

The Implications of a Quality Teacher Education Program Implementing a Multicultural Studies
Curriculum:
Combating the Old Diversity Paradigm of the 21st Century Classroom

by

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Abstract

Education in the United States looks different to many different people. In fact, it is taught differently, depending on a number of different factors. The same goes for the teacher education preparation programs. Each college or university, in each state, has its own curriculum, producing a variety of new to the field teachers. Diversity in this country is vast and it is steadily growing, as are the schools; however, the teachers who populate the field are not. Multiculturalism and bridging the gap with the diversity in the schools and the teachers has become a dilemma that needs addressing. How can the teachers in front of the classroom relate and teach content to the student population, when the majority of the teachers are white and the classroom is multicultural and heavily diverse? This paper seeks to discuss the importance of having an efficient and adequate multicultural curriculum in collegiate teacher preparation programs. The idea is to solidify one multicultural curriculum that is synonymous to all states, so that all preservice teachers are learning and exposed to the same material and we begin to produce sound, proficient, self-aware, critically conscious, and culturally responsive educators.

Keywords: *Diversity, Critical Conscious(ness), Culturally Relevant Pedagogy, Culturally Responsive Teaching, Multicultural(ism), Self-Aware, Self-Reflection, Teacher Preparation Program*

Chapter One

Introduction

Fifty years ago, the student population was homogenously educated by race and each was housed in its own sector within each city. The United States was fighting an internal civil battle for equality, so that races of all natures, especially black and white, could mingle and cohabitate together in freedom. Unfortunately, the educational climate in the 21st century looks a lot like it did in the 1930's and 1950's. Students are still segregated by educational policy that says if you live within these zip codes, then you can attend these particular schools. According to Berliner (2013) "the political power of a neighborhood and local property tax rates have allowed for apartheid-[like] systems of schooling to develop in our country" (8). These systems in turn have created clusters of students who are matched in race and academic ability to be educated together, thereby forming perceptions and stereotypes of what types of students go to urban schools vs. suburban schools. Preservice or new to the field teachers who enter the urban classroom come loaded with preconceived notions about the student population they are teaching. These notions are rooted in inexperience, biases and fear with a world that is unfamiliar to them and a Teacher Preparation Program (TPP) that failed to address multiculturalism and teaching in an urban district.

Preparing teachers to interact with and teach multicultural students has to be part of every education preparation curriculum. Most of the teachers in the United States are white, female and monolingual, which means that many of the teachers teaching in public and urban districts are also white females, who only know one language (Haddix and Price-Dennis, 2013, 249). However, the "cultural, ethnic, racial, and religious diversity is [steadily] increasing in the United States. Students of color have almost doubled from 22% to 43% in the past 30 years and

have subsequently changed the face of public schools. It is projected that in two decades, students of color will outnumber white students in public school classrooms” (as cited by Banks, 2008) (171). As the diversity begins to grow, so must the education of teachers who deal with a multicultural student body and it starts in the education program. Schellen and King (2014) say that “...Neuman (2010) states that only 45% of U.S. teacher preparation programs include even one multicultural education course in the curriculum. Schools are placing teachers in classrooms, in which ‘they have neither knowledge nor understanding of the cultures of their children in their classes’ (as cited by Lyon, 2009, p. 52) and teachers’ limited experiences make it difficult for them to understand the students they teach” (as cited by Nieto, 2000) (22). There is a growing problem that needs to be addressed if 21st century teachers are going to effectively teach, 21st century multicultural students.

Problem Statement

Teacher education programs are not meeting the multicultural demands of the 21st century student. Education programs for teachers lay the foundation for new teachers, so the program must be robust and address the reality of the teaching field. Teaching preparation programs are not properly equipping preservice and new to the field teachers with adequate and effective multicultural education, which gives them the ability to operate and function within a diverse classroom. As a result, ineffective teachers are created and they are not ready to take on the responsibility of a multicultural environment.

Significance of the Problem

Teaching is not a job that should be taken lightly. It encompasses many facets; but being able to connect with your students, especially so you can deliver proficient and sound instruction, is the most important and basic of all abilities required of a teacher. The diversity within a classroom is not going to change; therefore, the teaching world must do so in order to accommodate the needs of the student population and this means “preparing teachers to teach in the diverse classroom. [This] has [to] become one of the most important goals for universities and teacher training programs” (Schellen and King, 2014, 22). Soon to be teachers enter training programs with a certain set of their own biases, stereotypes, preconceived notions, and prejudices. It is the responsibility of the education program to dispel these predispositions and to prepare “culturally competent teachers” (Sanders et al, 2014, 173). English teachers function within a discipline that allows them to really delve into cultural and diversity issues on a variety of levels. Yet, many ELA teachers are battling with themselves when it comes to addressing the uncomfortableness that is associated with the diversity in their own classrooms and this is largely due to teacher education programs, not doing a thorough job of preparing them for an unfamiliar world.

Research has indicated that teachers, especially white teachers, are placed within the classroom ill-prepared to teach a multicultural and diverse student body. According to Sanders et al, (2014) “...research suggests the lack of diversity among teachers is a nationwide concern and is ‘exacerbated by the fact that many middle-class white teachers have a monocultural perspective, have little significant contact with people different from themselves, view culturally diverse students as less capable of achieving academically, lack knowledge and skills in how to teach linguistically and culturally diverse students, and have difficulty helping students of color bridge cultural differences between home and school’” (172). As an ELA teacher there is a need

to be able to look at what is going on in current events, as well as know the culture of your student body so the connection can be made. This means putting aside any personal feelings and beliefs and saying “let us research The National Anthem, identify our own personal stances on the matter and judge for ourselves, on whether we are in agreement or not about taking a knee, standing or not acknowledging it all”. English teachers need to be cognizant of the fact that, not only is it a “hot topic” currently, but the majority of their student population is affected by it. King and Butler (2015) also state that many “researchers have found that many middle-class, White teachers assigned to teach diverse students have doubts about their ability to create a culturally enriching classroom environment (as cited by Gayle-Evans & Michael, 2006; Sleeter, 2001). Without guidance, these teachers tend to perpetuate monocultural classrooms that result in low academic performance for students of color” (as cited by Conchas, 2010; Franquiz & Salazar, 2004) (47). In light of this information, there is a need for teacher preparation programs to address not only the concerns of preservice teachers, but teach new teachers how to teach a multicultural class environment and do it without prejudice.

Purpose

Preservice and new to the field teachers need to be educated in a rich and robust multicultural program that allows them exposure and exploration in diversity, as it pertains to the multicultural classroom of the 21st century. Teachers can no longer function in a world where they believe they can enter into a school and teach under a premise where all students are the same and develop curriculum and instruction as such. Teacher preparation programs which focuses on multicultural training, will equip new teachers with an “understand[ing] on how to offer learning opportunities to students, guide PSTs [preservice teachers] in how to interact with

diverse students in classroom settings, and incorporate interdisciplinary curriculum into the learning environment” (as cited by Capella-Santana, 2003) (Schellen and King, 2014, 25). The intent of this paper is to focus on teacher preparation programs, in particular, looking at developing a unified syllabus or curriculum for colleges and universities because training for the ability to be able to effectively and adequately teach in a multicultural adolescent classroom, begins here. It is not enough to talk about diversity or use the terms of “cultural competence” or “culturally responsive pedagogy” during a “teaching students in secondary education” course, or a “diversity in education” seminar class. Unfortunately, this will not and does not prepare teachers, given that “...‘many teacher education programs still function within a monocultural framework, and because of this few teachers are prepared for the numerous cultures, languages, lifestyles, and values they will face in their classrooms’” (Schellen and King, 2014, 24-25).

Teacher educators and education programs have a responsibility to produce the best teaching program within their power. The goal should always be to address the current educational system as close to the reality of what is currently applicable and not what they would like it to be. Sanders et al (2014) asked a very pertinent question, which is very relevant for this paper. The question that was asked was, “What must our teacher education programs encompass to ensure that teacher candidates are prepared to succeed in diverse schools in the 21st century?” (174). A question such as this begs many answers because “while almost all U.S. states now include diversity requirements within their teacher certification frameworks, the implementation of those requirements is vague” (as cited by Akiba, Cockrell, Simmons, Han, & Agarwal, 2010) (King and Butler, 2015, 46). States recognize diversity education needs to be in the curriculum, but what that should look like varies according to the school, so now we have thousands of teachers with varying degrees of diversity training and education and most still are not prepared

to enter the multicultural classroom. If the common core system were created as a means to solidify curriculum and establish continuity, then “one recommendation for higher institutes [would be] to establish a unified system across colleges of education [that uses a syllabus which “integrate[s] multicultural course curriculum at the state level, thereby creating greater unification amongst colleges of education at different locations” (King and Butler, 2015, 50-51).

Research indicates that if preservice teachers are educated in a way that is conducive and applicable to multicultural education, this would help in reducing teacher turnover, teacher perception about urban and multicultural students and equip them with relevant pedagogy and strategies to be able to academically teach in a diversified classroom. Schellen and King (2014) point out that “...misunderstanding[s of] a students’ cultural values could negatively affect the relationship of the teachers and student[s], as well as the relationship of the teacher and the students’ family; [however] diversity and equality training prior to student teaching, leads PSTs to rethink their beliefs and perceptions about the learners and assume responsibility for the learning of all students” (as cited by Anderson & Swick, 2001). (25, 30-31). It is imperative that the teacher education program strive to make great effort to accomplish the goal of creating a rich in diversity and multicultural preparation program for preservice teachers, with knowledgeable and unbiased teacher educators because “...teacher educators play a pivotal role in the formation of preservice teachers’ attitudes” (Yang and Montgomery, 2013, 28). Developing a formalized curriculum for states to follow will assist “beginning teachers...to succeed in diverse schools, [especially if the goal is for the] teacher education program [to]...better prepare “monocultural teachers to teach in multicultural classrooms” (as cited by Smolen et al., 2006, p. 47) (184).

Rational

The educational system of the 21st century is not like it was fifty years ago. The classroom is very diverse and it brings a need for teachers to be diverse as well. Teachers have to be trained in diversity and multiculturalism if they are going to be effective in the classroom. Unfortunately, the world within the classroom has changed, but the teaching world itself has mainly remained, white, female and monolingual, as previously stated. In order to keep with the changing times, teacher education programs must educate preservice teachers in viable ways that are conducive to the multicultural classroom, starting with teacher attitudes and perceptions, up to and including, what needs to be in the curriculum. Teacher educators themselves must be well-informed and experienced about diversity, if they are to teach up and coming teachers about the multicultural classroom. There has to be a sound curriculum within the colleges and universities and it has to be deeply rooted and surrounded in diversity and multiculturalism, so that preservice teachers are not overwhelmed when they find themselves in such an environment. Teaching in a multicultural and diverse classroom is a phenomenal opportunity that offers an experience unlike any other. The students will be able to introduce teachers to a world where they can utilize and learn many new things unfamiliar to them and be able to use them in their teaching. However, teachers have to be willing, knowledgeable, patient and inviting of a diversified and multicultural classroom.

Definition of Terms:

Diversity – encompasses acceptance and respect; understanding that each individual is unique, and recognizing our individual differences. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond

simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Critical Conscious(ness) - is the ability to perceive social, political, and economic oppression and to take action against the oppressive elements of society

Culturally Relevant Pedagogy- grounded in a teachers' displaying cultural competence: skill at teaching in a cross-cultural or multicultural setting. They enable each student to relate course content to his or her cultural context.

Culturally Responsive Teaching- using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them

Multicultural(ism) – refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds. It is predicated on the principle of educational equity for all students, regardless of culture, and it strives to remove barriers to educational opportunities and success for students from different cultural backgrounds.

Self-Aware - the capacity for introspection and the ability to recognize oneself as an individual separate from the environment and other individuals; knowledge and awareness of your own personality or character

Self-Reflection - the capacity of humans to exercise introspection and the willingness to learn more about their fundamental nature, purpose and essence; careful thought about your own behavior and beliefs

Teacher Preparation Program - policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community.

