing, but not limited to, manuscripts, lectures, advertising, interviews, academic journal pieces and newspaper items. Regularly used as a qualitative research tool, the progression of content analysis included the coding of text and splitting detailed terminology into controllable levels to be examined. Coding of data involves interacting with data to make assumptions about raw data (Corbin & Strauss, 2008). Codes are vocabularies or sayings that are joined or connected with an item or a segment of text that suggests a label that categorizes, classifies, compiles, arranges and eventually likens the narrative text (Lapan & Quartaroli, 2009). Coding permits the start of synthesizing significant groups of qualitative data such as narrative texts. Throughout the process of coding the initial textual data, the author may begin to see possible patterns emerge or cease.

Prior to the 1940s, text was mainly examined to recognize the regularity of particular words in text; nevertheless, as researchers have become more innovative, the development of content analysis has changed into evaluating more than certain words, but rather perceptions and semantic connections (Palmquist, 2005). After the text was

coded, outcomes were analyzed and conclusions were made about the messages integrated in the text.

Transcriptions

Each interview was digitally recorded, transcribed and analyzed to assist in recognizing and describing the major components of multicultural curriculum and instruction in teacher-credentialing classes (Kvale, 1996). Recording interviews preserved the words of participants with original data. If there was a question on clarity, the researcher returned to the source and had the participant assess the transcript for accuracy. Recording interviews ensures a record of participant responses, and such access will provide them with more confidence in the interview process (Seidman, 2006). The author completed the transcriptions herself to minimize any discrepancies that could be made by an outside transcriber (Rubin & Rubin, 2005). According to Seidman (2006), it may take up to six hours to transcribe a 90-minute audio-recorded interview.

Memos

Rubin and Rubin (2005) expanded on writing memos by stating that a researcher can also include comments on how well he or she felt the interview went, as well as whatever bias was perceived upon reading the answers. Data were manually analyzed using Microsoft Excel in order to categorize and contextualize the data. The program allowed the analysis of responses by taking notes while listening to interviews prior to and following transcriptions (Maxwell, 2005). During the reading or listening, typed notes from memos were typed on what was heard and created provisional concepts about categories and relationships (Maxwell, 2005).

Triangulation

The intent of triangulation is to use multiple sources to confirm the central phenomenon and its contents. It compares the credibility of results from either two or more different methods of data collection (Strauss & Corbin, 1998). Triangulation is also an outside authentication approach used to support the credibility and trustworthiness of the study (Heppner, Wampold, & Kivlighan, 2007). With the likelihood of having too much data in one part and not enough data in another, researchers suggest triangulating the data collection. Data triangulation occurred as multiple sources of data were collected to generate findings of the study to enhance credibility of the study (Gall et al., 2007). Triangulation was achieved using pre-service teacher's interviews, curriculum content analysis, and how the teacher-credentialing program integrates multicultural education into three courses pre-service teachers must take to receive their credential.

For theoretical purposes and presupposing that investigators validate data saturation during the coding procedure with statistical methods, a researcher may anticipate that some investigations would attain theoretical saturation most commonly in about a similar span. The objective of the triangulation procedure is to collect several viewpoints pointed at substantiating patterns among the codes throughout the data collection resources, which includes the open-ended interviews, content analysis of the curriculum and classes in the teacher-credentialing program and descriptive data. The integration of data sources from the in-depth interviews are another form of triangulation that will assist in formulating an explanatory framework or model that has depth and density concerning the central phenomenon. Heppner et al. (2007) depicted triangulation

as using a matrix with two columns to trace the data: one displaying the inquiries and another displaying the approaches to answer the inquiries. Finally, comparing the emerging explanatory framework or model with the existing literature and examining what is alike, what is dissimilar, and why, is another form of triangulation.

Trustworthiness of the Study

Trustworthiness is established through diverse standards, reliant on the methodology of the research. The trustworthiness of the study was established by measuring the explanation of data. Many researchers are not looking for a one-to-one agreement of truth, but they are looking to provide validity to their research design and study to the extent that results and outcomes are credible to the research community. Maxwell (2005) stated how there are no methods that can completely assure trustworthiness because it hinges on the connection of inferences to existence. Therefore, any validity threats were minimized to the study through member checking, field-testing of the interview questions, and recognition of researcher biases in order to ensure accuracy with data collection and synthesis.

Credibility

One method to accomplish credibility is the construction of individual interview protocols that will elicit responses reflecting the research questions. Triangulating the data collection sources assisted with this process as well. Reviewing the curriculum used in the teacher-credentialing programs enhanced protocols of the amount of multicultural education being taught in those classes. The interview protocols were constructed with

the goal of fostering opportunities for both groups of pre-service teachers to describe their perceptions and experiences in their teacher-credentialing programs.

Another step toward credibility was to describe both groups of pre-service teachers' responses as accurately as possible. Each interview was recorded and produced verbatim transcriptions. All transcriptions were reviewed to minimize discrepancies (Rubin & Rubin, 2005). Taking notes while listening to interview recordings prior to and following transcription were opportunities to ensure credibility as well (Maxwell, 2005). The hours of data collected from the interviews provided a comprehensive presentation of both groups of pre-service teachers' perceptions and experiences in their teacher-credentialing programs.

Qualitative research is often condemned for being deficient in credibility. In an effort to promote research credibility, the syllabi of three teacher-credentialing classes from the university on the west coast that map out the amount of cultural experiences and pedagogy pre-service teachers received were evaluated. The use of the professor's syllabus from the three courses in and of its self solidifies the credibility of content students are introduced to in their credentialing courses. Since the investigator was the prime unit of data collection and analysis, clarifications of actuality were retrieved exactly through their surveillances and dialogues (Merriam, 2001). The replication of qualitative research yielded non-consistent results due to variances in human behavior and interpretive measures. Consequently, credibility is evident in qualitative studies when the discoveries of an investigation are uniform with the data offered (Merriam, 2001).

Transferability

Transferability focused on the extent that the research could be generalized to the reader or audience. Detailed descriptions of data collection and in-depth interviews enhanced the transferability of the qualitative study. The use of triangulation, using multiple data collections, strengthens the use of the research study in other settings. Additionally, a systematic approach was used to select the research participants that can be transferred to other educational settings (Marshall & Rossman, 2006; Merriam, 2001).

Member Checking

Lincoln and Guba (1985) stated that member checks are the greatest essential procedures for founding credibility in qualitative research methods. To enhance trustworthiness, the process of member checking was used (Jones, Torres, & Arminio, 2006). In this study, the participating pre-service teachers were asked if they would like to review the transcription of their interview to give them the opportunity to revise as necessary, and then approve the transcription prior to data analysis. Only three of the pre-service teachers in their second semester wanted to review their transcription and five of the pre-service teachers in their final semester of their teacher-credentialing program wanted to review their transcription. As the interviewee checked his or her transcription, triangulation was achieved by enhancing the credibility of each interview by way of participant verification.

The member check by the participants acted as a credibility check of the themes and concepts to make sure their perceptions of their experiences were illustrated through the research. Member checking was essential in further creating a mutually constructed

understanding of the interview process that represented not only the voice of the researcher, but also the authentic voices of the pre-service teachers who participated in the optional member checking process.

Chapter Summary

Chapter 3 described the design and methodology of this investigation study, which was a qualitative descriptive embedded single case study and why the research design was chosen. Included in this chapter was an explanation of participant's interviews and setting, data collection procedure in which the individual interviews were explained and the curriculum content analysis of three classes in the teacher-credentialing program at a university on the west coast. Memoing was discussed and field notes were used during interviews, during data analysis and the coding process. In the next chapter, findings were presented from the study, which included a theoretical and conceptual framework, detailed tables of the main categories and themes of the findings and the lessons learned based on the findings.

Chapter 4

Analysis and Results

The purpose of the current qualitative descriptive embedded single case study was to explore how multicultural curriculum and instruction at a university teacher-credentialing program prepares pre-service teachers to work with diverse students in a classroom setting and to create a culturally competent and responsive classroom pedagogy that can be used in pre-service teacher-credentialing programs. The general problem is the inadequacy on the part of teacher-credentialing programs to train pre-service teachers to make cultural contact with their students may impede the pedagogy students receive in a culturally diverse classroom. The specific problem is there is an absence of cultural competence preparation within existent teacher-credentialing programs for pre-service teachers. The study was centered on one main question: How does teacher-credentialing multicultural curriculum prepare pre-service teachers to work effectively within K-12 educational classrooms? Teacher-credentialing programs, for all intents and purposes, work tirelessly to prepare pre-service teachers. The sub-research questions framed the data collection and revealed attitudes about the amount of training pre-service teachers received in their teacher-credentialing programs. The three sub-research questions exploring the responses were:

SR1. How does a two-year teacher-credentialing program that integrates a multicultural curriculum prepare pre-service teachers to enter a diverse classroom?

SR2. What do pre-service teachers describe are major components of multicultural

curriculum and instruction?

SR3. What are pre-service teachers' perceptions of preparedness to meet the cultural needs of diverse students following their teacher-credentialing program?

To some extent teacher-credentialing programs integrate some diverse training into three courses. As participants were interviewed, they stated that, in a way, they were unclear of the components of multicultural education. Perceptions of pre-service teachers were gathered through one-on-one interviews to examine how prepared they will be to, more or less, meet the needs of diverse students. The researcher requested data and conducted the interviews. The qualitative descriptive embedded single case study followed the research protocol presented in Chapter 3.

Chapter 4 presented results and findings using the data collection protocol. Data analysis was presented using tables to support the results and findings. Chapter 4 begins with the research method and designed used, selection of the sample, a description of data collection and analysis intended, emergent themes and a presentation of the data related to each research question. The research procedures included the geographic location, the population used and the participant selection. The chapter closed with a summary of the findings with an introduction to chapter five.

Research Method and Design

This study used a descriptive embedded single case study to explore pre-service teachers' preparedness to work with diverse students in a classroom upon the conclusion of their teacher-credentialing program. The case study is the teacher-credentialing program, while the pre-service teachers who are in their second semester and pre-service

teachers who are in their last semester in the teacher-credentialing program constitute the embedded portion of the case study. Approval was granted from the University of Phoenix's Institutional Review Board on July 8, 2016 and shortly after, the recruitment process for pre-service teachers began. An analysis was also conducted of the curriculum content (see Appendix D) and how the university on the west coast integrated multicultural curriculum into three of the teacher-credentialing program (see Appendix E). For the purpose of this study, the qualitative method offered a way to hear from participants in their own terms, decipher meaning and expand insight as to the importance of the event, which is the preparation for pre-service teachers in a teacher-credentialing program in culturally competent and culturally responsive curriculum and instruction.

Participant Demographics

The sample selected was a purposive sample. Purposive sampling was selected to better understand how prepared pre-service teachers would be to instruct culturally diverse students in the classroom. The two different populations used for this study were chosen for their differing viewpoints regarding how well they believe they are prepared to enter a culturally diverse classroom. Although it was not a part of the interview questions (see Appendix C), all interviewees stated that they only have one class in their first semester that touches on culture and diversity. A snowball sample was the most effective method to acquire pre-service teachers because the researcher does not work on the university's campus. Snowball sampling is a subset of purposive sampling, which was used in conjunction with the flyer posted at the university on the west coast (see Appendix F).

As pre-service teachers responded to the flyer (see Appendix F), interested participants were emailed the Recruitment Letter (see Appendix A), the Informed Consent form (see Appendix B), and a copy of the interview questions (see Appendix C). As the interested participants, who included pre-service teachers in their second semester of their teacher-credentialing program and pre-service teachers in their final semester, returned their Recruitment Letter and Informed Consent forms, the researcher and pre-service teachers set up an interview time and day to meet in the education building at the university on the west coast.

Data saturation was obtained soon after interviews began. A combined total of 19 pre-service teachers were interviewed regarding their attitudes about the amount of training they received in their teacher-credentialing programs. Data saturation was achieved when there was abundant evidence to duplicate the research. No new data was given after the third interview, but I continued to interview the remaining 16 pre-service teachers to ensure data saturation. Therefore, the goal of no additional themes had been reached, and consequently data saturation was reached.

Table 1 includes the demographics of the 12 pre-service teachers interviewed that were in their second semester of the teacher-credentialing program. Table 2 includes the demographics of the seven pre-service teachers interviewed that were in their final semester of the teacher-credentialing program. All 19 students were enrolled in the teacher-credential programs at the university on the west coast.

Table 1

Second Semester Pre-Service Teachers' Demographics

Gender	Nationality	Age
Woman	Caucasian	21
Woman	Caucasian	26
Woman	Caucasian	33
Woman	Caucasian	22
Woman	Caucasian	26
Woman	Caucasian	24
Woman	Caucasian	21
Woman	Caucasian	24
Woman	Hispanic	28
Woman	Caucasian	25
Man	Caucasian	25
Woman	Asian	22

Table 2

Final Semester Pre-Service Teachers' Demographics

Gender	Nationality	Age
Woman	Caucasian	27
Woman	Caucasian	24
Woman	Caucasian	30
Woman	Caucasian	28
Woman	Caucasian	24
Man	Filipino	37
Woman	Indian	29

Data Collection Overview

This section includes a discussion on the three types of data collection conducted during the study: interview data collection, curriculum content data collection and integration of multicultural education into three courses data collection. Pre-service teachers were interviewed in their second semester and in their final semester of their teacher-credentialing program to obtain perceptions of their preparedness when they enter their own diverse classroom and to ascertain their opinion on how well the teacher-credentialing program has prepared them to work with culturally diverse students once they have completed their program. The interview data provided the shift in knowledge between pre-service teachers in their second semester and pre-service teachers who are at the end of their program.

The curriculum content analysis (see Appendix D) evaluated the curriculum covered in three of the teacher-credentialing program courses that have some discussion of multicultural curriculum and instruction embedded in the course via the information on the professor's syllabus. The integration of multicultural curriculum and instruction data collection (see Appendix E) recorded how each course's curriculum prepares pre-service teachers for cultural competence, if the instruction creates pre-service teachers who are culturally competent and how the curriculum and instruction prepares pre-service teachers for a diverse classroom. Pre-service teachers' experiences in their teacher-credentialing programs was needed so data collected could assist in describing how multicultural curriculum and instruction at a university teacher-credentialing program prepared pre-service teachers to work with diverse students in a classroom setting.

Interview Data Collection

The study sample included 12 pre-service teachers who are in their second semester and seven pre-service teachers who are in their final semester of the teacher-credentialing program at a university on the west coast. Pre-service teachers described their readiness to become culturally competent and culturally responsive. A purposive sampling was used to select participants. As participants responded to the flyer posted in the education building of the university on the west coast (see Appendix F), it affirmed the fact that participation was voluntary and free of coercion. The proper precautions were taken to ensure that participants' identity remained unknown, even the composed transcriptions had the participants' aliases. Measures were also taken to assure that no one had contact with the raw data by placing recordings and transcriptions in a locked cabinet in the researcher's office, separate from any other data obtained.

Each face-to-face interview lasted approximately 15 to 30 minutes. The interview questions were open-ended and prearranged, to address the four main research questions. Field notes were taken to offer a picture of the interview locations and any important events that occurred. Each interview took place in an empty classroom in the education building at a university on the west coast. Each participant was given a copy of the interview questions (see Appendix C) along with a copy of the informed consent form (see Appendix B) that each participant brought with them to the interview.

Interviews were conducted until saturation was obtained. Saturation is considered to be three consecutive interviews with no new information revealed. The researcher must also use her personal transparency carefully because many beginner researchers

deem they do not show bias in their data collection and may not acknowledge when data is indeed saturated. Saturation helped determine when data were exhausted of conceptual data. Saturation was attained early on in the interview process because there were various sources of data, or triangulation, which improved the trustworthiness of outcomes and the achievement of data saturation. In order to rationalize data saturation, 16 additional interviews were needed to specify that the data set were complete. As noted, 19 pre-service teachers were interviewed regarding their attitudes about the amount of training pre-service teachers received in their teacher-credentialing program. After three interviews, I deemed that saturation had been reached because no new data was added to the data analysis, but I continued interviews to gather as many perceptions as possible to enrich the study.

Transcription and coding occurred as soon as possible after each interview, usually before the next interview took place. After the transcription was completed, participants were contacted via email to provide the participant an opportunity to member check their transcription for accuracy. The member check was also a way for the participant to insert, delete or explain his or her responses in a more thorough matter, if needed.

Curriculum Content Data Collection

The second set of data were obtained through the Curriculum Content Analysis (see Appendix D). Curriculum was evaluated in three of the teacher-credentialing program courses that have some discussion of multicultural curriculum and instruction embedded in the course via the information on the professor's syllabus. The three

courses evaluated were: Understanding the Learner, Instructional Design, and Assessment (CI 171), Cultural and Language Contexts of the Classroom (LEE 172) and Differentiated Instruction and Classroom Management (SPED 179). The Curriculum Content Analysis (see Appendix D) recorded characteristics, course description, primary learning outcomes and topic descriptions of each class.

Integration of Multicultural Education into Three Courses Data Collection

The last set of data was the Integration of Multicultural Curriculum and Instruction in Three Teacher-Credentialing Program Courses (see Appendix E). The three courses evaluated were: Understanding the Learner, Instructional Design, and Assessment (CI 171), Cultural and Language Contexts of the Classroom (LEE 172) and Differentiated Instruction and Classroom Management (SPED 179). The Integration of Multicultural Curriculum and Instruction in Three Teacher-Credentialing Program Courses (see Appendix E) recorded how each course's curriculum prepares pre-service teachers for cultural competence, if the instruction creates pre-service teachers who are culturally competent and how the curriculum and instruction prepares pre-service teachers for a diverse classroom.

Data Analysis Overview

During and after data gathering, interview data was sorted through, scanning for codes, unifying patterns and themes. Codes were methodically designated to the text of transcripts. Pattern coding was employed after the interviews were transcribed and carefully recognized. Coding allowed for the summarization of significant groups of

qualitative data, such as narrative texts. After the text was coded, outcomes and conclusions were made about the themes and messages contained in the text.

Interview Data Analysis

The author wanted to determine how pre-service teachers describe their readiness of being culturally competent and culturally responsive at the conclusion of their teacher-credentialing program. Each recording was reviewed multiple times to ensure that the transcription was an exact replica of the participants' words. As the interviewer transcribed each interview, the research participants were contacted to go over their transcript for correctness, to offer clarification and to give additional details if the participant deemed it necessary. The member check represented a credibility check of the themes and concepts to make sure their perceptions of their experiences were presented accurately. The data was evaluated to offer overarching themes and concepts of the study. Data were categorized manually into themes and sub-themes using Microsoft Excel.

Pre-Service Teachers in Their Second Semester

The study sample included 12 pre-service teachers who are in their second semester of their teacher-credentialing program on the west coast. Each participant completed an informed consent form (see Appendix B) before the interview began. The interviews were conducted in the education building on the campus of a university on the west coast. Each interview lasted between 15-30 minutes. This allowed each participant time to reflect on the research questions before providing an answer and to think back on

how much he or she knew about each question being asked. Any words or phrases were front-loaded to the pre-service teacher who needed clarification before answering.

At the conclusion of each interview, each one was transcribed looking to answer the research questions. Each interview was transcribed so that the point of saturation was known to gauge how many additional interviews needed to be conducted. Saturation was reached early on in the interview process but I conducted additional interviews to guarantee no new information would be obtained.

Pre-Service Teachers in their Final Semester

The second set of data included seven pre-service teachers who completed their final semester of the teacher-credentialing program at a university on the west coast. Each participant completed an informed consent form (see Appendix B) before the interview began. The interviews were conducted in the education building on the campus of a university on the west coast. Each interview was approximately 15-30 minutes in length. This allowed the interviewee enough time to reflect on the research questions before providing an answer and to think back on how much he or she knew about each question being asked. Participants were asked if there were any terms or phrases that needed clarification before the interview started.

At the conclusion of each interview, each one was transcribed looking to answer the problem statement and the research questions. Each interview was transcribed so that the point of saturation was known to gauge how many additional interviews needed to be conducted. Saturation was reached after three interviews, but I believed that it was important to guarantee that no new information would be discovered, so the interviews

continued. I also found that pre-service teachers in their final semester were a bit more worried about entering a diverse classroom than their counterparts. Six of the seven pre-service teachers that were graduating from the credentialing program at a university on the west coast declared that they worried about entering diverse classrooms because of the lack of training provided by their teacher-credentialing program.

Curriculum Content Data Analysis Findings

The Curriculum Content Analysis chart (see Appendix D) broke down three courses in the teacher-credentialing program that are considered diversity courses. The National Council involved the university in an audit approximately three years ago for Accreditation of Teacher Education (NCATE), and their school of education evaluated themselves on six standards including diversity. According to the university's website, their school of education did meet the standards listed of standard four; diversity. It stated that all teacher candidates are required to take LEE 172, which is one of the courses that was analyzed in the curriculum content analysis form (see Appendix D). This course was found to have the most opportunities for pre-service teachers to learn about culturally responsive teaching, working with a diverse population and cultural traditions of possible students. The next course mentioned in the audit was CI 171 and SPED 179, which were also part of the Curriculum Content Analysis (see Appendix D). The syllabus for each of the three courses was printed and analyzed, specifically looking at the Course Description, Primary Learning Objectives and Topic Descriptions (16 sessions in each semester).

As the Curriculum Content Analysis (see Appendix D) was completed, it was noted that out of the three courses that were mentioned as part of the NCATE audit, conducted by the university on the west coast, only LEE 172 had objectives and sessions geared toward diversity issues. The other two courses had a few objectives that included talks about diversity, but their limited amount of session time was not sufficient to provide pre-service teachers with a solid background on how to become a culturally responsive teacher or how to instruct students in a culturally diverse classroom.