Chapter Two: Literature Review

Introduction

The climate of the student population has demographically changed over the last few decades in the United States. Schools are more diverse culturally in the 21st century, more so than they ever were before; however, this diversity brings along with it, a multitude of challenges within itself. There seems to be a growing trend within the educational system, where students who are alike or share certain qualities such as, race or socioeconomic status (SES), are educated together, therefore, forming homogenous pockets for schooling. According to Ullucci and Howard (2015), it has been noted that “students of color and poor students are often educated in increasingly homogeneous schools, in some cases less diverse than schools in the 1950s (as cited by McPherson, 2011) (171). Unfortunately, this in turn brings about certain stereotypical and prejudicial biases, perceptions and attitudes about not only the culture of students, but their ability to learn, especially by the educators who have sworn to teach them. Information such as this also lends to the knowledge that educators may be ill-prepared when it comes to diversity and multicultural settings in education, especially English Language Arts (ELA) teachers.

ELA teachers are tasked with teaching literature and making the content connect to the lives of their students. Diversity is not only in the population they teach, but in the content as well and "...the question of whether diverse student populations are being served by the literature they are required to read remains an important one" within the English discipline (Berchini, 2016, 61). ELA teachers need sound, quality teacher preparation programs that deal with multicultural education in both content and student diversity, as well as a college curriculum that allows them to utilize a diversified body of literature for the demographic population they serve.

Teacher Perception and Attitude about Teaching the Urban Youth

There appears to be a general consensus about the "urban" districts or "inner city" schools within any city in the United States. These schools are the underperforming, low achieving, high poverty, and high concentration of minority or multicultural body of students. There is also this automatic negative connotation that is attached to the terms mentioned above. It is "...[rare for]...the term urban [to be] explicitly defined (as cited by Chou & Tozer, 2008; Weiner, 2002). Even less frequently explored is the way the term urban often serves as code for 'the conditions of cultural conflict grounded in racism and economic oppression' (as cited by Chou & Tozer, 2008, p. 1) (Matsko and Hammerness, 2013, 1). Whipp and Geronime (2017) says "[to] further [complicate] the picture... "urban" is often a code word, masking deficit views of people in minoritized racial groups or of low economic status (as cited by Milner, 2012; Watson, 2011). (807). If teachers are already predisposed to this type of thinking, then when they enter into an "urban" school, their biases and beliefs affect the way they teach and interact with the students.

Teachers, like any other professional, bring their personal attitudes, perceptions and beliefs with them when they enter into the classroom. The big difference with this profession is that teachers are affecting the population they teach. If teachers believe that because the school is labeled as high poverty, with a high concentration of multicultural students, that learning and achievement can only go so far, then that is how they will teach. Halvorsen, Lee and Andrade (2009) assert that “teachers’ low expectations of some students and their reluctance to take responsibility for the learning of all their students can contribute to low achievement” (as cited by Brophy, 1983; Rosenthal & Jacobson, 1968) (181-182). The authors also bring out that “teachers’ attitudes about their own students’ abilities also influence the teachers’ actions. For example, teachers who believe certain children are incapable of learning are less likely to provide them stimulating tasks that improve their learning” (as cited by Wigfield & Eccles, 2000) (184). Teachers who adopt the belief that students are only capable of managing at a particular level because their perception is tainted by “the context of the school in which they teach” or they are engrossed in “deficit and pathological thinking about the academic potential of students who come from impoverished backgrounds,” becomes a stumbling block to their students and a hindrance to their own career (Halvorsen, Lee and Andrade, 2009, 185; Ullucci and Howard, 2015, 172).

It is easy for a teacher to get caught up in the idea that students cannot perform as well as their suburban counterparts or those who seem to have a better academic opportunity. ELA teachers can find the task of literacy, reading and comprehension particularly trying, and so the alternative is just to rest on the attitude that the student cannot do any better due to their current situation. Li, Snow and White (2015) bring to light that “literacy educators pointed out that it is due to their limited literacy skills that urban adolescents from low-income homes continue to

underperform academically, starting especially in the middle grades (as cited by Goldman, 2012; Lesaux, 2012; Snow & Biancarosa, 2003), when they are required to comprehend and synthesize significantly longer and more complex academic texts in content areas” (4). It becomes commonplace to settle in the thought pattern or the mentality that “these students [come] from low-income backgrounds, [they] cannot be taught effectively, [they] lack the necessary intellectual and cognitive dispositions to be successful learners, and [they] come from home environments that do not support learning” (Ullucci and Howard, 2015, 173). As a teacher, in particular, an ELA teacher, once you have convinced yourself that the student population you are responsible for is not worth the effort and they are just unteachable, unreachable and not able to acquire knowledge beyond what you have set in your mind for them, then that is what you will seek to work for on their behalf.

The attitude and perception about what you teach, where you teach, who you teach and what students are capable of achieving, does come preloaded from a teacher’s personal experience, beliefs and biases. Often times, teachers are moving into heavily inundated multicultural settings and they have not really had any experience with diversity at this magnitude, so the entire experience can be quite overwhelming. Many teachers “...often feel ill-prepared and reluctant to teach in urban schools” (as cited by Johnson et al., 2005; Ronfeldt, Reininger, & Kwok, 2013; Siwatu, 2011; Watson, 2011) (Whipp and Geronime, 2017, 800). Research has also revealed that “...(1) the majority of incoming teachers are white, monolingual, and female; (2) today’s classrooms are increasingly multilingual and multi-ethnic; and (3) teacher education programs are underprepared to address this cultural and linguistic disconnect” (as cited by Zumwalt & Craig, 2005) (Haddix and Price-Dennis, 2013, 249). In order to address this concern, it appears that one root cause may lie in the teacher preparation education

programs. Teachers need to be properly trained and educated in diversity and multicultural studies and interaction if they are going to succeed in a world which may be unfamiliar to many, if not most.

Teacher Preparation and Training for the Multicultural Classroom

Education programs to train teachers vary depending on state, college and content area. Each program decides what areas are important and what areas will be learned as a teacher progresses in their career. Cultural competence and diversity is common amongst most programs and will be discussed, but there has to be a shift in the curriculum, that focuses just on multicultural education in both content and student interaction. However, it will not happen in one course that decides to infuse the topic of culture and tolerance in with other course work of the class. Haddix and Price-Dennis (2013) say that “a goal of English teacher education must be to prepare preservice teachers to teach and learn in ways that respect and honor the diverse backgrounds and histories of the students they will have in their classrooms” (247). Alismail (2016) also claims that “diversity education [should] be integrated into every aspect of [a] teacher training curriculum, and opportunities to apply and experience [diversity be] planned as part of preservice teacher training. Also, this study suggests that colleges and universities with teacher education programs should appropriately train education faculty in cultural diversity for the purpose of teaching students about cultural sensitivity” (as cited by Ladson-Billings, 1994) (143). The training program itself and the educators over the program are pivotal in helping the preservice teachers learn how to deal with multiculturalism, especially, soon to be ELA teachers.

Teacher education is not an issue that can be taken lightly, as it is the foundation that prepares future educators for a world that is unfamiliar to them. Many new teachers are not only embarking on a new journey, in a new territory, they are breaching environments that are unlike

any they have encountered and they are expected to function effectively, especially in urban settings. However, without proper education and training, this will only lead to high turnover rates and deficit thinking. Research has found that “teachers in schools serving high concentrations of low-income, low-achieving, students of color are more likely to leave than their counterparts in other schools. When they leave, these teachers usually either exit the profession or transfer to schools that have better academic records and serve Whiter, wealthier students. In 2004, Hanushek and his colleagues interpreted this trend to mean that ‘teachers systematically favor higher-achieving, non-minority, non-low-income students’” (Simon and Johnson, 2013, 3). The authors also determined that “Hanushek et al. (2004) found that on average, when teachers transfer, they ‘seek out schools with fewer academically and economically disadvantaged students’” (Simon and Johnson, 2013, 10). The education of a teacher plays a very important role in how they will enter the profession, how they will interact with students, facilitate lesson planning, view the student population and if they will continue to work within the environment. It is the responsibility of education programs to acknowledge the reality of the current educational climate and implement authentic curriculum to address this issue. The multicultural nature of the classroom makes it “imperative for teacher educators to pay close attention to (or in some cases reexamine) the manner in which teachers are prepared to educate students from impoverished backgrounds. Teacher educators must educate preservice teachers about deficit thinking” (Ullucci and Howard, 2015, 172; Bauml, Castro, Field, and Morowski, 2016, 22). There is a responsibility for teacher educators to efficiently and effectively instruct preservice or new to the field teachers about diversity, multiculturalism, teaching in urban settings, being cognizant of their biases, prejudices and beliefs, but not engaging in destructive thinking and behavior, just to name a few. Teaching education programs can help to

mitigate some of the barriers that new teachers are running into when working in heavily concentrated diversified schools; but the teaching program must seek to address the current needs of the educational system.

It is no secret that most of the teaching world is female and white, which was already stated earlier, however, the classroom population does not reflect the same demographic. There is a big disconnect between the one teaching in the front of the classroom and the population within the classroom because the two are fighting to understand each other, but they are, in essence, from two distinctly different worlds. However, the responsibility rests on the teacher to ensure that the environment is conducive for learning; yet, “problems for creating proper multicultural understanding and teaching concerns [will] reside from the lack of meaningful multicultural preparation, isolation of teachers among their own ethnic groups, and the possession of a professional preparation that excludes direct meaningful interaction with different cultures” (as cited by Cannella & Reiff, 1994; Gibson, 2004) (Vincent, Kirby, Deeds, and Faulkner, 2014, 153). The authors also posit, that “a single course alone, with objectives in multiculturalism and cultural sensitivity, will not solve for promoting multicultural education among pre-service teachers” (as cited by Sleeter, 2001) (Vincent et al, 2014, 153). Incoming teachers need a thorough multicultural experience if they are to engage and teach in a multicultural environment. Many are ill-prepared to take on this challenge because they have not been properly trained and educated to handle a diversified classroom, especially English teachers. ELA educators teach literature; they are tasked with trying to connect the literature with the lives and experiences of their students and in order to do this, teachers must take “multicultural training programs that prepare them to create a more equal, more democratic and a more just educational system as well as develop their level of understanding and awareness in

teaching culturally diverse students” (as cited by Aydin & Tonbuloglu, 2014) (Alismail, 2016, 144).

Teacher education programming curriculum is just as important as the teacher program itself. Education training for multiculturalism and diversity must address the important aspects of the demographic population within the educational system that many teachers will find themselves teaching in at one point or another. Culturally Relevant Education (CRE) must be taught and “...should be a central focus in teacher education programs, as well as professional development for in-service teachers” (Aronson and Laughter, 2016, 198).

Multicultural Education and Curriculum for Preservice Teachers

Preservice teachers enter into the classroom unsure about the curriculum they need to teach, their strategies, how well the students will do in their class, on work and assessments; they are unsure about the interaction the students will have them, as well as each other. The list was not exhaustive, but these issues are just a few things that teachers come in contact with on a daily basis. In today’s society, especially if a teacher teaches in an “urban” district, they are now faced with a very rich in culture classroom. Teachers have no choice but to be culturally competent, aware and responsive. However, if teachers are to be all of these things, they have to have had a sound multicultural and culturally relevant education themselves. Their collegiate background needs to have been steeped in the diversity studies of today and it has to be more than acknowledging that there are different people in the world and differentiate your instruction. According to Aronson and Laughter (2016), culturally relevant pedagogues:

“...focus on cultural competence, which “refers to helping students to recognize and honor their own cultural beliefs and practices while acquiring access to the

wider culture, where they are likely to have a chance of improving their socioeconomic status and making informed decisions about the lives they wish to lead” (as cited by Ladson-Billings, 2006, p. 36). Culturally relevant pedagogues understand that students must learn to navigate between home and school, and teachers must find ways to equip students with the knowledge needed to succeed in a school system that oppresses them” (as cited by Delpit, 2006; Ladson-Billings, 2006; Urrieta, 2005) (166).

The teacher has a responsibility to identify, recognize and acknowledge the cultures of the students they teach and then teach the student how to celebrate their culture and help them to overcome obstacles set up by a school system that acts as a restraining and limiting measure. An ability such as this comes from a solid teacher education program. A program that is dedicated to multicultural education operates under the premise that “in order for preservice teachers to effectively be prepared to meet the challenges of today’s diverse and multicultural classrooms, they must systematically be immersed in comprehensive and quality programs of multicultural education”. It is also through “well-developed multicultural training [that] preservice teachers’ awareness, preparedness, and attitudes regarding multicultural education and the students they will effectively teach” will improve for the better (Alismail, 2016, 140, 145).

Research has shown that there are certain curriculum inclusions that are needed for a culturally diverse and rich teacher preparation program. Alismail (2016), suggests that “...syllabi for teacher education courses on multicultural education and related topics ...be restructured to allow teachers to practice authentic multicultural education”. Also, “...professors must be knowledgeable about the topic of multiculturalism and create a safe environment to help preservice teachers discuss their beliefs, enhance their awareness of multicultural education, and

explore appropriate pedagogy for all students” (144). Incoming teachers need to be able to gain experience through field experience and engage in open and honest dialogue about the issues that concern them when it comes to teaching a diversified body of students. For example, preservice teachers could become tutors for minority students. An experience such as this would allow the teacher to gain access to the learning style, mindset and cultural aspects of the students. The soon to be teacher now has a better understanding of the environment of students they could possibly be teaching in the near future and know how to better reach them (Alismail, 2016, 144).

Preservice teachers need the field experience of observing and teaching in a multicultural setting. Whipp and Geronime (2017) assert that “field placements and student teaching in high need settings and coherent course work emphasizing high-need settings were influential factors for scholars who chose to teach and then continued teaching in high-poverty schools” (as cited by Lawrenz, 2011) (805). If teachers are not exposed to these realities, at the end of their programs and as they begin their careers, they are faced with fear and an overwhelming urge to find the quickest exit strategy.

Teacher educators must be experienced and well-informed themselves if they are to teach future educators how to recognize and acknowledge their own personal biases and beliefs, but not let that hinder the job they have signed on to perform. Educators must foster a setting that is conducive to sharing, honesty and openness if new teachers are going to be able to overcome their personal prejudices and beliefs when it comes to multiculturalism and teaching students of diverse backgrounds. The goal is to “[identify] teacher concerns in the areas of multicultural education...necessary for the growth of teacher training (as cited by Banks, 2005) (Vincent at el, 2014, 161). It is “through open dialogue, teacher educators can help explore the foundations of their students’ fears and concerns. This process entails having students engage in reflection as an

iterative tool in which they consider both their personal experiences as well as their professional obligations, and work to resolve tensions in the ways that they envision teaching in an urban context” (Bauml, 2016, 24-25).

The teacher training curriculum must also focus on particular coursework surrounding specific multicultural aspects. A syllabus suggested by Alismail, (2016) for inclusion into a teacher preparation program is: “1) Teaching the ‘Other’ 2) Teaching with Tolerance and Cultural Sensitivity, 3) Teaching with Multicultural Competence, 4) Teaching in Sociopolitical Context...” (as cited by Gorski, 2009) (143). Coursework in classes such as these allows incoming teachers to receive training in everything, from focusing on different cultures to looking critically at the educational system and federal educational policy. Courses that focus on strategies and skills that not only address the fears and concerns of teachers teaching in multicultural settings, but classes that educate in “curriculum,... color-blindness, cultural conflict, myths of meritocracy, deficit thinking, and the power of low expectations” (as cited by Milner, 2010) are also important for teacher training (Bauml, 2016, 20). It is important that the curriculum is rich and strong in accommodating multicultural studies, as it pertains to educating preservice teachers in teaching and working with students from a diverse background. There is “growing evidence...that multicultural program infusion strengthens the preparation of teacher candidates to teach diverse populations” (as cited by Cochran-Smith, Davis, & Fries, 2004; Hollins & Guzman, 2005; Jennings, 2007; McDonald, 2005; Melnick & Zeichner, 1998) (Liu and Milman, 2013, 126). Teachers, specifically ELA teachers, will find that culturally responsive teaching will in turn create a mutually responsive classroom.

Multicultural Education in the ELA Classroom

English Language Arts is a discipline that encompasses many facets and when a teacher is teaching at the secondary level, there is not much room for flexibility or autonomy most times. There appears to be a great disconnect between the curriculum and the student population. Aronson and Laughter (2016) say that “teachers and students in [an] urban and diverse setting often struggle to make schooling culturally relevant, while meeting curricular and institutional mandates...” (as cited by Christianakis, 2011) (188). It becomes a very daunting task for an ELA teacher to make content culturally relevant when he or she is precluded due to curriculum restraints. English teachers would like “...to make more targeted choices [for]...instructional strategy [because they understand the need to]...apply [this]...knowledge of the context of students’ lives as they approach and respond to students in the classroom” (Walsh, Madaus, Raczek, Dearing, Foley, An, Lee-St. John and Beaton, 2014, 708). Not too many would argue that “the importance of including multicultural literature in literacy classrooms cannot be understated and is an issue that certainly predates the Common Core” (as cited by Bigler & Collins, 1995; Gangi, 2008) (Berchini, 2016, 56). However, “upon its 2010 rollout, literacy researchers Gangi and Benfer (Strauss, 2014) noted how the Common Core’s exemplar texts seemed to represent the traditional English language arts (ELA) curriculum, which historically [has] excluded literary contributions by authors of color. Such curricular exclusion, in turn, results in neglecting racially, culturally, and ethnically diverse student populations” (Berchini, 2016, 55). According to Cubales, Kohli, Sacramento, Henning, Rangnath and Sleeter (2014), they assert that “the standards are written through a Eurocentric perspective where the references to people of color are both essentialist and additive (as cited by Perez Huber et al. 2006), simplifying and marginalizing their experiences and contributions. Also, the content standards do not require insight into the shared struggles of Black, Latina/o, Asian American or Native

American peoples, or the contributions of women of color in historical movements” (5). Students have to be able to see themselves in the literature in order to connect. The fact that multicultural authors are either excluded or used as short stories or poems, as opposed to novels for units, becomes a very big issue, especially when your student composition is primarily those of color.

Teachers of English are tasked with ensuring that their students have a well-rounded, literature based education. ELA teachers teach grammar, writing and all of the elements associated with syntax and structure; but literature and all that is associated with it, is a primary caveat of the discipline, especially at the secondary level. Yet, “urban districts that predominantly serve students of color frequently base their curricula, instruction, and expectations on European American culture” (as cited by Hollins, 2012) (Matsko and Hamnerness, 2013, 2). For example, in the eighth grade a common text to be read is To Kill A Mockingbird by Harper Lee. This novel takes place in the 1930’s south during the depression and most importantly segregation and heavy racism; however, the novel is written by a white woman. The main plot of the novel is a black man is accused of raping a white woman. The town goes through the motions, but he was guilty once he was accused. When this novel is taught in schools, the writing prompt has been: “Taking a Stand: The Golden Rule.” This prompt is based on the character of Atticus, the white lawyer who defends Tom Robinson, the black man who stands accused. Here would be a good opportunity, even though the text is not written by a minority, to address the real issue at hand: racism. It is a relevant topic for the time period in the novel, it was the driving force all throughout the novel, it is relevant to so many current events in society today and it is prevalent to the lives of the students, whether white or minority. All students will be able to engage and interact, even if it is on different levels.

ELA teachers struggle with knowing how to infuse multicultural literature into the curriculum and how to teach it. It is not always an easy task to read about another culture because you may not be sure how the students will take it. That is why it is important to have a strong education training program. Teachers need to have background knowledge in multicultural education, so that they have a pretty solid foundation in “culturally responsive pedagogies that can address the needs of a linguistically and culturally diverse classroom” (Haddix and Price-Dennis, 2013, 250). Engaging students through the use of culturally relevant material is an ELA goal. It is an objective to implement instruction and literature that is synonymous to the culture of the classroom so that the learning experience is worthwhile, invigorating and engaging. As a “culturally relevant educator, [ELA teachers seek to] engage students in critical reflection about their own lives and societies. In the classroom, [they strive to] use inclusive curricula and activities to support analysis of all the cultures represented” (Aronson and Laughter, 2016, 167).

Chapter Three: Application

There has been much discussion surrounding how to address the ever-present problem of effective and efficient teacher preparation education in the United States. Teachers are entering into these multicultural, multilingual and diversified classrooms, ill-equipped to handle the table that is spread before them. The English discipline allows teachers to explore and examine diversity in a way, unlike any other discipline; however many teaching professionals stay within the safe zone of teaching, due to a lack of proper multicultural education and knowing how to implement such themes. There is an undeniable need for education programs in the United States to acknowledge that “teacher education programs are not providing enough training for preservice teachers to teach effectively in multicultural classrooms” (Alismail, 2016, 144). The

irrefutable argument that “teachers bring their own experiences and varying perspectives into the classroom [and] preservice teachers’ demographic variables (race, class, religious affiliation, and cross-cultural friendships) [have] strong influence on [their] beliefs about diversity...”, are not issues that will eventually work themselves out with time and understanding (Aronson and Laughter, 2016, 198). However, these are legitimate concerns, obstacles and struggles that not only affect the teacher, but also have a significant effect on the students they teach.

Teacher education programs (TEPs) must refocus and realign their curriculum to meet the needs of the teachers they are servicing, which in turn meets the needs of the students they will eventually be servicing. If teachers, especially ELA teachers, are to become culturally responsive, they have to be taught, be deprogrammed to put aside their personal biases and beliefs that say “diverse students come to school with a deficit and [they] are not successful...because they lack language skills and the necessary knowledge base ‘to navigate the everyday demands of society’ (as cited by Leistyna, 2002, p. 10) (*Schellen and King, 2014, 23*). Preservice teachers need to learn how to be self-reflective and exercise critical consciousness when it comes to diversity. A quality teacher education preparation program that teaches preservice teachers how to educate effectively in a multicultural setting using culturally responsive pedagogy, can help to accomplish the above tasks. Also, teaching soon to be ELA teachers how to implement multicultural literature authentically into their curriculum, will help them to ensure a variety of cultures are being represented. I believe a commitment and inclusion of multicultural studies in teacher preparation programs across this nation is necessary for preparing preservice teachers for the 21st century diverse classroom. However, I do recognize that every institution will have their own courses and syllabi; yet, no teacher education program should be without multicultural studies that addresses self-reflection and critical consciousness

and teaching using culturally responsive pedagogy. If you are pursuing an ELA teaching certification, then teaching with multicultural literature should also be included. The following will discuss the priority elements or coursework to include in the teacher preparation program curriculum I see as essential for preparing today's teachers. The first two courses, *Diversity: Self-Reflection and Teaching with Multicultural Competence*, are general and address self-reflection, critical consciousness and teaching using culturally responsive pedagogy and is intended for all education majors. The last course, *Multicultural Education in the ELA Classroom*, is specifically tailored for English majors and addresses teaching with multicultural literature. Lastly, you will see sample syllabi that incorporate the elements discussed for each course mentioned.

Curriculum Coursework: Teacher Educators Debunking Preservice Teachers' Deficit Thinking, Prejudices, Stereotypes and Personal Biases

Background

The student population of the modern-day classroom has many faces. This means that the teaching population cannot enter into the classroom with "attitudes about the cognitive capacity of their students [because this translates to their] commitment to the profession [and] play[s] a role in shaping their students' learning" (Halvorsen and Andrade, 2009, 181). It is imperative that teacher educators first address future teachers' perceptions, stereotypes, biases and preconceived notions. There has to be a concentrated effort to weaken, if not remove entirely, hindrances that may act and form barriers between the new teacher and the student.