Integration of Multicultural Education into Three Courses Data Analysis Findings

The same three courses mentioned in Appendix D were used to gauge how well the teacher-credentialing program at a university on the west coast integrated multicultural curriculum and instruction into LEE 172, CI 171 and SPED 179. The author was looking to answer three questions that assisted in answering the research questions. The questions posed were; Does the curriculum prepare pre-service teachers for cultural competence; Does the instruction create pre-service teachers who are culturally competent; and How does the curriculum and instruction prepare pre-service teachers for a diverse classroom (see Appendix G).

Emerging Themes

Themes generated came from the narrative data and the curriculum and integration analysis (see Appendices D & E). The overarching research question was; How does teacher-credentialing multicultural curriculum prepare pre-service teachers to work effectively within K-12 educational classrooms? Teacher-credentialing programs,

for all intents and purposes, work tirelessly to prepare pre-service teachers. The sub-research questions were:

- SR1. How does a two-year teacher-credentialing program that integrates a multicultural curriculum prepare pre-service teachers to enter a diverse classroom?
- SR2. What do pre-service teachers describe are major components of multicultural curriculum and instruction?
- SR3. What are pre-service teachers' perceptions of preparedness to meet the cultural needs of diverse students following their teacher-credentialing program?

To some extent teacher-credentialing programs integrate some diverse training into three courses. As participants were interviewed, they stated that, in a way, they were unclear of the components of multicultural education. Perceptions of pre-service teachers were gathered through one-on-one interviews to examine how prepared they will be to, more or less, meet the needs of diverse students. The researcher requested data and conducted the interviews. Table 3 illustrates the themes and sub-themes identified during data analysis. Emerging themes were determined by their importance as (a) either a large representation of responses within the sample or (b) the theme was sufficiently general to apply to a minimum of one research question or theme. Interviews from each of the two pre-service groups, the curriculum content analysis and the integration analysis supported the themes selection.

Table 3

Emerging Themes from the Findings

Themes	Sub-themes
The teacher-credentialing program should focus on bridging the gap between teachers and diverse students	Preparation for a diverse classroom
	Hands-on experience
	Being open-minded to new ideas
	Different strategies
The teacher-credentialing program should focus on the importance of cultural integration	Integration of multicultural curriculum
The teacher-credentialing program should revamp the components of their courses to include multicultural curriculum	Be mindful of not leaving any student behind
The teacher-credentialing program should focus on developing an awareness of each student's differences	Knowing how to embrace all cultures
	Perceptions of preparedness to work with culturally diverse students

Theme 1: *The teacher-credentialing program should focus on bridging the gap between teachers and diverse students*

Interviewees maintained that the teacher-credentialing program could spend more time teaching them how to bridge the gap between teachers and diverse students.

Participant 12 expressed that, “I do feel like the program could touch on it a little bit more and I really do have a lot more to learn.” Fifteen of those interviewed asserted that they had knowledge of cultural diversity but figured that they would learn as they entered their own classrooms.

Fourteen interviewees declared they were not sure how they would bridge the gap between themselves and their diverse students, which is one of the sub-themes. Many of them believed that bridging the gap may make students of a different cultural background from them feel uncomfortable. As the researcher was asking this question and receiving that feedback, she decided to give an example of what that “bridge” could look like. The author stated that they could bring in books and posters that represent their class population, do multicultural lessons so those students from a varying cultural background could bring their knowledge into the lesson. Once the interviewer provided some examples, interviewees were able to provide more information and response material to the question. Participant 8 shared that she has a minor in urban civic education and was able to take a class on the different cultures around the university on the west coast. She stated that, “We learned about their practices, what they believe, and why they are here.” She also declared that, “Bridging that gap would be for them to see me interested in learning more about them.” Participant 8 asserted that, “Once I learn more about where my students come from, then I can incorporate it into the curriculum and pull those ties together.”

Pre-service teachers in their final semester also wished they would have learned more about how to bridge the gap between themselves and their students. Three interviewees stated that they would have appreciated how to also bridge the gap between students, academically as well as socially. Participants 13 and 16 acknowledged that they believe it is important to be observant of students and to listen to them. Participant 16

declared that, “Bridging the gap should begin on day one in your classroom. Students need to know that you embrace everyone and are approachable.”

All interviewees acknowledged that they would not be as prepared as they would like to be when they exit the credentialing program. They do believe that after some years of hands-on experience in the classroom, their level of preparedness to work with cultural diverse students would improve. Participants 18 and 19 indicated that their professors would tell the class to be “cognizant” of culturally diverse students, but did not give them an outline or any direct instruction of how to meet the needs of culturally diverse students once they enter their own classroom.

The Curriculum Content Analysis chart (see Appendix D) broke down three courses in the teacher-credentialing program that are considered diversity courses. The university on the west coast was involved in an audit approximately three years ago by the National Council for Accreditation of Teacher Education (NCATE), and their school of education evaluated themselves on six standards including diversity. According to the university’s website, the school of education did meet standards listed on standard four; diversity. It stated that all teacher candidates are required to take LEE 172, which is one of the courses that was analyzed in the curriculum content analysis form (see Appendix D). This course was found to have the most opportunities for pre-service teachers to learn how to bridge the gap between themselves and diverse students, working with a diverse population and cultural traditions of possible students. The next course mentioned in the audit was CI 171 and SPED 179, which were also part of the Curriculum Content Analysis (see Appendix D). The syllabus for each of the three

courses was printed and analyzed, specifically looking at the Course Description, Primary Learning Objectives and Topic Descriptions (16 sessions in each semester).

SPED 179, entitled *Differentiated Instruction and Classroom Management* was described in the diversity standard of the evaluation for the NCATE. The description of the course included pre-service teachers adapting instruction and managing the learning setting to meet the necessities of all learners, with emphasis on students with special needs. There are 12 primary objectives and only three of the objectives are related to issues of diversity. The first objective affirmed that and consciousness of dissimilarities and resemblances of unique and mainstream students including major disability groups, at-risk issues and giftedness. The second objective reflects on personal beliefs and creates an encouraging classroom environment, which encourages approval and offers an equitable classroom community and reduces bias. The final objective applies proper pedagogical practices and approaches to successfully teach diverse students (backgrounds, experiences, skills, and abilities) identifying each students' particular learning needs. Although the objectives for this course proposed how pre-service teachers would demonstrate learned skills as they relate to diverse issues, none of the 16 sessions of this course specifically addressed diversity or cultural needs of students. There are only four sessions that are remotely related to those issues. Session 2 specified the foundation for educating students with special needs, with the inclusion of special education procedures and services. Session 6 detailed organizing your classroom and supplies; establishing classroom rules and procedures; getting off to a good start; developing instruction by examining classroom and student needs. Session eight

specified assessing student needs and differentiating instruction. The last session, which is session nine, described planning and conducting instruction and managing cooperative learning groups.

All nineteen pre-service teachers in both groups suggested the sub-theme of being open-minded to new ideas. Pre-service teachers did not believe they received enough training on how to work with diverse students, so they know they must be open-minded to all students. The theme and sub-themes each relate to characteristics pre-service teachers believe they need to be culturally competent and prepared for a diverse classroom.

Theme 2: The teacher-credentialing program should focus on the importance of cultural integration

Understanding how important cultural integration is to diverse students emerged as the second theme because many courses only focus on EL students. Participant 1 stated, “During the first semester, we take a specific class about how to work with students from diverse backgrounds, but it focused more on English Language (EL) learners. This semester, there were no classes regarding culture, which was really weird.” Participant 7 pointed out that, “It is very important to have it infused in our program because you are going to see kids from different cultures.” After the definition of multicultural education and multiculturalism was given, many of the pre-service teachers changed their responses. One of the last pre-service teachers interviewed, participant 11, stated that, “It feels like there is not enough cultural awareness in the program. A lot of our program is based on the Anglo-American point of view.” He went

on to say that, “You would expect teaching programs not to follow that viewpoint, but to change would require a change of paradigm in the minds of teacher educators.”

When it was time to interview pre-service teachers in their final semester, interviewees asserted that they did not feel they received enough training on how important integration of cultural topics is to the diverse student or how to work with culturally diverse students. All of the interviewees affirmed that they were well versed in how to work with and instruct EL students. Participant 14 stated, “Instructors in the credentialing program tell us to be mindful of culturally diverse students. Well, how and what should we be mindful of?” Thirteen interviewees expressed that they believed they would just figure it out when they entered the classroom.

One of the courses listed under the standard of diversity in the NCATE audit was CI 171 entitled *Understanding the Learner, Instructional Design, and Assessment*. The description of the course included the examination of the design of the integrated curriculum in K-8 classrooms, examines improvements, curricular theories and instructional models. There are six primary objectives and only two of the objectives are sparsely related to issues of diversity. The first objective states that pre-service teachers will display the skill to assess instructional options, convey the pedagogical details for instructional practices in relation to state standards and curriculum frameworks for students. The second objective indicates that pre-service teachers will learn and use information about human learning theory and creating, developing and delivering instruction. This course also had 16 sessions and only one session focused on anything

cultural. Session 10 is entitled Critical/Higher level thinking; which includes six subjects including Cultural Literacy.

The second theme was directed toward how pre-service teachers felt they needed to be when it comes to working with students who are culturally different than they are and to have an understanding of how important integration is to the diverse student. The teacher-credentialing program provided instruction and strategies to work with English Language students, but not many strategies or characteristics were taught to pre-service teachers on how to work with diverse students. Teacher-credentialing programs could provide more of an understanding of how and why cultural competence is an important trait to have and learn before entering the diverse classroom.

Theme 3: *The teacher-credentialing program should revamp the components of their courses to include multicultural curriculum*

Interviewees voiced their concerns about not truly understanding what was meant by asking them to give examples of the components of multicultural curriculum and instruction in their credentialing courses. The author again explained what was being asked and all but four pre-service teachers answered by saying they only touched on it in their first semester, and it was normally covered under the conversation of EL learners. Participant 5 stated, “Our professor wants us to be mindful of not leaving any student behind, especially if he or she is a culturally diverse learner. My question has always been, what does that statement mean?”

As the interviews continued, final semester pre-service teachers acknowledged that they did not feel like they could admit to being prepared to work with culturally

diverse students. Two stated that the only time they felt like the program focused on diverse students was when they had to complete one of their competencies for their final student teaching assignment. Twelve interviewees indicated that the focus throughout their program was on EL students. Participant 15 stated, “The largest component I got was in my student teaching experience. I was at a low income high-income school, so I was able to see how I could bridge that gap.”