It is not easy to acknowledge your personal prejudices. Many people want to believe that they do not possess any of these horrible features and they can be that teacher who looks at students and does not see color, race, background and socioeconomic status. The reality of the

situation is there is an air of deficit thinking that causes "...overgeneralization of family backgrounds, writing-off a student before they even begin school, ignoring culture or race as important in learning and teaching, holding a narrow view of child-rearing, and expecting students and families to change, so as to fit the school system, rather than the system of schooling meeting the diverse needs and experiences of students and families" (Bauml, 2016, 22). In order to combat this destructive thinking, which then translates into physical interaction and teaching, teachers have to recognize those things that cause them to think and feel a certain way about multicultural classroom environments. Therefore, teacher educators must implement programming that attacks the above-mentioned barriers, so preservice teachers are not held back by their own personal mental blocks.

Research indicates that teachers new to the field need to be able to express and be honest with the way they feel about teaching in a diverse or urban setting. If teachers, especially ELA teachers, are to be comfortable with talking about issues of race, infusing multicultural literature and allowing students to connect who they are to what is being taught in the classroom, then they have to be at ease with this type of atmosphere. Many preservice teachers are "fearful of engaging in discussions about race. [In fact,] "most Whites enter teacher education with little cross-cultural background, knowledge or experience, although they often bring naive optimism that coexists with unexamined stereotypes taken for granted as truth. [So,] in a misguided effort not to be racist, White teachers often try to be colorblind and not see race, creating an imaginary world where neither the concept of race nor racism exists presently or in the past. These beliefs and deficits must be confronted, and doubly so for teachers of Ethnic Studies. (Alismail, 2016, 143; Tintiango-Cubales et al, 2014, 16). The solution to this problem is to provide a forum that

exposes these fears, prejudices and detrimental constructs of deficit thinking and offer alternatives that brings about healthy and effective teaching practices.

Addressing the Problem:

Scholarship indicates that preservice teachers need to first acknowledge that they do carry some preconceived notions about diversity and multiculturalism. According to *Bauml, 2016* “preservice teachers’ individual beliefs, shaped significantly by life experiences (Pajares, 1992) and years of observing their own teachers in what Lortie (1975) calls the “apprenticeship of observation” well before prospective teachers enroll in teacher education courses...have been shown to affect preservice teachers’ perceptions of diversity and teaching in urban settings (as cited by Gilbert, 1997; Tiezzi & Cross, 1997) (6). Knowing this is a very big issue from the onset, teacher educators in teacher education programs must frame multicultural coursework to answer this essential question “How can we provide structures in our professional preparation programs to ensure that we are graduating reflective practitioners who are constantly thinking about how they perceive their students and how those perceptions affect the way they relate to students” (Sanders, *Haselden and Moss, 2014*, 174)? Designing the program to answer this question will in turn guide educators to include curricula that really assists in educating the preservice teacher on addressing who they are as a person, which may affect how they teach.

A class called Diversity: Self-Reflection will be the first in a series of multicultural coursework that examines multiculturalism from an introspective lens. The very first point to bring out, in the very first class was presented by Vincent at el (2014) and it states that “in order for any professional to be cognizant, or conscious, of how their actions can influence those who are culturally different from themselves, they must first have a desire, or concern, to learn more

about such actions” (155). Preservice teachers must have a desire, a need to want to know about themselves as not only an educator, but a person and how that is going to affect those around them, namely their students. If they automatically see students who wear hoodies as thugs, then that is a stereotype they need to address and identify why this is a barrier for them. It is unbeneficial for preservice teachers to “[state] particular issues and beliefs [and not address] the actual elements of the issue. It is recommended that teacher educators of multicultural courses prepare pre-service teachers to reflect in a manner that encourages cultural critical consciousness and address general and specific obstacles” (Vincent et al, 2014, 161).

The course will proceed to engage the preservice educators in reflectively and deeply asking themselves the following questions. These questions are to be explored and answered throughout the semester:

- 1.) “Why do I feel this way?
- 2.) What do I believe about diversity and students of diverse ethnic, cultural, and religious backgrounds?
- 3.) What underlying assumptions guide these beliefs?
- 4.) Are these assumptions accurate, complete, or generalizations based on my unique experiences?
- 5.) How do these beliefs influence how I relate to the students in my classes?
- 6.) What am I doing in my classroom that could potentially disadvantage or demean any of my students? (Sanders, *Haselden and Moss*, 2014, 180)”.

The above questions are the guiding questions for the course, along with the essential question mentioned earlier. Students will discover and learn a great deal about themselves through collaborative discussions, research and journal writings. The goal for the class is for students to

identify those barriers when it comes to diversity, especially the ones they were unaware of. If they can recognize their shortcomings, then they can work to address them before they carry that baggage into an actual classroom.

Teacher educators will also be tasked with pulling out from preservice educators their thoughts and opinions about this term coined “achievement gap.” This phrase is attached ever so nicely to schools with a high concentration of diversity, which in turn feeds an individual’s perception. It becomes very important to understand where an educator stands on the idea that there is this floating ideology out there that separates the “haves” from the “have nots”. Sanders, Haselden and Moss, (2014) state the importance of having students write about “their personal theories regarding the reasons for the racial/ethnic achievement gap” (181). Once educators are aware of the mentality surrounding their students, it will help guide future discussions and activities.

Lastly, teacher educators will need to show preservice teachers how to become self-aware and self-reflective. This is not an easy or inherent task. People are not walking around in deep self-reflection and that is why our world is such a fantastic place. It is Sanders, Haselden and Moss, (2014) that claim “self-study tools [is] as an initial strategy for provoking greater self-awareness and reflectivity by beginning teachers (as cited by Chen, Nimmo, and Fraser (2009)). They [do] acknowledge that this process can be ‘challenging and at times uncomfortable’ for teachers, but is necessary for them to examine themselves and their practice to encourage professional growth” (103). The authors posit that teacher educators have to show preservice teachers how to be critical of themselves and take the time to look deep inside their own personal selves to examine who they are. They will not be able to address and take corrective action, if they do not identify and acknowledge that they possess certain prejudices, stereotypes, biases

and deficit ways of thinking that may prohibit them from delivering the best quality education to all students, regardless of the composition of the classroom. The next phase of coursework needed to address multiculturalism is becoming truly familiar with cultural relevant pedagogy and becoming culturally responsive, which in turn will help preservice educators connect with their diverse student population.

Curriculum Coursework: Becoming the Culturally Responsive Teacher by Implementing Culturally Relevant Pedagogy

Background

The word culture tends to have both a negative and positive connotation, depending on who you talk to and where the topic is being discussed. There is even dissonance with this term in the world of education and there is such a rich nature of culture within the realm of education, it makes a person wonder, how there can be so much dissension about diversity. A great deal comes from ignorance and lack of experience. Many people operate on what they hear, think they see and the environments they are accustomed to living in, so anything that does not meet their well-established criteria is not to be toiled with and should remain at a distance. However, as teachers, this is not an option. There is an obligation to teach all students and this means being culturally aware and responsive.

Culturally response teaching is not something that comes automatically to teachers. It is indeed a concept that must be taught. Aronson and Laughter (2016) assert that “culturally responsive teaching [is] using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to

and effective for them” (as cited by Gay, 2010, p. 31) (165). Culturally responsive teaching requires the teacher to realize that their student body must be able to see themselves within the confines of what is being taught, especially when what is being taught is coming from someone who looks completely different from the majority of the population within the classroom. It has to come from “both curriculum and pedagogy [because both] play a role in this opportunity gap, as students of color are not receiving an education that reflects their realities (as cited by Noguera and Akom 2000). Culturally responsive pedagogy is a type of teaching that responds to students’ cultures and needs, assists in the development of their agency as producers of culture, and places great value on de-essentializing ethnic identities and subjectivities by acknowledging the heterogeneity and multiplicity in people of color’s epistemologies” (as cited by Barnes 2006; Gay 2010; Ladson-Billings 1990, 1995; Sleeter 2005; Zeichner 2003) (*Tintiangco-Cubales, 2014, 3, 10*). By using culturally relevant material, ELA teachers will create an atmosphere that is conducive for “...[engaging] students in the ELA classroom” (Aronson and Laughter, 2016, 188).

An ELA teacher prepared for the 21st century classroom is composed of the following elements:

- “Being socially and academically empowering by setting high expectations for students with a commitment to every student’s success;
- Being multidimensional because they engage cultural knowledge, experiences, contributions, and perspectives;
- Validating every student’s culture, bridging gaps between school and home through diversified instructional strategies and multicultural curricula;

- Being socially, emotionally, and politically comprehensive as they seek to educate the whole child;
- Being transformative of schools and societies by using students' existing strengths to drive instruction, assessment, and curriculum design;
- Being emancipatory and liberating from oppressive educational practices and ideologies as they lift “the veil of presumed absolute authority from conceptions of scholarly truth typically taught in schools” (as cited by Gay, 2010, p. 38) (Aronson and Laughter, 2016, 165).

The above-mentioned dimensions can be accomplished through a concentrated and focused multicultural, teacher preparation program, with teacher educators who are dedicated to ensuring the success and achievement of preservice teachers in the diverse classroom.

Addressing the Problem

Culturally Relevant Pedagogy is a deliberate act of teaching to include the students within the class you teach. It is also a deliberate style of teaching to infuse those elements that allow the students to make connections within the content you are seeking to teach them. It makes no sense for an ELA teacher to consistently teach material about Edgar Allen Poe, Sylvia Plath, or Charlotte Bronte when you are teaching students who would enjoy Langston Hughes, Alice Walker, Zora Hurston or Jhumpa Lahiri. Alismail (2016) suggested a class called “Teaching with Multicultural Competence, where students will be able to explore pedagogy and instruction at its multicultural core” (143). Preservice educators will learn how to teach attending to the cultural needs of the students in their classrooms, ensuring they are instructing in culturally responsive ways and not just blindly making surface-level connections to material, if any

connection is made at all. Only through "...culturally responsive teaching [will an ELA teacher be able to] utilize students' lived experience as a guide to shaping the content and approach to teaching literature" (Tintiango-Cubales, 2014, 10).

Teacher educators have a responsibility to foster this education, this reformative practice within future teachers. Aronson and Laughter (2016) say that "culturally relevant educators facilitate students' cultural competence. The culturally relevant classroom is a place where students both learn about their own and others' cultures and also develop pride in their own and others' cultures" (167). If the ultimate goal of culturally responsive pedagogy is to create a classroom where students are able to celebrate their diversity, who they are and where they come from, then the educator has to be comfortable enough within themselves to allow this type of instruction to go forth in their classroom, which is why teachers have to address any personal barriers that may prevent them fully engaging with the class. Lastly, teacher educators have to address multicultural education and this is especially prevalent in the English discipline, as reading and writing is focused on very heavily within the general coursework.

Curriculum Coursework: Multicultural Education and the English Teacher

Background

The novel, Inside Out and Back Again, is a great piece of literature. One might even try and argue that it constitutes a piece of multicultural literature, especially since it is written by a Vietnamese-born American writer. When students read these novels, how are they being instructed? Are students able to personally connect with the novels? Are the associating assignments designed where students are asked to draw on personal experiences, or better yet, can they connect on any personal level at all? Books like The Fault in Our Stars, The Outsiders

,and the Harry Potter series are all great, but it is important for “youths [to be] able to locate themselves and their experiences in the literature they read, as well as... engage with opportunities to learn about other cultures through literature” (Berchini, 2016, 55). A classroom full of ethnic students will find it difficult to find themselves in books where the characters do not look, sound, live or go through similar experiences. Students may be able to relate to some of the situations, but the draw that is needed to get the instructional pull and learning that is long-lasting will be missing. ELA teacher educators will need to teach preservice teachers how to “[deliver]... multicultural themes.... [This includes a] focus on the choice of texts... [It is these] multicultural readings of texts [that] encourage[s] students to bring multicultural perspectives to the texts, by challenging stereotypes and question[ing] inferred messages” (as cited by Morrell and Morrell, 2012) (Berchini, 2016, 56).

An effective training program will help ELA preservice teachers know how to integrate multicultural instruction into their curriculum. It is “through adequate preparation, teachers’ perspectives towards multiculturalism can change, and through the acceptance of their students’ diversity, they may also feel confident and encouraged to incorporate more multicultural experiences into their classrooms” (Alismail, 2016, 139). Alismail (2016) also says that “because of the cultural and racial diversity of the US student population, educators must realize the differences among their students and integrate diversity education into the entire curriculum to implement multicultural education successfully” (139). Teacher educators have a responsibility to equip the new to field teachers with “adequate skills [that] enable them to integrate [their] students' different cultures into classroom experiences” (Alismail, 2016, 139). Otherwise, there will be a climate of unengaged and uninterested students, who either will retain what they need to know in order to pass the class or refuse to learn at all; “therefore, preservice training is a very

important factor in helping educators recognize the effects of cultural and racial diversity on students” and in the classroom. Universities and educational institutions need to provide teachers with practice in critical multicultural education in order to help them effectively incorporate cultural diversity into the curriculum and school environment” (Alismail, 2016, 144,139).

Addressing the Problem

ELA teachers new to the world of teaching will need to take a course in Multicultural Education in the ELA Classroom. This class will focus on instructing preservice educators in the ways of integrating multicultural literature into the curriculum and how to address diversity themes within the literature. One important factor to be taught is that “...it is not enough to offer literature written by authors of color under the guise of curricular inclusion; how these texts are taught matters” (Berchini, 2016, 56). In other words, reading Langston Hughes Civil Rights poems are ineffective if you only talk about style and literary terms and never address why the poem was written, provide context, discuss what was going on in America that sparked the creation of the poem and talk about how students feel after learning about all of this material. Multicultural education is “a journey that pushes teachers to work collaboratively on multiple levels—personal, societal, and institutional—for equitable learning conditions that support all students” (*Haddix and Price-Denni, 2013, 201, 253*). It is important to address the diversity within the classroom so that students can engage in the learning experience.

Teacher educators can start by infusing diverse forms of literature into the preparation program to be read and explored. According to *Haddix and Price-Denni (2013)* “bringing multicultural and urban literature texts into the English preservice teacher education classroom calls for engaged dialogue among teacher educators and the next generation of teachers that

affords many possibilities for transformative teaching and learning experiences for diverse student populations” (277). This type of collaboration demonstrates to the soon to be teachers how to conduct multicultural studies in their personal classrooms. ELA teachers need to be shown how to engage and interact with multicultural literature so that it resonates and connects with the lives of their students. If there is hands-on experience in the preparation program, then when teachers are in their classrooms, they have knowledge on how to implement multicultural studies, using multicultural literature.

It is suggested that the course would also include a very concentrated effort on implementing the actual reading of literature, which allows ELA teachers the exposure of reading diverse authors. The “reading [of] urban fiction with preservice teachers, for example, is one way to disrupt the norming of certain literature and to turn their attention to the kinds of texts that young people are reading outside of school. This is particularly important given discourses that frame adolescents as disengaged non-readers” (*Haddix and Price-Denni, 2013, 277*). Students can no longer be identified as just being uninterested or unwilling, if the curriculum is now designed to address them where they live. Teacher educators are tasked to create an authentic experience for ELA preservice educators that mimics a real-life diverse classroom. Therefore, “as teacher educators, [the] aim [is] to have open conversations with our students about their assumptions and learned ideologies that allow them to locate certain texts, like urban fiction and multicultural literature, as outside the purview of critical literacy learning and teaching. As English teacher educators, [you] cannot afford to underestimate the power and potential of literature to transform preservice teacher education” (*Haddix and Price-Denni, 2013, 277*). English teachers must know how to use literature that is multicultural, not just by author alone, but treat it as they would any other main text for a unit. The focus has to be on a theme

where the students can relate and connect, which will only enhance, bring interest and increase the value of the ELA experience, as opposed to always having to fight with students to engage in the content. Teacher educators within the ELA preparation program have a duty to “[employ, implement and demonstrate] particular pedagogical practices, grounded in critical pedagogy and critical literacy to help move preservice [ELA] teachers to consider how their own thinking and practice stands to transform the educative experiences and outcomes for racially and linguistically diverse student population[s]” (*Haddix and Price-Denni, 2013, 278*). After the ELA preservice teachers have had a robust and rich multicultural education, it will be up to them to fine tune and remain in a constant state of growth as they venture out into the diversified teaching world, using their students and professional development opportunities as resources.

The following are multicultural course descriptions recommended to prepare English Language Arts teachers for the diversified classroom of the 21st century. The below syllabi will illustrate the proposed content for preservice teachers.

Sample Syllabi for Multicultural Education Coursework

Source of Reference: *The College at Brockport Professors Giblin and Murphy*

Course Catalog Description

EDI 400/500 Diversity: Self-Reflection: Examines multiculturalism from an introspective and self-reflective perspective. Encourages cultural critical consciousness and addresses general and specific obstacles pre-service teachers personally see as barriers. Students will discover and learn about themselves through collaborative discussions, research and journal writings. **3cr**

Objectives

- To develop a deep a personal understanding of one’s biases, stereotypical nature, and preconceived notions about multicultural individuals or individuals different from oneself

- To examine multiculturalism and diversity using a reflective lens to discover more about oneself
- To discover and uncover those barriers that cause preservice teachers to act out of those biases and prejudices
- To identify strategies to help minimize or eradicate those barriers that preclude preservice teachers from embracing diversity in the classroom
- To foster open, honest and deliberate discussion about diversity and multiculturalism in the 21st classroom and how this affects teaching
- To complete and submit weekly journal writings and a semester-long research project

Rationale

A requirement for the successful completion of your undergraduate and/or graduate program in the Department of Education and Human Development is completion of a series of adequate coursework in multicultural education, to prepare you for the 21st century classroom. This seminar is specially designed to provide you with this particular forum in which you acknowledge, identify, address, and begin to shift your thinking and actions, so that you will be able to teach in a diversified classroom (Education majors only).

Text

Becoming Multicultural Educators: Personal Journey Toward Professional Agency 1st Edition by Geneva Gay (2003)

ISBN-13: 978-0787965143

ISBN-10: 0787965146

<https://www.amazon.com/Becoming-Multicultural-Educators-Professional-Jossey-Bass/dp/0787965146>

Grading

A = 95-100
 A- = 90-94
 B+ = 87-89
 B = 84-86
 B- = 80-83
 C+ = 77-79
 C = 74-76
 E = below 74

Graduate teacher candidates in initial certification programs must earn a grade of \geq B- for all courses.

Expectations

This course is focused on your ability to put your personal inhibitions aside and take a personal look into who you are. At times this will be uncomfortable, as you will be asked to acknowledge

and address some areas of your life and some things about yourself that you will not readily want to admit. As undergraduate, graduate and adult students, this course provides a structure for you to dig deeper into these hard issues, to share your feelings, thoughts, and concerns with your peers, in a safe, respectful, honest and open way (*specific instructions will be given during class*).

Course Assignments and Grade Breakdown

Research Project (Undergraduate Weight).....60%
Research Project (Graduate Weight).....50%

Expectations:

You will be expected to research of how teacher prejudices, biases and stereotypes affect the teaching of students in a multicultural or diversified classroom. You are to link your research to what you have learned about yourself throughout the semester, the importance of being aware of your own personal prejudices and biases and what strategies you intend to implement to remain self-reflective and cultural conscious (*specific instructions will be given during class*).

Weekly Journal Writings.....20%

Expectations:

Every *Tuesday* there will be a **One**-page journal writing due, by *12pm*. Topic of choice will be up to you. However, it must be in line with what we have been discussing for the week. Very rarely will I give a topic for you to write about. These writings are personal and self-reflective. There should be a natural progression as the semester moves along (*specific instructions will be given during class*).

Class Discussion and Participation.....20%

Graduate Student Mini-Lesson Presentations.....10%

Expectations:

Choose a strategy, a technique or a teaching style and conduct a ***25-minute*** lesson, teaching your peers how to be self-reflective, culturally conscious, or a combination of both, as it pertains to diversity in the k-12 classroom, within your respective discipline (*specific instructions will be given during class*).

Class Calendar

Week:	Date:	In Class Tasks:	Homework Assignments	Due Dates
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1	Tues: 8/28	<ul style="list-style-type: none"> • Introductions & Agenda • Syllabus Overview • Icebreaker • Discuss assigned reading and 1st Journal Writing assignment 	<ul style="list-style-type: none"> • Journal #1 • Reading: Multicultural Education in Your Classroom By: E.K. Garcia http://www.teachhub.com/multicultural-education-your-classroom 	<ul style="list-style-type: none"> • Tues - 9/4 (12pm) • Thurs – 8/30
	Thurs: 8/30	<ul style="list-style-type: none"> • Diversity Activity • Discuss Article Reading • Diversity Mismatch Activity 	<ul style="list-style-type: none"> • Read the <i>Introduction</i> from the textbook (<i>be sure to show evidence of your thinking</i>) 	<ul style="list-style-type: none"> • Tues - 9/4
2	Tues: 9/4	<ul style="list-style-type: none"> • Discuss assigned reading • Analyzing Diversity Group Jigsaw • Write Your Story 	<ul style="list-style-type: none"> • Journal #2 • Video: http://www.msnbc.com/msnbc/watch/why-teacher-diversity-matters-in-the-classroom-383722051796 	<ul style="list-style-type: none"> • Tues - 9/11 (12pm) • Thurs – 9/6
	Thurs: 9/6	<ul style="list-style-type: none"> • Tell Your Story Activity • Video Analysis Discussion 	<ul style="list-style-type: none"> • Reading: Ch. 2 “We Make the Road by Walking” (<i>be sure to show evidence of your thinking</i>) 	<ul style="list-style-type: none"> • Tues - 9/11
3	Tues: 9/11	<ul style="list-style-type: none"> • Discuss assigned reading • Walking in someone Else’s Shoes Activity • Activity Debrief 	<ul style="list-style-type: none"> • Journal #3 • Reading: Ch. 4 “Conversations with Transformative Encounters” (<i>be sure to show evidence of your thinking</i>) 	<ul style="list-style-type: none"> • Tues - 9/18 (12pm) • Thurs - 9/13
	Thurs: 9/13	<ul style="list-style-type: none"> • Biases, Stereotypes, Prejudices Activity • Defining Bias, Stereotype and Prejudice 	<ul style="list-style-type: none"> • Reading: Ch. 5 “Making and Breaking Ethnic Masks” (<i>be sure to show evidence of your thinking</i>) • https://www.youtube.com/watch?v=mx-1VPumeD0 • https://www.youtube.com/watch?v=K2658IoJVxQ 	<ul style="list-style-type: none"> • Tues - 9/18
4	Tues: 9/18	<ul style="list-style-type: none"> • Make the Connection • Discovering Your Personal Biases https://implicit.harvard.edu/implicit/selectatest.html 	<ul style="list-style-type: none"> • Journal #4 • Read article “When Implicit Bias Shapes Teacher Expectations” http://neatoday.org/2015/09/09/when-implicit-bias-shapes-teacher-expectations/ • <i>Graduate Students</i> – be prepared to sign up for presentations next class 	<ul style="list-style-type: none"> • Tues - 9/25 (12pm) • Thurs – 9/20
Week:	Date:	In Class Tasks:	Homework Assignments	Due Dates
	Thurs: 9/20	<ul style="list-style-type: none"> • Graduate Presentation Sign-up • Discuss Article • Personal Bias Discussion and Activity 	<ul style="list-style-type: none"> • Reading: Ch. 8 “Professional Actions Echo Personal Experiences” (<i>be sure to show evidence of your thinking</i>) 	<ul style="list-style-type: none"> • Tues - 9/25