Another course analyzed was LEE 172, entitled *Cultural and Language Contexts of the Classroom*. The description of the course included the impact of culture on teaching and learning in school. There were 10 primary learning objective and three of the 10 focused on diversity issues. The first objective was the Purposes, Histories and Cultural Traditions in United States Education, which focused on the main cultural and ethnic groups in California and included successful ways to incorporate cultural traditions in the instructional program of a classroom. The second objective was Equity and Access, which examined values of educational equality and diversity and their implementation in curriculum content. The third objective in the LEE 172 course was Bias, Racism and Schooling where understanding and applying major concepts, principles and values necessary to create and sustain an equitable classroom. Finally, there were 16 sessions, equaling one week, in each course. Out of the 16 sessions, only four were related to diversity of cultural issues. Session 11 was entitled Historical Perspectives in Education. Session 13, entitled Culturally Responsive Schools, focuses on pre-service teachers gaining information on how schools can become receptive to the cultural needs of their students. Pre-service teachers also discover how culture affects

every facet of life, as well as schooling. Session 14 was labeled The Intercultural Educator. The final session, 15, was entitled Diverse Learners and Special Education, which focused on exposing pre-service teachers to language policies and detailed program models for culturally and linguistically diverse learners (CLD) with special needs. Out of the three courses analyzed, LEE 172 was the only course that had numerous components of multicultural curriculum and instruction in bedded in the course.

Theme 4: *The teacher-credentialing program should focus on developing an awareness of each student's differences*

Thirteen interviewees stated that it was imperative to develop an awareness of each student's differences and be willing to learn new things. Participant 3 stated, "Teachers need to have a willingness to feel uncomfortable and get out there and learn about their students and background." Again, interviewees declared that their first semester was the only time it was somewhat discussed, but cultural diversity has not been discussed since then. Participant 6 indicated that "I feel what we learn is just from books and papers." The pre-service teacher's perception of their preparedness to work with diverse students' needs to be addressed more often in the courses they must take in their teacher-credentialing program.

Pre-service teachers in their final semester answered with the same response as pre-service teachers in their second semester: teachers need to be willing to put in the time to get to know the different cultures in their classroom and embrace each one. Participant 17 offered a thoughtful response to the question; "I think that you have to be

able to separate yourself from your beliefs in some regard. You have to be able to see the other side of things and be open to listening.”

LEE 172 has one project entitled *Cultural Awareness Project*. This class had the most opportunities for pre-service teachers to gain knowledge of how cultural responsiveness is important. As the researcher read more into the content needed in the project, she found that pre-service teachers interviewed each other and he or she had to find a student from a differing culture than their own. They also had to interview the other student about their race, ethnicity or culture and then reflect upon his or her experience by emphasizing diversities, likenesses and any new findings concerning their own cultural values and classroom implications. This project provided the other student with a different point of view about culture and provided insight into how the interviewee plans to use his or her cultural experience in his or her future classroom.

In CI 171, there were no sessions that discussed diversity or cultural competency. Session 10 mentioned Cultural Literacy in its subject of Critical and Higher Level Thinking. Pre-service teachers had one assignment that required students to integrate the stated content areas taught in the course, which were the disposition of valuing, diversity and reflection. This course did not prepare pre-service teachers for cultural competence or developing an awareness of each student’s differences. Although the course provided many other valuable tools and strategies for new teachers, it did not improve pre-service teacher’s knowledge of working with diverse students.

SPED 179 did not offer or provide any direct instruction on cultural competence. None of the five topics were geared toward any discussion or assignment on diversity or

culture. One assignment entitled Differentiated Instruction and Environment Report asked pre-service teachers to use their teaching placement to select two students with disabilities or other special learning needs. Listed under the category of special learning needs was Culturally and Linguistically Diverse. Pre-service teachers were asked to create a written, narrative report on set student-based descriptors listed on the syllabus. This course was more aligned toward pre-service teachers learning about students with special needs. SPED 179 is important in the general scheme of the teacher-credentialing program and it did prepare pre-service teachers to work with special needs children but the curriculum and instruction provided in the course does not prepare pre-service teachers for a diverse classroom.

The sub theme of knowing how to embrace all cultures, or showing tolerance, was intermixed throughout the interviews and derived from two different meanings. The first meaning of tolerance was meant to describe a characteristic that teachers need to have when working with culturally diverse students. The second meaning of tolerance was used to describe an awareness of each student's differences that teachers must possess when they enter a diverse classroom. Teachers also need to develop an awareness of how important it is to be trained integrate multicultural curriculum and instruction into every aspect of the teacher-credentialing program. Sixteen of the interviewees stated that they only received one class at the beginning of their program that discussed diversity and culture. A typical teacher-credentialing program last three to four semesters, so by the time a pre-service teacher has finished, that course would almost be two years behind them. The sub-theme of developing an awareness of each student's differences, not only

the cultural differences, but possibly the difference in abilities and behavioral concerns, should be at the core of each course in the teacher-credentialing program. Ten interviewees stated that they were told they need to be culturally aware, but they do not give them strategies or knowledge to be successful in developing as culturally competent and responsive teachers.

Summary of Findings

Chapter 4 identified the amount of preparation pre-service teachers obtained in their teacher-credentialing program to work successful with diverse students in a classroom setting and be able to describe cultural competence and cultural responsiveness gained through curriculum and instruction. All of the pre-service teachers who participated articulated a prevalent sense that their teacher-credentialing program did not adequately prepare them to work with culturally diverse students. According to the Curriculum Content Analysis (see Appendix D), only one of the three classes, LEE 172, listed as a diversity course in the audit conducted by the university on west coast for the NCATE, actually instructed students on the impact of culture on teaching and learning in K-12 schools.

Data presented in chapter 4, reinforced by triangulation and saturation, was the insight collected from a review of transcripts of the face-to-face interviews with pre-service teachers in their second semester of the teacher-credentialing program and the transcripts from the interviews conducted with pre-service teachers in their last semester. This procedure explicitly addressed the purpose of the study, which was to explore how multicultural curriculum and instruction at a university teacher-credentialing program

prepared pre-service teachers to work with diverse students in a classroom setting and to create a culturally competent and responsive classroom pedagogy that could be used in teacher-credentialing programs.

The study enlightened the main research question of how teacher-credentialing multicultural curriculum prepares pre-service teachers to work effectively within K-12 educational classrooms. A thorough review of the interview transcripts, the Curriculum Content Analysis (see Appendix D) and the Integration of Multicultural Curriculum and Instruction in Three Teacher-Credentialing Program Courses (see Appendix E) revealed four themes. Chapter 5 includes a discussion of the conclusions, contributions to knowledge and literature in the field, limitations and recommendations to leadership and future research.

Chapter 5

Summary, Conclusions and Recommendations

The purpose of this qualitative descriptive embedded single case study was to describe how multicultural curriculum and instruction at a university teacher-credentialing program prepared pre-service teachers to work with diverse students in a classroom setting and to create a culturally competent and responsive classroom pedagogy that can be used in pre-service teacher-credentialing programs. Pre-service teachers who were in their second semester and final semester in a teacher-credentialing program were interviewed, a curriculum content analysis of the three courses listed as diversity classes and how those three classes integrate multicultural curriculum and instruction.

Transcriptions from interviews and the analysis of the amount of multiculturalism pre-service teachers were learning in their teacher-credentialing programs was used to see how they were learning to work successfully with culturally diverse students. The study objective also included how culturally responsive teaching may assist in closing the cultural gap between students and teachers. Chapter 4 presented data, which was strengthened by saturation, in addition to the insight and data collected from a review of transcripts from face-to-face interviews with pre-service teachers. This process specifically addressed the purpose of the study, which was to explore how multicultural curriculum and instruction at a university teacher-credentialing program prepared pre-service teachers to work with diverse students in a classroom setting and to create a culturally competent and responsive classroom pedagogy that should be used in teacher-

credentialing programs. Findings from chapter 4 supported the study's problem of a lack of cultural competence preparation within current teacher-credentialing programs for pre-service teachers (Jean-Pierre & Nunes, 2011).

Chapter 5 presents the summary of results, implications based on data analysis, contributions to knowledge and literature in the field, the significance of the study, limitations, recommendations to leadership, recommendations for future research and a summary of the research study. Chapter 5 fits into the overall study by providing a summary of results as well as how future leaders and researchers could use the study to further their research or to provide ideas and recommendations for future research.

Analysis of Findings

At the conclusion of each interview, interview was transcribed to find common themes. The researcher was also looking to find the point of saturation, where no new information was gathered from additional interviews. Saturation was achieved early on in the interview process, but the author continued on to be able to conclude that saturation was in fact achieved. All twelve pre-service teachers who were in their second semester of their teacher-credentialing program stated that their first semester was the only time in which they received any instruction on diverse students. Participant 1 recounted how this instruction was in the form of discussing EL students, rather than focusing just as much time on culturally diverse students.

Pre-service teachers who were in their final semester of their teacher-credentialing programs also stated that they did not believe they were prepared to enter a diverse classroom. They believed that in time they would be able to understand what culturally

diverse students needed, and they know they could ask veteran teachers for advice on how to bridge that gap between themselves and diverse students.

The analysis of the curriculum content and integration of multicultural curriculum and instruction into three teacher-credentialing program courses also found that the courses presented as being part of educating pre-service teachers to be culturally competent are not providing enough opportunities for pre-service teachers to learn how to be culturally responsive to diverse students. There were snippets of areas where the three teacher-credentialing courses would assist pre-service teachers working with culturally diverse students, but not enough to create culturally competent teachers. The audit conducted by a university on the west coast for the NCATE stated that the three courses were classes that would enhance the training of pre-service teachers in the area of diversity. Only one course, LEE 172, gave pre-service teachers some degree of curriculum and instruction on the issues of culture and diversity in the present day classroom. The other two courses, CI 171 and SPED 179, did not provide pre-service teachers with direct instruction and curriculum that would enhance their knowledge of how to work with and bridge the gap between themselves and culturally diverse students.

The teacher-credentialing program at a university on the west coast did not provide enough multicultural curriculum and instruction to prepare pre-service teachers to work with diverse students in a classroom setting. It also did not assist pre-service teachers in learning how to create a culturally competent and responsive classroom pedagogy that could be used in their future classroom.

Alignment of Findings to Research Questions

Appendix G presents The Research Questions Alignment to Data Findings. The alignment with the research questions appeared throughout the interviews with pre-service teachers who were in their second semester of the teacher-credentialing program and pre-service teachers who were in their final semester. The Curriculum Content Analysis (see Appendix D) and the Integration of Multicultural Curriculum and Instruction in Three Teacher-Credentialing Program Courses (see Appendix E) also helped answer the research questions. The restatement of research questions are as follows: The overarching research question; How does teacher-credentialing multicultural curriculum prepare pre-service teachers to work effectively within K-12 educational classrooms? Teacher-credentialing programs, for all intents and purposes, work tirelessly to prepare pre-service teachers. The sub-research questions are:

SR1. How does a two-year teacher-credentialing program that integrates a multicultural curriculum prepare pre-service teachers to enter a diverse classroom?

SR2. What do pre-service teachers describe are major components of multicultural curriculum and instruction?

SR3. What are pre-service teachers' perceptions of preparedness to meet the cultural needs of diverse students following their teacher-credentialing program?