5	Tues: 9/25	<ul style="list-style-type: none"> Chapter 8 Tour Group Activity What is Diversity and Multiculturalism? Stereotype and Preconceived Notion Identification Activity 	<ul style="list-style-type: none"> Journal #5 Watch the YouTube Videos. Take notes and write down reactions. https://www.youtube.com/watch?v=Jz7Jt4E4Ktk https://www.youtube.com/watch?v=zC_edc-yttk (read some of the comments below. What do you think?) 	<ul style="list-style-type: none"> Tues – 10/2 (12pm) Thurs – 9/27
	Thurs: 9/27	<ul style="list-style-type: none"> YouTube Group Activity 21st Century Classroom Composition How to Recognize when we behave under bias, prejudice and stereotypical behavior 	<ul style="list-style-type: none"> Reading: Ch. 9 “Unifying Mind and Soul Through Cultural Knowledge and Self Education” (be sure to show evidence of your thinking) 	<ul style="list-style-type: none"> Tues – 10/2
6	Tues – 10/2	<ul style="list-style-type: none"> Becoming Self-aware Chapter 9 Discussion Diversity Personal Experience Carousel/Share out 	<ul style="list-style-type: none"> Journal #6 Read this article and watch the embedded videos. Take notes and record reactions. https://www.tolerance.org/print/10819/print 	<ul style="list-style-type: none"> Tues – 10/9 (12pm) Thurs – 10/4
	Thurs – 10/4	<ul style="list-style-type: none"> Article and Video Group Discussion Reading: https://www.teachervision.com/strategies-teaching-culturally-diverse-students?page=2 Strategy Explosion 	<ul style="list-style-type: none"> Reading: Ch. 10 “Hanging Out With Ethnic Others” (be sure to show evidence of your thinking) 	<ul style="list-style-type: none"> Tues – 10/9
7	Tues – 10/9	<ul style="list-style-type: none"> Chapter 10 Tour Group Activity Digging Deeper into our Personal Selves To Thine Ownself be True Activity 	<ul style="list-style-type: none"> Journal #7 Read your designated article. Take notes and record your reactions. 	<ul style="list-style-type: none"> Tues –10/23 (12pm) Thurs - 10/11
	Thurs – 10/11	<ul style="list-style-type: none"> Article Reading Group Activity Key Steps in Becoming Self Aware Self-Reflection Activity 	<ul style="list-style-type: none"> Reading: Ch. 12 “From Colorblindness to Cultural Vision” (be sure to show evidence of your thinking) Graduate Students: Presentations begin on Oct. 23rd 	<ul style="list-style-type: none"> Tues –10/23
8	Tues- 10/16	NO CLASS		
	Thurs- 10/18	NO CLASS		
Week:	Date:	In Class Tasks:	Homework Assignments	Due Dates
9	Tues- 10/23	<ul style="list-style-type: none"> Discuss Ch. 12 Reading Graduate Student Mini-Lessons 	<ul style="list-style-type: none"> Journal #8 Watch the video below. Take notes and record your reactions https://www.youtube.com/watch?v=JIXjAzTEAp 	<ul style="list-style-type: none"> Tues- 10/30 (12pm) Thurs- 10/25

	Thurs-10/25	<ul style="list-style-type: none"> • Questionnaire/Survey • YouTube video discussion • Overcoming Ourselves Activity 	<ul style="list-style-type: none"> • Reading: Ch. 13 “Navigating Marginality: Searching for My Own Truth” (<i>be sure to show evidence of your thinking</i>) 	<ul style="list-style-type: none"> • Tues- 10/30
10	Tues-10/30	<ul style="list-style-type: none"> • Chapter 12 Tour Group Activity • Socratic Circle • Graduate Mini Lesson 	<ul style="list-style-type: none"> • Journal #9 • My Story 	<ul style="list-style-type: none"> • Tues- 11/6 (12pm) • Thurs- 11/2
	Thurs-11/2	<ul style="list-style-type: none"> • Scenario Role Play • In Class Debate Discussion 	<ul style="list-style-type: none"> • Reading: Ch. 14 “Teaching Them Through Who They Are” (<i>be sure to show evidence of your thinking</i>) 	<ul style="list-style-type: none"> • Tues- 11/6
11	Tues-11/6	<ul style="list-style-type: none"> • Ch. 12 Discussion • Graduate Mini Lessons 	<ul style="list-style-type: none"> • Journal #10 • Read the article. Take notes and record your reactions. http://www.ascd.org/publications/newsletters/education-update/mar01/vol43/num02/The-Diverse-Challenges-of-Multiculturalism.aspx 	<ul style="list-style-type: none"> • Tues- 11/13 (12pm) • Thurs -11/8
	Thurs-11/8	<ul style="list-style-type: none"> • Article Discussion and Group Activity • In Class Debate Group Assignment 	<ul style="list-style-type: none"> • Complete Outline for Debate 	<ul style="list-style-type: none"> • Tues- 11/13
12	Tues-11/13	<ul style="list-style-type: none"> • Meet in Library 	<ul style="list-style-type: none"> • NO JOURNAL 	<ul style="list-style-type: none"> • Thurs- 11/15
	Thurs-11/15	<ul style="list-style-type: none"> • Meet in Library 	<ul style="list-style-type: none"> • Work on Debate • Work on Research Projects 	<ul style="list-style-type: none"> • Tues- 11/120
13	Tues-11/20	<ul style="list-style-type: none"> • In Class Debate 	<ul style="list-style-type: none"> • NO JOURNAL • Work on Research Projects • Graduate Presentations • NO CLASS ON THURSDAY! 	<ul style="list-style-type: none"> • Thurs- 11/22
	Thurs-11/22	<ul style="list-style-type: none"> • NO CLASS – HAPPY THANKSGIVING 	<ul style="list-style-type: none"> • Work on Research Projects • Graduate Presentations 	
14	Tues-11/26	<ul style="list-style-type: none"> • Graduate Presentations • Research Project Presentations 	<ul style="list-style-type: none"> • NO JOURNAL • Work on Research Projects 	<ul style="list-style-type: none"> • Thurs- 11/29
	Thurs-11/29	<ul style="list-style-type: none"> • Research Project Presentations 	<ul style="list-style-type: none"> • Work on Research Projects 	<ul style="list-style-type: none"> • Tues- 12/4
15	Tues-12/4	<ul style="list-style-type: none"> • Research Project Presentations 	<ul style="list-style-type: none"> • Work on Research Projects 	<ul style="list-style-type: none"> • Thurs- 12/6
	Thurs-12/6	<ul style="list-style-type: none"> • Research Project Presentations • Wrap Up • Course Evals 	<p>ENJOY YOUR WINTER BREAK!!</p>	

Course Catalog Description

EDI 410/510 Teaching with Multicultural Competence:

Preservice educators will learn how to teach attending to the cultural needs of the students through a planned framework of practical skills and pedagogical methods. Students prepare to meet the needs of diverse learners, by learning to instruct in culturally responsive ways and competencies. **3cr**

Objectives

- To define cultural responsive pedagogy
- To identify pedagogical strategies for teaching in a diverse classroom
- To examine and identify the cultural needs of students
- To create a blog and end of semester power point or Prezi presentation

Rationale

A requirement for the successful completion of your undergraduate and/or graduate program in the Department of Education and Human Development is completion of a series of adequate coursework in multicultural education, to prepare you for the 21st century classroom. This seminar is designed to assist you in learning how to teach in a diverse classroom setting, by equipping you with tools necessary to engage in culturally responsive pedagogy (Education majors only).

Text

Diversity and Equity in the Classroom 1st Edition
by Valerie Ooka Pang (2017)

ISBN-13: 978-1305386471

ISBN-10: 1305386477

https://www.amazon.com/dp/1305386477/_encoding=UTF8?coliid=I1QDWJ52GUCEMA&colid=I40SGTCBTIKI&psc=0

Grading

A = 95-100
A- = 90-94
B+ = 87-89
B = 84-86
B- = 80-83
C+ = 77-79
C = 74-76
E = below 74

Graduate teacher candidates in initial certification programs must earn a grade of \geq B- for all courses.

Expectations

This course focuses on your ability to understand and acquire the skills and tools needed to teach students from all backgrounds. You will develop a thorough knowledge base of culturally responsive pedagogy and be able to implement this as part of your curriculum authentically, attending to the needs of all students in your classroom. As undergraduate, graduate and adult students, this course provides a structure for you to explore and exercise your teaching abilities in a safe environment, where you will receive constructive feedback that will assist you in perfecting your teaching craft (*specific instructions will be given during class*).

Course Assignments and Grade Breakdown

CRP Presentation (Undergraduate Weight).....40%
CRP Presentation (Graduate Weight).....35%

Expectations:

You will be expected to research and present on the importance of culturally responsive pedagogy and/or the effects of cultural responsive pedagogy on students in the 21st century classroom. You are to link your research to what you have learned throughout the semester, and offer your own personal recommendations for teaching in a culturally responsive manner (*specific instructions will be given during class*).

Group Mini-Lessons35%

Expectations:

Each group will conduct a *30-minute* mini-lesson using a strategy of choice, on a topic of choice, within a discipline, using culturally responsive practices. This is a mock lesson, so it must be emulating a real, authentic lesson that was/is/could be taught in today’s classroom (*specific instructions will be given during class*).

Class Discussion and Participation.....10%

Professional Learning (PLC) Community.....15%

Expectations:

Each week student groups will participate in a Professional Learning Community where you will converse and discuss important issues brought out in class. Sometimes the instructor will give you questions to answer. If instructor does not pose a question(s) for the week, it is the responsibility of the group to generate a line of questioning or topic of interest to discuss. Postings are due each week by Tuesday, 12pm (*specific instructions will be given during class*).

Graduate Paper.....5%

Expectations:

Graduate students will pick a chapter from the text book that was of a particular interest to them and write a 4 page paper about how they will use what they have learned from the chapter, as well as, in class, to enhance and develop their cultural responsive pedagogy, in the 21st century multicultural classroom.

Class Calendar

Week:	Date:	In Class Tasks:	Homework Assignments	Due Dates
1	Tues: 8/28	<ul style="list-style-type: none"> • Introductions & Agenda • Syllabus Overview • Icebreaker • Discuss assigned reading 	<ul style="list-style-type: none"> • PLC #1 • Reading: Diversity and Equity in the Classroom 1st Edition by Valerie Ooka Pang <p>Ch. 1: Multicultural Education, pgs 7-18</p>	<ul style="list-style-type: none"> • Tues - 9/4 (12pm) • Thurs – 8/30
	Thurs: 8/30	<ul style="list-style-type: none"> • What is Multicultural Education? • Class Composition Activity • The Pros and Cons of Diversity Teaching • Why Teach? Activity 	<ul style="list-style-type: none"> • Reading: pgs. 22-24 • Watch the YouTube Video below: https://www.youtube.com/watch?v=uV36efjBKRU (be sure to show evidence of your thinking. Record your Reactions) 	<ul style="list-style-type: none"> • Tues - 9/4
2	Tues: 9/4	<ul style="list-style-type: none"> • Discuss assigned reading and video • What is CRP? What does this look like in the classroom? • Group Activity 	<ul style="list-style-type: none"> • PLC #2 • Read the Chapter “Culturally Responsive Instruction” from the book “Create Success” <p>http://www.ascd.org/publications/books/111022/chapters/Culturally-Responsive-Instruction.aspx</p>	<ul style="list-style-type: none"> • Tues - 9/11 (12pm) • Thurs - 9/6
Week:	Date:	In Class Tasks:	Homework Assignments	Due Dates
	Thurs: 9/6	<ul style="list-style-type: none"> • Group Activity: Dissecting the Chapter • Design My Curriculum 	<ul style="list-style-type: none"> • Reading: pgs. 73-86;94; 96-99 (be sure to show evidence of your thinking) 	<ul style="list-style-type: none"> • Tues - 9/11
3	Tues: 9/11	<ul style="list-style-type: none"> • Culturally Relevant Examples Activity • Discuss Reading • CRP Strategies Activity 	<ul style="list-style-type: none"> • PLC #3 • Research CRP strategies 	<ul style="list-style-type: none"> • Tues - 9/18 (12pm) • Thurs – 9/13
	Thurs: 9/13	<ul style="list-style-type: none"> • CRP Strategies Group Activity • Diversity and CRP: How does this look in the 21st Century classroom? 	<ul style="list-style-type: none"> • Reading: pgs. 336-356 (be sure to show evidence of your thinking) 	<ul style="list-style-type: none"> • Tues - 9/18

4	Tues: 9/18	<ul style="list-style-type: none"> Discuss Reading CRP Jeopardy 	<ul style="list-style-type: none"> PLC #4 Read the article below. Record your reactions. http://www.equityallianceatasu.org/sites/default/files/Website_files/CulturallyResponsiveTeaching-Matters.pdf 	<ul style="list-style-type: none"> Tues - 9/25 (12pm) Thurs – 9/20
	Thurs: 9/20	<ul style="list-style-type: none"> Article Discussion Group Activity 	<ul style="list-style-type: none"> Write a plausible background of a student you could encounter, that is completely the opposite of your background 	<ul style="list-style-type: none"> Tues - 9/25
5	Tues: 9/25	<ul style="list-style-type: none"> Background Mix and Mingle Activity Background CRP Activity Activity Debrief 	<ul style="list-style-type: none"> PLC #5 Watch the YouTube Videos. Take notes and write down reactions. https://www.youtube.com/watch?v=nGTVjJuRaZ8 	<ul style="list-style-type: none"> Tues – 10/2 (12pm) Thurs – 9/27
	Thurs: 9/27	<ul style="list-style-type: none"> YouTube Group Activity Learning to teach the Child 	<ul style="list-style-type: none"> Generate a list of principles for Culturally Responsive Teaching. Be sure to include a brief explanation for each 	<ul style="list-style-type: none"> Tues – 10/2
6	Tues – 10/2	<ul style="list-style-type: none"> Group Activity Jigsaw Article Activity 	<ul style="list-style-type: none"> PLC #6 Meet in Library for Thursday’s Class 	<ul style="list-style-type: none"> Tues – 10/9 (12pm) Thurs – 10/4
	Thurs – 10/4	<ul style="list-style-type: none"> Group Work on Mini Lessons 	<ul style="list-style-type: none"> NO HOMEWORK, Except PLC Meet in Library for Tuesday’s Class 	<ul style="list-style-type: none"> Tues – 10/9
7	Tues – 10/9	<ul style="list-style-type: none"> Group Work on Mini Lessons 	<ul style="list-style-type: none"> PLC #7 Meet in Library for Thursday’s Class 	<ul style="list-style-type: none"> Tues –10/23 (12pm) Thurs - 10/11
	Thurs – 10/11	<ul style="list-style-type: none"> Group Work on Mini Lessons 	NO HOMEWORK, Except PLC	<ul style="list-style-type: none"> Tues –10/23
8	Tues- 10/16	NO CLASS		
	Thurs- 10/18	NO CLASS		
9	Tues- 10/23	<ul style="list-style-type: none"> Group Mini-Lessons 	<ul style="list-style-type: none"> PLC #8 	<ul style="list-style-type: none"> Tues- 10/30 (12pm)
	Thurs- 10/25	<ul style="list-style-type: none"> Group Mini-Lessons 	NO HOMEWORK, Except PLC	<ul style="list-style-type: none"> Tues- 10/30

10	Tues-10/30	<ul style="list-style-type: none"> Group Mini-Lessons 	<ul style="list-style-type: none"> PLC #9 	<ul style="list-style-type: none"> Tues- 11/6 (12pm)
	Thurs-11/2	<ul style="list-style-type: none"> Group Mini-Lessons 	NO HOMEWORK, Except PLC	<ul style="list-style-type: none"> Tues- 11/6
11	Tues-11/6	<ul style="list-style-type: none"> Group Mini-Lessons 	<ul style="list-style-type: none"> PLC #10 	<ul style="list-style-type: none"> Tues- 11/13 (12pm)
	Thurs-11/8	<ul style="list-style-type: none"> Group Mini-Lessons 	NO HOMEWORK, Except PLC <ul style="list-style-type: none"> Bring laptops and any material for CRP presentation to next class 	<ul style="list-style-type: none"> Tues- 11/13
12	Tues-11/13	<ul style="list-style-type: none"> Mini Lesson Debrief Work on Presentations 	<ul style="list-style-type: none"> NO PLC Meet in Library for Thursday's Class 	<ul style="list-style-type: none"> Thurs- 11/15
	Thurs-11/15	<ul style="list-style-type: none"> Work on Presentations 	<ul style="list-style-type: none"> Work on Presentations Meet in Library for Tuesday's Class 	<ul style="list-style-type: none"> Tues- 11/20
13	Tues-11/20	<ul style="list-style-type: none"> Work on Presentations 	<ul style="list-style-type: none"> NO PLC Work on Presentations NO CLASS ON THURSDAY!! 	
	Thurs-11/22	<ul style="list-style-type: none"> NO CLASS – HAPPY THANKSGIVING 	<ul style="list-style-type: none"> Work on Presentations 	
14	Tues-11/26	<ul style="list-style-type: none"> CRP Presentations 	<ul style="list-style-type: none"> NO PLC Work on Presentations 	<ul style="list-style-type: none"> Thurs- 11/29
	Thurs-11/29	<ul style="list-style-type: none"> CRP Presentations 	<ul style="list-style-type: none"> Work on Presentations 	<ul style="list-style-type: none"> Tues- 12/4
15	Tues-12/4	<ul style="list-style-type: none"> CRP Presentations 	<ul style="list-style-type: none"> Work on Presentations 	<ul style="list-style-type: none"> Thurs- 12/6
	Thurs-12/6	<ul style="list-style-type: none"> Wrap Up Course Evals 	ENJOY YOUR WINTER BREAK!!	

Course Catalog Description

EDI 420/520 Multicultural Education in the ELA Classroom:

The focus is on instructing preservice educators in the ways of integrating multicultural literature into the curriculum and how to address diversity themes within literature. Diverse forms of literature will be read and explored. Students will learn how to implement and demonstrate

particular pedagogical practices, grounded in critical pedagogy and critical literacy, using multicultural literature. **3cr**

Objectives

- To explore diverse forms of multicultural literature
- To identify themes of diversity within various forms of literature
- To develop authentic pedagogical practices using multicultural literature, in order to connect with the diversity in a 21st century classroom
- To implement curriculum using multicultural literature
- To teach a lesson using a piece of multicultural literature and making culturally relevant to the students

Rationale

A requirement for the successful completion of your undergraduate and/or graduate program in the Department of Education and Human Development is completion of a series of adequate coursework in multicultural education, to prepare you for the 21st century classroom. This seminar is designed to assist you in learning how to teach in a diverse classroom setting, by equipping you with tools necessary to engage with multicultural literature, identifying diverse themes within the literature and connecting the material with the various backgrounds of the student population, using culturally responsive pedagogy (English Education majors only).

Texts

Their Eyes Were Watching God by Zora Hurston

The Outsiders by S.E. Hinton

An Island Like You: Stories of the Barrio by Judith Ortiz Cofer

Absolute True Diary of a Part-Time Indian by Sherman Alexie

You will also be reading various short stories and poems by a variety of authors, per discretion of instructor.

Grading

A	=	95-100
A-	=	90-94
B+	=	87-89
B	=	84-86
B-	=	80-83
C+	=	77-79
C	=	74-76
E	=	below 74

Graduate teacher candidates in initial certification programs must earn a grade of \geq B- for all courses.

Expectations

This course focuses on your ability to understand and acquire the skills and tools needed to teach students from all backgrounds, using multicultural literature. You will read various genres of literature and learn how to implement and connect these pieces of literature, with the diverse student body in today’s classroom. As undergraduate, graduate and adult students, this course provides a structure for you to explore and exercise your teaching abilities in a safe environment, where you will receive constructive feedback, which will assist you in perfecting your teaching craft and adhering to the ever-evolving composition of the student body.

Course Assignments and Grade Breakdown

Mini-Lesson (Undergraduate Weight).....60%
Mini-Lesson (Graduate Weight).....50%

Expectations:

You will be expected to teach a *20-minute* lesson, using one of the books or short stories we have read during the semester. The lesson must be culturally relevant for all students in your class (*specific instructions will be given during class*).

Blog Book Report20%

Expectations:

Each student will choose a book to write a report about, but it will be in blog format. This needs to be interesting, informative, reflective and bring out the major theme(s) of the book. You also need to include a section on how a teacher can make this book selection culturally relevant for their students (*specific instructions will be given during class*).

Class Discussion and Participation.....10%

Journal Writing.....10%

Graduate Reflection Paper.....10%

Expectations:

Graduate students will write a 3 page reflection paper about the importance of multicultural literature in the English Arts Classroom. Be sure to include what you have learned, how you will make conscious effort to implement what you have learned, any challenges you may see in implementing multicultural literature in the classroom and what you can do to overcome these obstacles.

Class Calendar

Week:	Date:	In Class Tasks:	Homework Assignments	Due Dates
1	Tues: 8/28	<ul style="list-style-type: none"> • Introductions & Agenda • Syllabus Overview • Icebreaker • Discuss assigned readings and background on Author 	<ul style="list-style-type: none"> • Reading: Their Eyes Were Watching God Chs. 1-3 • Fill out graphic organizer 	• Thurs – 8/30
	Thurs: 8/30	<ul style="list-style-type: none"> • What is Multicultural Literature? Why is it necessary? • What is Diversity? • Discuss Reading • Poem Activity 	<ul style="list-style-type: none"> • Reading: Their Eyes Were Watching God Chs. 4-8 • Fill out graphic organizer 	• Tues - 9/4
2	Tues: 9/4	<ul style="list-style-type: none"> • Group Reading Discussion • Short Story Jigsaw • Teaching using Multicultural Literature 	<ul style="list-style-type: none"> • Reading: Their Eyes Were Watching God Chs. 9-10 • Fill out graphic organizer 	• Thurs - 9/6
	Thurs: 9/6	<ul style="list-style-type: none"> • Challenges of Teaching Multicultural Literature • Group Reading Discussion • How does this relate to me Activity? 	<ul style="list-style-type: none"> • Reading: Their Eyes Were Watching God Chs. 10-14 • Fill out graphic organizer 	• Tues - 9/11
3	Tues: 9/11	<ul style="list-style-type: none"> • Group Reading Discussion • YouTube Video and Discussion • What Would You Do Activity? 	<ul style="list-style-type: none"> • Reading: Their Eyes Were Watching God Chs. 15-16 • Fill out graphic organizer 	• Thurs – 9/13
	Thurs: 9/13	<ul style="list-style-type: none"> • Short Story Activity • Group Reading Discussion • Book Synopsis Organizer 	<ul style="list-style-type: none"> • Reading: Their Eyes Were Watching God Chs. 17-20 • Fill out graphic organizer 	• Tues - 9/18
4	Tues: 9/18	<ul style="list-style-type: none"> • How to teach with Multicultural Literature. Pt. 1 • Character Challenge 	<ul style="list-style-type: none"> • Journal (<i>be sure to follow the guidelines</i>) 	• Thurs- 9/20
	Thurs: 9/20	<ul style="list-style-type: none"> • How to teach with Multicultural Literature. Pt. 2 • Group Reading Discussion • Background on Author 	<ul style="list-style-type: none"> • Reading: The Outsiders Chs. 1-4 • Fill out graphic organizer 	• Tues - 9/25
5	Tues: 9/25	<ul style="list-style-type: none"> • Strategies for teaching Multicultural Literature Pt. 1 • Poem Activity • Group Reading Discussion 	<ul style="list-style-type: none"> • Reading: The Outsiders Chs. 5-6 • Fill out graphic organizer 	• Thurs – 9/27
	Thurs: 9/27	<ul style="list-style-type: none"> • Group Reading Discussion • Strategies for teaching Multicultural Literature Pt. 2 • Short Story Jigsaw Activity 	<ul style="list-style-type: none"> • Reading: The Outsiders Chs. 7-10 • Fill out graphic organizer 	• Tues – 10/2
6	Tues – 10/2	<ul style="list-style-type: none"> • Character Quote Mingle • Group Reading Discussion • Making Connections 	<ul style="list-style-type: none"> • Reading: The Outsiders Chs. 10-12 • Fill out graphic organizer 	• Thurs – 10/4