To some extent teacher-credentialing programs integrate some diverse training into three courses. As participants were interviewed, they stated that, in a way, they were unclear of the components of multicultural education. Perceptions of pre-service teachers were

gathered through one-on-one interviews to examine how prepared they will be to, more or less, meet the needs of diverse students. The researcher requested data and conducted the interviews. Table 4 (see Appendix G) displays how each of the four data collection processes aligned with the research questions. The four data collection processes included; interviews with pre-service teachers in their second semester and in their final semester of a teacher-credentialing program, the Curriculum Content Analysis (see Appendix D) and the Integration of Multicultural Education into Three Courses Data Analysis (see Appendix E).

In conjunction with interviews and the analysis of three pre-service courses, it was concluded that the teacher-credentialing program at a university on the west coast is not providing the necessary training for pre-service teachers to make a cultural connection with their students. This lack of cultural competence preparation has not been satisfactory to maintain pace with the fluctuating public school diverse student population.

Research Questions Answered

This qualitative descriptive embedded single case study answered the following overarching research question, which was: How does teacher-credentialing multicultural curriculum prepare pre-service teachers to work effectively within K-12 educational classrooms? Teacher-credentialing programs, for all intents and purposes, work tirelessly to prepare pre-service teachers. The overarching research question is the lack of cultural competency in regards to the needs of diverse students. Cultural competency is not merely an awareness of diversities (Cross, Bazran, Dennis & Issacs, 1989) but also

reflecting, acting and appreciating disparities quickly, inclusively and respectfully (Elam, Robinson & McCloud, 2007). A two-year teacher-credentialing program that integrates a multicultural curriculum into their program will prepare pre-service teachers to enter a diverse classroom. As stated earlier, participant 12 expressed that it felt like the program could have touched on how to become more culturally competent a little more and not focus as much on EL learners.

Three sub-research questions were also included. The first sub-research question was: How does a two-year teacher-credentialing program that integrates a multicultural curriculum prepare pre-service teachers to enter a diverse classroom? To some extent teacher-credentialing programs integrate some diverse training into three courses. The second conclusion is the efficacy of multicultural training in teacher-credentialing programs. I discovered through the course of seven interviews that pre-service teachers in their final semester were worried about entering a diverse classroom. Six out of seven interviewees that were graduating from the credentialing program at a university on the west coast stated that this sense of worry was brought upon them because they did not believe their teacher-credentialing program prepared them enough to work effectively within K-12 culturally diverse educational classrooms.

The second sub-research question was: What do pre-service teachers describe as major components of multicultural curriculum and instruction? As participants were interviewed, they stated that, in a way, they were unclear of the components of multicultural education. The third conclusion is that the three courses slated as diversity classes did not sufficiently train pre-service teachers for their future diverse classroom.

The curriculum content analysis found that only one course had objectives and sessions geared toward diversity issues. All participants stated that their perception of preparedness to meet the cultural needs of diverse students at the conclusion of their teacher-credentialing program was deficient at best. The other two courses had a few objectives that included discussions about diversity, but their limited amount of session time devoted to diversity added to the lack of training for a new teacher to enter a diverse classroom.

The final sub-research question was: What are pre-service teachers' perceptions of preparedness to meet the cultural needs of diverse students following their teacher-credentialing program? Perceptions of pre-service teachers were gathered through one-on-one interviews to examine how prepared they will be to, more or less, meet the needs of diverse students. The last conclusion was based off the analysis of the integration of multicultural education into three courses that were slotted as diversity classes and how pre-service teachers described the major components of multicultural curriculum and instruction. Participant 16 stated that they did not know what the researcher meant by the components of multiculturalism or what cultural competency was. Participant 16 continued by saying that he could infer what she meant, but he did not really know. Courses presented as being part of educating pre-service teachers to be culturally competent were not providing enough opportunities for pre-service teachers to learn how to be culturally responsive to diverse students. All educators need to appreciate the link between culture and pedagogy when instructing minority and underrepresented students (Darling-Hammond & Bransford, 2005; Elam et al., 2007). Follow-up studies on

recommendations originating from this study may offer a chance to develop teacher-credentialing program courses to include multicultural education into every required course to train preservice teachers to become culturally competent and culturally responsive.

Discussion and Implications

Findings from the analysis reflected the study's research questions and helped to attain my goal, which was to identify how a teacher-credentialing program integrates multicultural curriculum and instruction into its courses to train pre-service teachers to become culturally competent and to work successfully with culturally diverse students. The layout of the discussion centered on the connection to the data and the link to the overarching research question and sub-research questions (Yin, 2009). These findings have several significant implications for both pre-service teachers and their future students and they highlighted the importance of the notion that culturally competent teachers can educate all students regardless of race, ethnicity or culture (Murrell, 2007).

Implications of this lack of training and disconnect between future teachers and their future students has caused teachers in K-12 educational settings to hinder autonomous and pedagogical procedures for all students (Fehr & Angello, 2012; Moore, 2007). The research questions aligned with the literature and the conclusion of the study has implications regarding perceptions on how to fill the gap in the preparation of pre-service teachers so they will have confidence in instructing culturally diverse students. The literature supported the goal of diversity training in teacher-credentialing programs and how to create culturally knowledgeable teachers will close the gap between diverse

students and novice teachers. Banks was one of the founding germinal authors on multicultural education and helped to influence the development of quality multicultural curriculum and instruction. The literature further supported that although teacher-credentialing programs offer courses that discuss diversity issues, it is usually taught under the subject of EL instruction and is perceived by pre-service teachers as multiculturalism. Four themes were established during data analysis.

Theme 1: The teacher-credentialing program should focus on bridging the gap between teachers and diverse students

The first theme was that a teacher-credentialing program should focus on bridging the gap between teachers and diverse students. Logan et al. (2012) indicated that the achievement gap amongst Caucasian and non-Caucasian students are highest among culturally segregated schools, and that segregation remains a key barrier to equal learning opportunities for diverse students. The study's participants stated that they were not sure how they would bridge the gap. Many of them believed that bridging the gap may make students of a different cultural background from them feel uncomfortable. According to Ford and Quinn (2010), the issue for teacher-credentialing programs is how they could support pre-service teachers in creating those characteristics that will enhance their proficiency to relate and instruct diverse students successfully using a culturally responsive approach. About 14 of the pre-service teachers interviewed expressed their concern that their teacher-credentialing program put more of an emphasis on EL students and called it diversity or multicultural education. Information gathered from the present

study may help recognize matters for further research into diversity pedagogy and assist those who educate pre-service teachers in teacher-credentialing programs.

Theme 2: *The teacher-credentialing program should focus on the importance of cultural integration*

The second theme was that a teacher-credentialing program should focus on the importance of cultural integration. Issues relating to the significant position of pre-service training in multicultural education in teacher-credentialing programs were examined. According to Gay (2010), teacher-credentialing programs must do more to assist new teachers to expand skills needed to meet changes that are occurring in schools today in reference to the number of diverse students in the classroom. Without the skill sets and beliefs of cultural competency, including behaviors and outlooks, will continue to impact academic results and student learning (Grant & Sleeter, 2007). When teachers have acquired an understanding about cultural and racial diversity, they can examine that awareness from diverse and cultural viewpoints. These ideas are apparent throughout the face-to-face interviews as well as in the curriculum content and integration analysis in Appendices F and G.

Theme 3: *The teacher-credentialing program should revamp the components of their courses to include multicultural curriculum*

The third theme was that teacher-credentialing programs should revamp the components of their courses to include multicultural curriculum. There are roughly 1,500 teacher-credentialing programs in the United States, and most do what they want in terms of the amount or type of multicultural education training (Shudak, 2010). Fehr and

Agnello (2012) identified that schools of education at a university expect pre-service teachers to take one diversity class, but that diversity class may not be offered as a cohesive part of their credentialing program classes. The literature review provided an overview of multicultural education in teacher-credentialing programs and the goals of the diversity training. The review included the importance of creating culturally knowledgeable teachers, which is important with the growing diversity of the student population in today's classroom. According to pre-service teachers that were interviewed, they understood the concept of a culturally competent teacher but could not provide a clear definition or explanation of the importance of maintaining a culturally responsive classroom. Cultural competence involves understanding multifaceted awareness and thoughtfulness and a collection of abilities that inspire successful cross-cultural pedagogy (Keengwe, 2010).

Theme 4: *The teacher-credentialing program should focus on developing an awareness of each student's differences*

The last theme was that the teacher-credentialing program should focus on developing an awareness of each student's differences. All of the study participants articulated a positive need to instruct all students in their class in the future. Participant 13, which was one of the pre-service teachers in their final semester, reported remembering having had a class in multicultural education. When the interviewees were asked about that course, most of them only remembered learning about instructing EL students. Ten of the pre-service teachers in their second semester acknowledged that they never learned what cultural competency was, but from some of their training in their

teacher-credentialing courses, they could infer what it meant. I determined that even in a program intended to offer complete instruction for all pre-service teachers to enter a culturally diverse classroom, those goals and objectives were not met.

In this study, every pre-service teacher interviewed did not feel prepared to enter a diverse classroom and successfully reach all of his or her students. I found it somewhat troubling that these pre-service teachers were not being educated in diversity and cultural issues. With the innate possibility that a teacher's classroom will have culturally diverse students, it is imperative that all teachers, especially new teachers coming out of a teacher-credentialing program, understand how to become culturally responsive and culturally competent to reach all students.

Contribution to Knowledge and Literature in the Field

Chapter 2 of this study provided a historical overview of multicultural education, goals of diversity training, teacher-credentialing programs, culturally responsive pedagogy, creating a diverse classroom environment and the benefits of multicultural education training. The literature review was brimming with research on the need for better-quality multicultural education training in teacher-credentialing programs. The review also provided a discussion of the significant rise in culturally diverse students in classrooms. The literature review highlighted that many pre-service teachers partake in a teacher-credentialing program that compels them to have at minimum of one field occurrence in a diversity class. When such field occurrences are inadequately accomplished, this prerequisite becomes just an additional hoop through which pre-service teachers leap through to receive a credential (Hill-Jackson et al., 2007).

Geminal authors stated the significance of pre-service teachers and other educators recognizing and valuing the effect of culture on learning (Banks & Banks, 2007; Clewell et al., 2005; Darling-Hammond & Bransford, 2005). Participant 15, who was in the final semester of her teacher-credentialing program, noted the need for more opportunities to engage with culturally diverse students and additional courses that would increase a pre-service teacher's cultural knowledge. Clewell et al. (2005) discussed findings of earlier researchers and stated that the cultural gap between novice teachers and diverse students deprives students of culturally responsive teachers who could close the gap between a student's cultural traditions and their learning environment, which facilitates a positive learning process. Participants' comments and responses to the interview questions echoed the research objectives. Findings from the study will add to the body of knowledge specific to teacher-credentialing programs, curriculum developers, and universal design for learning on K-12 education.