	Thurs – 10/4	<ul style="list-style-type: none"> • Group Reading Discussion • Book Synopsis Organizer • Group Activity 	<ul style="list-style-type: none"> • Journal (<i>be sure to follow the guidelines</i>) 	<ul style="list-style-type: none"> • Tues – 10/9
7	Tues – 10/9	<ul style="list-style-type: none"> • Poem Activity • Group Reading Discussion • Background on Author 	<ul style="list-style-type: none"> • An Island Like You: Stories of the Barrio Pgs. 1-58 • Fill out graphic organizer 	<ul style="list-style-type: none"> • Thurs - 10/11
	Thurs – 10/11	<ul style="list-style-type: none"> • Group Reading Discussion • Are you Smarter Than a 10th Grader? 	<ul style="list-style-type: none"> • An Island Like You: Stories of the Barrio Pgs. 59-118 • Fill out graphic organizer 	<ul style="list-style-type: none"> • Tues –10/23
8	Tues- 10/16	NO CLASS		
	Thurs- 10/18	NO CLASS		
9	Tues- 10/23	<ul style="list-style-type: none"> • Group Reading Discussion • Short Story Jigsaw • Techniques to add to your toolkit 	<ul style="list-style-type: none"> • An Island Like You: Stories of the Barrio Pgs. 119-155 • Fill out graphic organizer 	<ul style="list-style-type: none"> • Thurs -10/25
	Thurs- 10/25	<ul style="list-style-type: none"> • Group Reading Discussion • Team Relay 	<ul style="list-style-type: none"> • An Island Like You: Stories of the Barrio Pgs. 156 to end • Fill out graphic organizer • Bring laptop to next class 	<ul style="list-style-type: none"> • Tues- 10/30
10	Tues- 10/30	<ul style="list-style-type: none"> • Book Synopsis Organizer • Short Story Jigsaw • Background on Author • Work on Mini Lesson or Read 	<ul style="list-style-type: none"> • Journal (<i>be sure to follow the guidelines</i>) • Absolute True Diary of a Part-Time Indian Chs. 1-5 • Fill out graphic organizer • Bring laptop to next class 	<ul style="list-style-type: none"> • Tues- 11/6 • Thurs -10/25
	Thurs- 11/2	<ul style="list-style-type: none"> • Group Reading Discussion • Poem Activity • Work on Mini Lesson or Read 	<ul style="list-style-type: none"> • Absolute True Diary of a Part-Time Indian Chs. 6-12 • Fill out graphic organizer • Bring laptop to next class 	<ul style="list-style-type: none"> • Tues- 11/6
11	Tues- 11/6	<ul style="list-style-type: none"> • Group Reading Discussion • Work on Mini Lesson or Read 	<ul style="list-style-type: none"> • Absolute True Diary of a Part-Time Indian Chs. 13-17 • Fill out graphic organizer • Bring laptop to next class 	<ul style="list-style-type: none"> • Thurs- 11/8
	Thurs- 11/8	<ul style="list-style-type: none"> • Group Reading Discussion • Short Story Jigsaw • Work on Mini Lesson or Read 	<ul style="list-style-type: none"> • Absolute True Diary of a Part-Time Indian Chs. 18-23 • Fill out graphic organizer • Bring laptop to next class 	<ul style="list-style-type: none"> • Tues- 11/13
12	Tues- 11/13	<ul style="list-style-type: none"> • Group Reading Discussion • Quote, Quote Mingle 	<ul style="list-style-type: none"> • Absolute True Diary of a Part-Time Indian 	<ul style="list-style-type: none"> • Thurs- 11/15

		<ul style="list-style-type: none"> • Work on Mini Lesson or Read 	Chs. 24-27 <ul style="list-style-type: none"> • Fill out graphic organizer • Bring laptop to next class 	
	Thurs-11/15	<ul style="list-style-type: none"> • Book Synopsis Organizer • Group Reading Discussion • Work on Mini Lesson 	<ul style="list-style-type: none"> • Work on Lesson • Meet in Library for Tuesday's Class • NO JOURNAL DUE 	• Tues- 11/20
13	Tues-11/20	<ul style="list-style-type: none"> • Work on Mini Lesson 	<ul style="list-style-type: none"> • Work on Lesson • NO CLASS THURSDAY! 	
	Thurs-11/22	<ul style="list-style-type: none"> • NO CLASS – HAPPY THANKSGIVING 	<ul style="list-style-type: none"> • Work on Lesson 	
14	Tues-11/26	<ul style="list-style-type: none"> • Mini Lesson 	<ul style="list-style-type: none"> • Work on Lesson 	• Thurs- 11/29
	Thurs-11/29	<ul style="list-style-type: none"> • Mini Lesson 	<ul style="list-style-type: none"> • Work on Lesson 	• Tues- 12/4
15	Tues-12/4	<ul style="list-style-type: none"> • Mini Lesson 		• Thurs- 12/6
	Thurs-12/6	<ul style="list-style-type: none"> • Wrap Up • Course Evals 	ENJOY YOUR WINTER BREAK!!	

Conclusion

Research and scholarship show that teacher preparation is very crucial and pivotal to multicultural education. Preservice teachers are entering into a world that is diverse and rich in culture and, for most, one that is unbeknownst to many of them. These new to the field teachers need to have a tangible working knowledge base, so they know how to efficiently deal with a multicultural student body. Alismail (2016) tells us that “multicultural education was created to provide educators with a platform for working with such diverse school populations and achieving justice within societies marked by inequalities based on language, gender, socioeconomic status, or religion” (as cited by Banks, 2004) (139). The need for multicultural studies was implemented in order to address deficits in society, thereby seeking to create equitable opportunities amongst different facets. Education programs are the foundation for

teaching preservice educators how to “learn more about multicultural education and different aspects of diversity in order to acquire the appropriate awareness, knowledge and skills that support their understanding and teaching strategies in the classrooms” (as cited by Ladson-Billings, 1994; Sleeter, 2005; Gorski, 2009; Krummel, 2013) (Alismail, 2016, 143).

Teacher education programs and teacher educators have an obligation to expose preservice teachers to an authentic teaching preparation curriculum that will adequately prepare them for all types of teaching situations. The 21st century classroom is composed of many cultures, coming from a diversity of backgrounds and teachers have to be ready to teach and handle the climate. Multicultural studies need to be an integral part of teacher education programs in the United States as it “encompasses all cultures being important and showcased within the educational system (as cited by Banks, 2006). [It has] a foundation in pluralism and diversity [and] is deeply rooted in the principles of democracy, equity, and justice” (as cited by Banks, 1993; Cruz, 2010; Nieto, 1992, 1995) (Vincent at el, 2014, 152). New to the field teachers will learn to be self-reflective, exercise critical consciousness and implement culturally relevant pedagogy that benefits both student and teacher, as the journey and goal in the classroom is to build long-lasting, trusting, honest and open student-teacher relationships. Vincent at el (2014) states that “the idea behind cultural critical consciousness and self-reflection is to make learning more relevant for all students (as cited by Gay and Kirkland, 2003). The goal of cultural critical consciousness is to help pre-service teachers understand how to interact and teach culturally diverse students (as cited by Gay, 2000) (154). It becomes very important to create a multicultural program that addresses all three aspects mentioned above, which is why “... multicultural teaching concern[s do] not occur with a single multicultural education course requirement” (Vincent, 2014, 161). New to the field teachers need to have ample education in the

important areas of self-reflection, so they can address barriers, mitigate concerns and know who they are as individuals when it comes to stereotypes, biases, preconceived notions and prejudices, as this affects their teaching. They then need to know how to teach with cultural competence, using culturally responsive pedagogy. Lastly, to take it a step further, English teachers must have specific training in using multicultural literature, addressing diverse themes, which calls upon the experience, thoughts and feelings of the students they are teaching. This will create an engaged English classroom who is ready to learn, participate and trust you as their educator.

In today's diverse classroom, the teacher has to be able to relate to their student body. Many teachers come in at a disadvantage due to the fact that "Many of [them]... have had limited interaction with students from impoverished backgrounds" (Ullucci and Howard, 2015, 173). To expand upon this thought, many of them have had little interaction with students from diverse or backgrounds different from theirs. If this is the case for the majority of the working teaching force, which research has shown us, then the teacher preparation program must make intercession before they graduate preservice teachers, ensuring that they have been efficiently and properly trained in multicultural education. It is "through examinations of teacher practices, [that] scholars have identified characteristics and skills that teachers must possess to be successful in culturally and linguistically diverse schools, such as developing a sociocultural awareness, acquiring a solid knowledge base of ethnically and culturally diverse peoples, [making a commitment] to teaching for social change, and understanding how to create culturally relevant curricula and instructional practices" (as cited by Brown, 2007; Gay, 2002; Ladson-Billings, 1994; Villegas & Lucas, 2002) (Sanders, Haselden and Moss, 2014, 180).

Recommendations

One recommendation for the enhancement of multicultural studies and awareness is for the extension of this venture to expand beyond the college classroom. This endeavor is a joint commission that should be shared amongst the schools within the United States and the colleges and universities. The fact remains that teachers will not learn everything they need to know in three or four college courses, so it is imperative that professional development in diversity and multiculturalism becomes part of every district's professional development curriculum. This will not only help to ensure that teachers are remaining aware and adding to their toolkits, but they will stay current. Curriculums should always allow for self-reflection, being critically conscious, teaching using culturally relevant pedagogy and then tend to the needs of each individual discipline. Teachers need to be able to voice their concerns and struggles and learn how to overcome them in a safe manner and atmosphere. Alismail (2016) asserts that instead of "...relying on one or two multicultural college classes, teachers should be provided with ongoing professional development to support their teaching practices in culturally diverse classrooms" (as cited by Krummel, 2013) (144). A solid teacher preparation college education program is the first step, but it does not stop there, as multiculturalism in the 21st century classroom is an ever-evolving structure with many faces and therefore must be addressed in like manner.

One last recommendation for new to the field teachers is concerning their field placements and tutoring opportunities. Preservice educators are expected to do field observations and student teaching, so it would be very advantageous for soon to be teachers to have at least one or two of these experiences in urban or high diversity settings. If preservice educators are not being exposed to the classrooms they will more than likely find themselves teaching in, then how can they learn to be truly culturally competent? They need to be able to interact, tutor and teach diverse students, so they are aware of the climate outside of what is being taught in a classroom

or their own thinking. Whipp and Geronime (2017) claim "...that stereotypical thinking and lowered expectations for urban students changed considerably during a 4-year program as a result of diverse field experiences. ...teacher educators need to ensure that their candidates have ample opportunities for guided field experiences and student teaching in high-poverty urban schools" (as cited by Conaway et al, 2007) (805, 818). If preservice teachers are going to fully understand the climate of the student body that many of them will undoubtedly be teaching in somewhere in the future, they need to have an opportunity while in their preparation program, to explore and get that exposure to the diverse classroom. They will have the support system they need during their collegiate experience to help them mitigate through the hard and rough situations, which will not necessarily be there once they have officially entered into the classroom as certified teachers.

Teacher preparation programs are the key to creating strong, sound, self-aware, critically conscious, and culturally responsive future educators. English teachers in particular need to know how to infuse multicultural literature in their curriculum, addressing diverse themes in a diverse classroom and not be afraid to do so, despite who they are. Aronson and Laughter (2016) said it best, "although we may have only a yearlong interaction with students, we ultimately have a lifelong impact on who they become and the kind of society in which we all will ultimately live" (as cited by Ladson-Billings, 2006, pp. 37, 40) (167). As educators, we took an oath to do no harm and to provide a quality education to all students. The day when you decide as a teacher that "education looks like this for this group of people and it looks like this for this group of people", then that is the day you should resign from being an educator.

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