The theoretical framework, which was centered on Vygotsky's sociocultural theory, was based on the concept of the importance of cultural competence and the connection of the multicultural curriculum and instruction in a teacher-credentialing program. Vygotsky's sociocultural theory also proposed that progress depends on collaboration with individuals and tools that the culture offers to help shape pre-service teachers interpretation of humanity (Vygotsky, 1978). The permeating nature of culture (Banks & Banks, 2007), the significance of cultural competence, the need for a greater cultural responsiveness and awareness, along with the accompanying skill groups needed

to instruct and connect all students, (Darling-Hammond & Bransford, 2005; Howard, 2006) which offered a supportive foundation for the framework.

Limitations

As noted in chapter 4, although none of the study participants felt as if they were sufficiently prepared to enter a culturally diverse classroom, they all believed they had sufficient training on how to educate students. Thirteen study participants declared that they were willing and excited to research the different cultures that represent the area around the university on the west coast. Pre-service teachers also stated that they believed it was important for them to make every attempt to reach all students and to welcome student's knowledge regarding their culture and traditions.

One limitation that was discussed in chapter 1 was that I might provide too much information to interviewees during the interview. I wanted to gather as much information about how pre-service teachers were being trained, and therefore, I only assisted those who needed the definition of terms they may not be familiar with. This additional assistance did not skew the data gathered from the pre-service teachers: It actually helped interviewees answer questions with more competence.

Recommendations to Leadership

The recommendation for the university teacher-credentialing programs on the west coast was suggested through extended dialog directed toward challenges that have been ongoing within the credentialing program. This research study's results led to multiple recommendations. Recommendations for the curriculum departments and

teacher educators were discussed. In addition, recommendations for future research and studies were provided.

Recommendation 1

The teacher-credentialing program at the university on the west coast needs to commit to the preparation and training of pre-service teachers on how to become culturally competent and how to create a culturally responsive classroom with the inclusion of multicultural curriculum and instruction. The California Department of Education Educational Demographics Unit (2013) stated that over 70% of all students in K-12 schools were ethnic minorities, while only 30% of teachers are from an ethnic background. An evaluation of outcomes from the National Assessment of Educational Progress (NAEP) exposed that nationally, merely 50% of African-American students, paralleled with 85% of Caucasian students, achieved at or beyond the basic playing field on the 2003 eighth-grade reading test. Local school districts need to enter into a partnership with local colleges and universities, specifically with their teacher-credentialing programs, to provide training and professional development to teachers who will enter into culturally diverse classrooms.

Pre-service teachers who were in their second semester of their teaching program, throughout their combined answers, lamented the poor training they had received in their teacher-credentialing programs in regards to multicultural education training and curriculum integration. Eleven participants had taken the initiative to begin research on becoming more culturally responsive to meet the needs of their diverse students in the future. Interviewees voiced their concerns about not truly understanding what was meant

by asking them to give examples of components of multicultural curriculum and instruction in their credentialing courses. Just listening to the pre-service teachers, it was apparent that many of them believed that learning about EL students meant they knew about or were being taught about multiculturalism. In order for this to happen, universities need to integrate multicultural curriculum and instruction into every course pre-service teachers are required to take in order to receive their teaching credential.

Recommendation 2

Education leaders at the university level in the education department at the university on the west coast need to revise the curriculum of teacher-credentialing courses to ensure that pre-service teachers will leave the program culturally competent and ready to create a culturally responsive classroom environment.

Lindsey, Roberts, and Campbell-Jones (2005) appreciated that there is a process involved in arriving at a culturally competent way of thinking and behaving. Nine participants, by way of their responses to the interview questions (see Appendix C), suggested that they are on the journey to cultural competency that others have not yet begun. Lindsay et al. (2005) also suggested structured conversations and experiential activities with district administrators and university professors to assist pre-service teachers in their efforts to create a more culturally competent and culturally responsive classroom. Education leaders need to recognize and appreciate that among the skill sets missing from the nation's educational toolbox are those of cultural competency (Barajas & Ronnkvist, 2007; Darling-Hammond, 2006; Garcia & Cuéllar, 2006).

Recommendations for Future Research

The study results suggested the need for further research to express another restatement of the definition of diversity training to incorporate the precise skill groups immersed in attaining the known essential proficiencies. While none of the study participants stated that their teacher-credentialing program had addressed cultural competency, 15 of the interviewees agreed that the training they had received so far would help them to begin the quest of becoming a culturally responsive teacher. Themes derived from the data, but there was a gap in the literature pertaining to perceptions of pre-service teachers (Chang & Wu, 2006; Edyburn, 2010).

The study advocates for more research. Future studies may be done with the same or different elements of the research; the sample, philosophical attitudes, efficacy of multicultural education training, how to create a culturally responsive classroom using enriching resources and strategies.

The study results also suggested the need for more courses that integrated multicultural education training throughout the teacher-credentialing program at the university on the west coast, with an additional curriculum component of cultural competency. Another factor toward the need for additional research is the connection between teacher and student, especially between those who are culturally different from each other. Future studies may be done with the same or different elements of the research including the sample, efficacy of training in a school district and teaching techniques learned through the teacher-credentialing program. A sample that included more pre-service teachers throughout the two-year program may provide more

understandings. Similar studies may further be conducted in the single credentialing program and in the special education credentialing program.

Here are some additional recommendations for future research:

1. I believe this study could be conducted using a quantitative or qualitative research method, where surveys could be administered to obtain more perceptions on the study's problem. This would expand the amount of participants that could be included in the study.
2. Examining pre-service teachers' attitudes toward multicultural education, before, during, and after teacher training for diversity, may yield valuable understanding into pre-service teachers' potential decisions about whether or not they feel confident in their ability to successfully utilize multicultural educational practices.
3. Conduct an investigation exploring attitudes of pre-service teachers with the attitudes of veteran teachers in urban public school toward the integration of multicultural education into the curriculum.
4. A researcher could look through the syllabi of courses in the teacher-credentialing program to find assignments that integrate diversity, but are not truly engaging all students. Suggestions could be made on how to enrich those assignments and add value to the work that needs to be completed.
5. Researchers could also look through the syllabi of courses in the teacher-credentialing program and provide ways in which multicultural education could be infused into each week or session of the course.

6. Future research could repeat the study but add in an additional diversity issue such as different socio-economic backgrounds.

Researcher's Reflection of the Study

This study explored how multicultural curriculum at a university prepared pre-service teachers to work with diverse students. Creating a learning atmosphere beneficial to learning for all students sets the tone for instruction. Attitudes that pre-service teachers had about the training they received in multicultural education revealed their attitudes about their preparedness to teach diverse students. Pre-service teachers were receptive and wanted effective multicultural education training. One of the objectives for this study was to determine whether pre-service teachers received enough exposures to cultural training that would assist them in working with diverse students in the classroom. Based on responses through interviews, pre-service teachers believed that more training was necessary on cultural diversity during their teacher-credentialing programs.

As a culturally diverse teacher, it is important to me to provide meaningful and enriched instruction to all of my students. I decided to conduct this research because I believe that with the changing cultural environment of our society, students need to feel included in the curriculum being taught. As a veteran teacher, I have come to realize the importance of multicultural education, but I do not remember receiving any training on how to work effectively with diverse students. Therefore, this research study has been a life changing experience for me and I plan to use the results from this study to begin a journey of making a case to teacher-credentialing programs to include multicultural education into every course pre-service teachers are required to take.

Summary and Conclusion

The comparison of literature, interview data, and curriculum analysis examined connections and contrasts between the four themes. The literature reinforced themes by presenting a background for the preparation of the research questions. The comparison of results to the literature declared the significance of acknowledging culture and its impact on learning supported by the theoretical framework based on Vygotsky's sociocultural theory and supported by the Constructivist theory.

The general problem is that the failure on the part of teacher-credentialing programs to train pre-service teachers to make a cultural connection with their students may hinder the pedagogy students receive in a culturally diverse classroom (Moore, 2007). The goal of the qualitative descriptive embedded single case study was to fill the research gap and provide an analysis of pre-service teachers' view on their diversity training and the efficacy of multicultural education training in teacher-credentialing programs.

The specific problem is that there is a lack of cultural competence preparation within current teacher-credentialing programs for pre-service teachers (Jean-Pierre & Nunes, 2011). Data collection for the study included 12 pre-service teachers who are in their second semester of their teacher-credentialing program, seven pre-service teachers who are in their final semester of their teacher-credentialing program and a curriculum content analysis of the three classes in the teacher-credentialing program that involve diverse ideas.

Themes emerged from the narrative data, curriculum analysis and integration analysis, which aligned with the interview questions and the literature to emphasize the lack of efficacy of multicultural education training in teacher-credentialing programs. Both sets of pre-service teachers stated that they did not believe they were prepared to work with culturally diverse students at the conclusion of their teacher-credentialing program. Final semester pre-service teachers declared that, over time, they would “figure out” what pedagogy would be effective to work with culturally diverse students. The analysis of the curriculum content and integration of multicultural curriculum and instruction into the three courses that was described as meeting the criteria under the heading diversity on the audit, did not provide enough opportunities for pre-service teachers to learn how to work with culturally diverse students. Only one of the courses, LEE 172, provided the most diversity training for pre-service teachers.

The current study demonstrated that there is a need for a revamping of the teacher-credentialing program that is designed to provide equal training for all pre-service teachers in how to instruct culturally diverse students and why it is important to create a culturally responsive classroom. Four themes emerged from the analysis of data from the overarching and sub-research questions. Interpretations of the four themes were organized under teacher preparation, integration of multicultural curriculum, mindfulness of diverse students and resources and strategies that pre-service teachers could take with them into their own classroom. Fullan (2007) provided an overview of the research on teacher training and the inherent challenges. It was concluded, based on Fullan’s (2007) overview, that teacher-credentialing courses were somewhat inadequate in regards to the

training pre-service teachers received in regards to becoming culturally competent.

Participants' responses in this study echoed Fullan's (2007) findings. When professors place more importance on the integration of diversity issues throughout their course, the higher emphasis pre-service teachers will place on taking those issues into their future classrooms.

The goal of the current study was to understand the *how* and *why* about the central phenomenon (Yin, 2009). The study provided a different viewpoint on an established problem of how to better train pre-service teachers to instruct culturally diverse students. If teachers were multicultural teachers, they would not only be better prepared to instruct culturally diverse students, but they would be able to acknowledge the sociocultural resources and information that students bring to the classroom (Dooley, 2008). It was concluded that the teacher-credentialing program at a university on the west coast is not providing enough multicultural education training to prepare pre-service teachers to work with students in a culturally diverse classroom, or how to become culturally competent and culturally responsive.

The descriptive embedded single case study provided a clear understanding of how much more training pre-service teachers need to receive to become culturally competent and culturally responsive to the needs of diverse students. Data analysis and interpretation supported the need for a re-evaluation of teacher-credentialing programs to gauge how to incorporate and integrate multicultural education into every course that pre-service teachers take during their two-year teacher-credentialing program. The study concluded with recommendations for future research with different pre-service teachers

and multiple subject credential programs to increase the body of cultural knowledge teachers need to enter a diverse classroom.

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Appendix A

Recruitment Letter to Prospective Participant: Pre-Service Teachers

May 28, 2016

Future Teacher
University on the west coast

Dear Future Teacher,

My name is Tricia Delk, and I am a doctoral candidate in the Department of Education in Educational Leadership and Curriculum and Instruction at the University of Phoenix. I have received permission from the department dean to conduct a research study that assesses your perception of how teachers can be culturally responsive to the needs of diverse students.

The dissertation study is a research study, involving qualitative data, to determine how pre-service teachers can learn about cultural sensitivity if they are having difficulty connecting with diverse students. The California Department of Education Educational Demographics Unit (2013) stated that 71.7% of all students in K-12 schools were ethnic minorities while only 29% of teachers are of ethnic background. It is essential that teachers learn how to incorporate culturally responsive pedagogy into their daily routine to ensure a culturally diverse classroom for all students.

Your participation in this research study will involve a 30-45 minute one-on-one interview session at the university for your convenience. All data collected will remain confidential. The school and participants will not be identified in the study. The only identity known by readers will be that I interviewed pre-service teachers in their second or final semester of their teacher-credentialing program at a university on the west coast.

If you choose to participate in the research study or if you have any questions or require clarification, please contact me by text or phone call at (XXX) XXX-XXXX or by email at XXXXXXXXX@yahoo.com.

Thank you for your assistance,

Sincerely,
Tricia Delk

Appendix B

Informed Consent Form



INFORMED CONSENT: PARTICIPANTS 18 YEARS OF AGE AND OLDER

Dear Participant,

My name is Tricia Delk and I am a student at the University of Phoenix working on a doctorate degree. I am doing a research study entitled *The Efficacy of Multicultural Education Training in Teacher-Credentialing Programs: A Descriptive Case Study*. The purpose of the research study in this qualitative case study will be to explore how multicultural curriculum and instruction at a university teacher-credentialing program prepares pre-service teachers to work with diverse students in a classroom setting and to create a culturally competent and responsive classroom pedagogy that can be used in pre-service teacher-credentialing programs.

Your participation will involve approximately 30-45 minutes of your time for a one-on-one interview that will be audio-recorded. The interview will be conducted in a classroom at the university or in a private room in the university's library. The researcher will choose 10 to 15 pre-service teachers who are in their second semester of the teacher-credentialing program for the study. The last set of interviews will be five to 10 pre-service teachers who are in the final semester of the teacher-credentialing program at the university. The interviews will be conducted one-on-one at the university, will be audio-recorded and will last for approximately 30-45 minutes. You can decide to be a part of this study or not. Once you start, you can withdraw from the study at any time without any penalty. The results of the research study may be published but your identity will remain confidential and your name will not be made known to any outside party.

In this research, there are no foreseeable risks to you.

Although there may be no direct benefit to you, a possible benefit from your being part of this study is to assist in finding the gap in the preparation of pre-service teachers and teacher-credentialing programs in culturally competent and culturally responsive curriculum and instruction.

If you have any questions about the research study, please call or text me at (XXX) XXX-XXXX or email me at XXXXXXXXX@yahoo.com. For questions about your rights as a study participant, or any concerns or complaints, please contact the University of Phoenix Institutional Review Board via email at IRB@phoenix.edu.

As a participant in this study, you should understand the following:

1. You may decide not to be part of this study or you may want to withdraw from the study at any time. If you want to withdraw, you can do so without any problems. If you would like to withdraw, please contact by text, phone, or email listed above.
2. Your identity will be kept confidential. The only identifier that will be used in the study is to state the data came from a pre-service teacher. In no way will your name or contact information be released or included in this study.
3. Tricia Delk, the researcher, has fully explained the nature of the research study and has answered all of your questions and concerns.
4. If interviews are done, they may be recorded. If they are recorded, you must give permission for the researcher, Tricia Delk, to record the interviews. You understand that the information from the recorded interviews may be transcribed. The researcher will develop a way to code the data to assure that your identify is protected.
5. Data will be kept secure. The data will be kept in a locked file cabinet in my home, where no one has access to its content. The data will be kept for three years and then destroyed by a shredder.
6. The results of this study may be published.

“By signing this form, you agree that you understand the nature of the study, the possible risks to you as a participant, and how your identity will be kept confidential . When you sign this form, this means that you are 18 years old or older and that you give your permission to volunteer as a participant in the study that is described here.”

(CHECK ONE) (☐) I accept the above terms. (☐) do not accept the above terms.

Signature of research participant _____ Date _____

Signature of researcher _____ Date _____

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Appendix C

Interview Questions for Pre-Service Teachers

- (1) In your opinion, how should multiculturalism be infused into education and training?
- (2) What are the major components of multicultural curriculum and instruction in the teacher-credentialing program?
- (3) What skills, knowledge, and personal characteristics do you believe teachers need to become culturally competent? How has cultural competence developed for you in the teacher-credentialing program?
- (4) How prepared do you believe you will be to meet the cultural needs of diverse students at the conclusion of your program?
- (5) How will you bridge the gap between yourself and students that are culturally different from you?
- (6) Are there any aspects about the development of multicultural competence in teaching culturally diverse students that have not been explored by the researcher that you would like to add?

Appendix D

Curriculum Content Analysis

Course with Multicultural Curriculum and Instruction	LEE 172	CI 171	SPED 179
Characteristics:	<u><i>Cultural and Language Contexts of the Classroom</i></u>	<u><i>Understanding the Learner, Instructional Design, and Assessment</i></u>	<u><i>Differentiated Instruction and Classroom Management</i></u>
Course Description:	This course will address: 1) the impact of culture on teaching and learning in the elementary school, 2) language acquisition theory and instructional strategies for English Language Learners in the classroom, and 3) strategies to promote student success, including achievement of state-adopted content and language-development standards.	This course focuses on applied psychology, considering development/learning theory, research, and assessment as it relates to the learner. Students examine the design of integrated curriculum in K-8 classrooms and investigates reforms, curricular theories, and instructional models.	Through collaboration with others, for the purpose of establishing an inclusive community of learners, teacher candidates will adapt instruction and manage the learning environment to meet the needs of all learners, with focus on students with special needs.
Primary Learning Objectives:	1. Purposes, Histories and Cultural Traditions in United States Education- Discuss the historical and cultural traditions of the major cultural and ethnic	Teacher candidates will demonstrate: <ul style="list-style-type: none"> - Knowledge about a broad range of critical issues in learning and development and their relationship to professional practice in school classroom. - Understanding of 	Teacher candidates will demonstrate: <ul style="list-style-type: none"> - Knowledge of relevant state and federal laws, regarding special education, health and safety, teacher roles and responsibilities

	<p>groups in California society, and examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom. Examine one's stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.</p> <p>2. Equity and Access- Examine principles of educational equity and diversity and their implementation in curriculum</p>	<p>curriculum theories, methodology, planning, instruction and assessment and creation of a variety of models of teaching.</p> <ul style="list-style-type: none"> - The ability to evaluate instructional alternatives, articulate the pedagogical reasons for instructional practices in relation to state adopted academic content standard for students and curriculum frameworks. - And learn major psychological, cognitive and motivational principles, theories and research strategies related to Child and adolescent development-both typical and atypical. Candidates will learn and utilize knowledge of human learning theory and designing, planning and 	<p>in the IEP process: identification, referral, assessment meeting and implementation</p> <ul style="list-style-type: none"> - An awareness of differences and similarities of exceptional and typical students including major disability categories, at-risk issues and giftedness. - Select and implement specially planned, developmentally appropriate instruction, materials, and technologies in order to differentiate instruction to meet the needs of special populations. - Work collaboratively to design and deliver effective, coordinated instruction to advance each student's academic
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	<p>content and school practices, including equity issues related to class, ethnicity, gender, sex, and race.</p> <ol style="list-style-type: none"> 3. Bias, Racism and Schooling- Understand and apply major concepts, principles, and values necessary to create and sustain a just, democratic society in a classroom setting. 4. Accountability, Standards and Testing 5. School Law and Policy 6. Professional and Ethical Responsibilities 7. Language Acquisition Theory 8. SDAIE Strategies 9. Appropriate Assessment Practices for English Learners 10. Assessing and Building Background Knowledge 	<p>delivering instruction.</p> <ul style="list-style-type: none"> - And become familiar with professional perspectives on teaching that includes: professional, legal and ethical obligations, a commitment to maintain high expectations, to teach every student effectively, utilizing appropriate technology and to develop as a professional educator. - And gain overall knowledge of assessment which is inclusive of, but not limited to: informal, formal, formative, summative, systematic observation comic thematic anecdotal, criterion-referenced, normative, standardized and other diagnostic measures. 	<p>achievement (IEP goals, content matter, curriculum based) and social integration.</p> <ul style="list-style-type: none"> - Assess the learning, language, and special needs of students to support each student's development, motivation, and learning in order to identify student's for referral for support services or programs. - Reflect on personal beliefs and create a positive classroom environment which promotes acceptance and provides an equitable classroom community and minimizes bias. - Establish procedures and practice effective strategies and
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			<p>resources for classroom management, individual student behavior management, crisis prevention and conflict management.</p> <ul style="list-style-type: none"> - Promote student effort and engagement while developing and maintain clear and high expectations of academic and social behavior in the classroom. - Study, learn and apply concepts and strategies that contribute to respectful and productive teacher relationships with families and the community. - Utilize theories of human learning of human learning to design, supply and deliver a variety of
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			<p>models of teaching and reflect on their decisions and practices to determine alternate courses of action in teaching.</p> <ul style="list-style-type: none"> - Select appropriate electronic research tools and technological resources (i.e.; software, equipment, assessments) to support, manage, and enhance student learning. - Apply appropriate pedagogical practices and strategies to effectively teach diverse students (backgrounds, experiences, skills, abilities, languages) recognizing each students' specific learning needs.
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<p>Topic Descriptions: Each session equals one week of class</p>	<p>Session 1: First Language Acquisition Session 2-3: Second Language Acquisition Session 4-6: English Language Development Session 7: Language Structures Session 8-9: Content Area Instruction using Specially Designed Academic Instruction in English (SDAIE) strategies Session 10: Language and Content Area Assessment Session 11: Historical Perspective in Education Session 12: The Law and Language Policy Session 13: Culturally Responsive Schools- In this topic, student candidates will gain knowledge on how schools can become responsive to the cultural needs of their students and strategies in becoming an intercultural. Teacher candidates will explore how culture influences every aspect of life, including schooling. They will explore culture by first recognizing who they are as cultural being and that of their students by conducting a sociocultural project.</p>	<p>Session 1: Introductions, syllabus Session 2: Curriculum, instruction, educational psychology, definitions, issues, images Session 3: Overview of major theories of development Session 4: Developmental theory Session 5: Developmental theory Session 6: Personal family of models Session 7: Models of teaching overview, Behavioral family of models-Direct instruction model Session 8: Direct instruction model Session 9: Assessments Session 10: Critical/Higher level thinking (<u>six subjects including Cultural Literacy</u>) Session 11: Critical/Higher level thinking/Bloom's Taxonomy Session 12: Models of teaching: Information processing family of instructional models Session 13: Models of teaching: Information processing family of instructional models Session 14: Models of teaching: Social models of instruction Session 15: Models of</p>	<p>Session 1: Introductions, Syllabus Session 2: The Foundation for Educating Students with Special Needs; Special Education Procedures & Services Session 3: Students with Low-Incidence Disabilities; Autism Spectrum Disorder, Intellectual Disabilities, Multiple Disabilities, visual and hearing Impairments physical, medical, or health disabilities, Building Social Relationships Session 4: Students with High-Incidence Disabilities Session 5: Students with Special Needs Other Than Disabilities Session 6: Organizing Your Classroom & Supplies; Establishing Classroom Rules & Procedures; Getting Off to a Good Start; Planning Instruction by Analyzing Classroom & Student Needs Session 7: Maintaining Appropriate Student Behavior; Communication Skills for Teaching Session 8: Assessing Student Needs;</p>
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	<p>Session 14: The Intercultural Educator</p> <p>Session 15: Diverse Learners and Special Education- In this topic, teacher candidates are exposed to language policies and specific program models for culturally and linguistically diverse learners (CLD) with special needs. Such issues as the disproportionate representation of CLD learners in Special Education will also be discussed. Students will review the identification, referral, and early intervention for CLD learners with potential special needs.</p> <p>Session 16: Final Exam</p>	<p>teaching: Behavioral family of instructional models</p> <p>Session 16: Final Exam</p>	<p>Differentiating Instruction</p> <p>Session 9: Planning and Conducting Instruction; Managing Cooperative Learning Groups</p> <p>Session 10: Evaluating Student Learning</p> <p>Session 11: Responding to Student Behavior; Managing Problem Behaviors</p> <p>Session 12: Building Partnerships Through Collaboration</p> <p>Session 13: Student Presentations</p> <p>Session 14: Student Presentations</p> <p>Session 15: Group Final Per In Class Review Outcomes</p> <p>Session 16: Final Exam</p>
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(Standard 4.1: Diversity, 2014). (Standard 4.1: Diversity; CI 171, 2014). (Standard 4.1:

Diversity; LEE 172, 2014). (Standard 4.1: Diversity; SPED 179, 2014).

Appendix E

Integration of Multicultural Curriculum and Instruction in Three Teacher-Credentialing

Program Courses

Courses with Multicultural Curriculum and Instruction	LEE 172	CI 171	SPED 179
Characteristics:	<u><i>Cultural and Language Contexts of the Classroom</i></u>	<u><i>Understanding the Learner, Instructional Design, and Assessment</i></u>	<u><i>Differentiated Instruction and Classroom Management</i></u>
Does the curriculum prepare pre-service teachers for cultural competence?	Pre-service teachers have one project entitled <u>Cultural Awareness Project</u> due in class. Teachers have to interview a fellow classmate whose race, ethnicity or culture is different from their own. They must interview the other student about their race, ethnicity or culture and then reflect upon his or her experience by highlighting differences, similarities, any new discoveries regarding their own cultural beliefs and classroom implications.	There are no weekly topics that deal directly with cultural competence. Session 10 is the only week that mentions “something” about culture (Critical/Higher level thinking (<u>six subjects including Cultural Literacy</u>)). Pre-service teachers have one assignment entitled Case Study that requires students to discuss some diversity. The case study report is intended to assist students to bring together in a useful and meaningful way the stated	There are five topic descriptions: Belief that All Students can Learning; Special Education Legal and Ethical Issues; Differentiating Instruction; Classroom Management; Teacher Responsibility in Instruction and Collaboration. None of the five topics specifically states any discussion or assignment on diversity or culture. The Belief that All Students Can Learn and the Differentiating Instruction topics were the only two topics that could

	<p>Out of 16 sessions, three sessions are related to cultural or diverse issues: Session 13 (Culturally Responsive Schools), Session 14 (The Intercultural Educator), and Session 15 (Diverse Learners and Special Education).</p>	<p>content areas taught in this course; the disposition of valuing, diversity and reflection.</p>	<p>provide some discussion regarding students that are different in abilities and in learning. One assignment entitled <i>Differentiated Instruction and Environment Report</i> asks students to use their student teaching placement to select two students with disabilities or other special learning needs (e.g., ADHD, Culturally & Linguistically Diverse, At Risk) to observe, learn about and teach. Pre-service teachers are asked to create a written, narrative report on set student based descriptors listed on the syllabus.</p>
<p>Does the instruction create pre-service teachers who are culturally competent?</p>	<p>This course offers the most opportunities for pre-service teachers to learn about cultural competency. There were 10 primary learning outcomes, and three of them were dedicated cultural traditions, educational equity</p>	<p>Although this class is listed under the category of a “diversity course” in the teacher-credentialing program, there are no direct assignments or projects that discuss culture or diversity issues. In session 10, under</p>	<p>Although this class is listed under the category of a “diversity course” in the teacher-credentialing program, there are no assignments, projects, or weekly sessions that discuss culture or diversity issues. Under the category</p>

	<p>and diversity, and racism in schools. Again, there were 16 sessions and only three of them were focused on issues of cultural responsiveness or diversity issues. The instruction in this course was also focused more on the English Language Learner that culturally diverse students. There are four main assignments in the course, and only one of them is geared toward cultural awareness. The only problem with this project is that the pre-service teachers are interviewing each other for the assignment.</p>	<p>the topic <i>Critical/Higher Level Thinking</i> on the syllabus, cultural literacy is listed as one of the week's six topics. Based on the projects, topics discussed, and reports, this class is geared toward the psychological aspect of teaching. There is some discussion of different direct instructional models and teaching models. This class does not provide enough, if any, instruction that will yield teachers who are ready to enter a diverse or culturally diverse classroom.</p>	<p><i>Differentiated Instruction</i> on the syllabus, it states that pre-service teachers will apply appropriate pedagogical practice/strategies to effectively teach diverse students (backgrounds, experiences, skills, abilities, languages, etc.) recognizing each student's specific learning needs. This course is more aligned toward pre-service teachers learning about students with special needs. One assignment entitled <u>Differentiated Instruction and Environment Report</u> characterized culturally and linguistically diverse students as students with other special learning needs.</p>
<p>How does the curriculum and instruction prepare pre-service teachers for a diverse classroom?</p>	<p>This course provides the best opportunities for a pre-service teacher to become culturally responsive. Although this course has more specific objectives</p>	<p>This course barely provides the necessary preparedness for pre-service teachers who will enter a diverse or culturally diverse classroom. Each of the 16 sessions are</p>	<p>This course somewhat prepares pre-service teachers for a diverse classroom, but by way of special needs students. This course is built around classroom management and</p>

	geared toward diversity and cultural responsiveness, there is still only three weeks dedicated to diversity. The other issue is that this course occurs in the first semester of the teacher-credentialing program, and there are no other courses like it or that have cultural diversity and responsiveness as a main objective.	focused on the psychological side of teaching, which is one part of education, but does not fall under the category of diversity. Since each semester at the university on the west coast consists of 16 weeks or sessions, to have only one week that somewhat discusses culture in literacy, does not truly belong under the heading of diversity.	differentiating instruction for students, depending on their needs. The researcher believes that this course is important in the general scheme of the teacher-credentialing program at the university on the west coast. SPED 179 provides pre-service teachers with the necessary instruction to work with most students in a diverse classroom.
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(Standard 4.1: Diversity, 2014). (Standard 4.1: Diversity; CI 171, 2014). (Standard 4.1:

Diversity; LEE 172, 2014). (Standard 4.1: Diversity; SPED 179, 2014).

Appendix F

Flyer Posted at University on the West Coast for Snowball Sample



Student Teachers NEEDED FOR STUDY!!

My name is Tricia Delk and I am a doctoral student at the University of Phoenix, School of Advanced Studies. I am in need of student teachers in their 2nd semester of their credentialing program and student teachers in their final semester of the credentialing program. Your time commitment would be a 30-45 minute one-on-one interview, either here at school, or at a location that is most convenient for you! The interview should only take 30-45

minutes or less of your time, and your identity will remain anonymous. If you are interested, please take one of the tags below and call, text, or email me for more information and to set up the interview. Before the interview begins, you will need to sign an Informed Consent form which states that you are a willing participant in the study.

Contact person: Tricia Delk

Appendix G

Research Questions Alignment to Data Findings

Research Questions Alignment to Data Findings

Research Questions	Pre-Service Teachers in Their Second Semester	Pre-Service Teachers in Their Final Semester	Curriculum Content Analysis (see Appendix F)	Integration of Multicultural Education into Three Courses (see Appendix G)
How does teacher-credentialing multicultural curriculum prepare pre-service teachers to work effectively within K-12 educational classrooms?	The only instruction received was in the first semester in one course	The only instruction received was in the first semester in one course	LEE 172, which is taught in the first semester of the program, is the one course where pre-service teachers received training on preparing to work in a diverse classroom	The researcher concluded that all three courses did not prepare pre-service teachers well enough using multicultural curriculum

How does a two-year teacher-credentialing program that integrates a multicultural curriculum prepare pre-service teachers to enter a diverse classroom?	Pre-service teachers were still unprepared to enter a diverse classroom because there was only one course that covered diverse topics	Pre-service teachers did not feel that the program prepared them well enough for a diverse classroom, but they believed they would be okay after a few years of teaching	There are not enough opportunities in the credentialing program to prepare teachers to enter a diverse classroom. The three courses do not integrate enough multicultural curriculum into each course	Each of the three courses provided a brief discussion of multicultural curriculum, but do not fully integrate cultural issues into each session of the course
What do pre-service teachers describe are major components of multicultural curriculum and instruction?	The major components were only touched on in the first semester and usually covered under the heading of EL learners	In their final student teaching assignment, pre-service teachers had to complete a competency focused on culturally diverse students. They also described hands-on experiences as helping them prepare for a diverse classroom	The researcher found very little evidence of a discussion on the major components of multicultural curriculum and instruction. Only LEE 172 provided some components for pre-service teachers to reference back to when they enter a diverse classroom	LEE 172 was the only course that described some of the major components of multicultural curriculum and instruction. CI 171 and SPED 179 only had one or two projects or sessions somewhat devoted to multicultural curriculum and instruction

What are pre-service teachers' perception of preparedness to meet the cultural needs of diverse students following their teacher-credentialing program?	That they must remain open-minded and be willing to try new things, because most of their knowledge of cultural differences came from textbooks	Most final semester pre-service teachers admitted to not feeling prepared to meet the cultural needs of diverse students because of the lack of discussion on how to become culturally competent	Only LEE 172 had objectives and sessions geared toward diversity issues.	None of the three courses sufficiently provided pre-service teachers with a solid background to become a culturally responsive teacher
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