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TEACHER CANDIDATES CONSTRUCT UNDERSTANDINGS ABOUT DIVERSITY: FOUR CASE STUDIES OF DEVELOPING MULTICULTURAL THINKING AND ACTIONS

By

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ABSTRACT

TEACHER CANDIDATES CONSTRUCT UNDERSTANDINGS ABOUT DIVERSITY: FOUR CASE STUDIES OF DEVELOPING MULTICULTURAL THINKING AND ACTIONS

By

Anita Kaye Lapp

As the population in the United States becomes more culturally diverse, teacher candidates must be prepared for working in classroom settings where there are significant differences between themselves and their students. This study explores the student teaching experiences of four teacher candidates as they construct understandings about diversity in the context of a culturally diverse classroom.

Two major questions guided the study: (1) What differences did teacher candidates confront between themselves and their students as they engaged in the personal process of constructing meaning about diversity; and (2) What development took place regarding the multicultural attitudes and behaviors of teacher candidates as they confronted differences between themselves and their students?

This study was completed through multiple data sources including interviews, journal entries and classroom observations. A constant comparative analysis approach was used to describe, analyze and compare the data across the four case studies. Six broad forms of diversity were used to organize the data: (1) ethnic and racial; (2) language; (3) socioeconomic; (4) exceptionalties; (5) gender; and (6) family patterns. An existing model developed by Nieto (1992) was adapted to categorize the development of multicultural attitudes and behaviors.

Conclusions drawn from the findings suggest that (1) understanding how prospective teachers perceive and deal with differences between themselves and their students is complex; (2) teacher candidates may seem homogeneous but they do differ

in how they view the world and how they respond to diversity; (3) it is valuable to place teacher candidates in culturally diverse classroom settings but some student teachers are not ready to be placed in a setting where there is too wide of a gap in the differences between themselves and their students; (4) prospective teachers identify and confront diversity but do not reflect on these issues in the context of equity, power and justice; and (5) becoming a multicultural teacher is more than prescribing certain knowledge, skills and dispositions.

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CHAPTER 1

INTRODUCTION AND PURPOSE

Teachers currently joining the work force face the challenge of teaching students who are more culturally diverse than in any other time in our country's history. While this population of students can be described as heterogeneous, the teaching force remains fairly homogeneous--mainly Euro-American, middle-class, monolingual and mostly female (Zeichner, 1992). As a result of dissimilar cultural backgrounds, differences often exist between how and what students and teachers have come to know about themselves and the world (Cochran-Smith & Lytle, 1992). Teacher education programs must meet the challenge of preparing prospective teachers for culturally diverse classrooms so that all students can experience educational success. However, knowledge of how to prepare teacher candidates for these settings is scant and the factors affecting that preparation are complex.

This dissertation study is rooted in the assumption that learning to value diversity is a personally constructed process which is shaped by each teacher's history and experiences. The study documents the lived realities and personal journeys of four teacher candidates from a midwestern small liberal arts college as they student taught in culturally diverse classroom settings. It is an inquiry into the ways in which these prospective teachers became aware of differences, what they thought about these

differences and how these reflections and thoughts translated into action in the classroom.

This chapter discusses the background and need for the study, introduces the questions that guided the research, defines relevant terms, and discusses the scope and limitations of the study. The chapter also describes the pilot investigation that provided background information for this study.

Background and Need for the Study

Diversity in Classrooms

During the past few years, Americans have been reminded repeatedly that the population in the United States is rapidly becoming more diverse. The make-up of our elementary and secondary school population reflects these same societal shifts, leading to a growing amount of attention given to the topic of differences among students. Theorists, researchers and educators who study and think about differences within the context of schools and classrooms have a variety of understandings about what and who should be included in this talk about diversity.

Paine (1990) suggested that "while race and class were the salient categories in public discourse about diversity in the 1950's and 1960's, today language, handicapping, learning style and other categories have entered a more comprehensive discourse about the educationally relevant ways in which people can differ" (p. 2). Nieto (1992) added the perspective of ethnicity, social class, religion and sexual preference.

While no single definition of diversity exists, particular forms of diversity seem to have significant impact on teaching and learning in today's classrooms. These include (1) racial and ethnic differences as a result of demographic shifts in the United States; (2) a variety of English dialects or other languages; (3) a wide range of socioeconomic backgrounds; (4) various exceptionalities resulting in special education needs; (5) academic outcomes that differ for males and females; and (6) differences in family patterns.

Teachers and Diversity

As teachers confront differences between themselves and their students, there is the potential of bringing discontinuity to social interactions, the curriculum and expectations for appropriate school behavior. In addition, differences between teachers and students are often the cause of miscommunication between teachers and parents. The more students and their families vary from the standards, values, culture and background of the teacher, the greater is the dilemma.

Teacher candidates come into teacher education programs looking at the world through a set of beliefs (Rokeach, 1968) or constructs (Kelly, 1955) which represent what they think about specific issues, attitudes which convey what they feel, and values which are comprised of the beliefs and attitudes they hold strongly enough to act upon (Haberman, 1992). These beliefs grow out of personal experiences in their homes, families and community cultures which frame their understanding of the world and their actions. Clark and Peterson's (1986) research suggested that the belief systems of teachers are conceptual structures and visions that give teachers reasons for

acting as they do. Sometimes these beliefs are consciously held, other times teachers may not be aware of the reasons that form the foundation for their actions in the classroom.

Cushner, McClelland and Safford (1992) suggested that teachers are often culture-bound and are unwilling or unable to look beyond their own world view. Most people--teachers included--exhibit a strong tendency to believe that their own cultural tradition represents the "best way." Teachers do expect some differences among students in their classrooms; their dilemma is what to make of these differences. As noted by Sleeter & Grant (1994):

> We are often threatened by or want to change those who differ from ourselves and whom we do not understand. Our classrooms often have students who do not look like us, talk like us, or think like us--who have not had some of the experiences we have had. Students may have grown up in neighborhoods unlike our own. Some may not show much interest in learning things we personally value. Some, because of hearing impairments, visual impairments, reading difficulties, and so forth, may not have acquired knowledge that we take for granted. However, as teachers, we very often want to make our students more like us (p. 41).

Learning to teach is not easy under any circumstances and it is especially difficult to reconcile new perspectives with previous ideas and experiences from one's own background and schooling. Grant (1991) found that both preservice and inservice teachers ask for "tips" to help them teach the diversity of students in their classrooms. They usually "want a recipe for teaching students whom they believe to be culturally deprived or culturally different; or they want a list of 'do's and don'ts that will keep 'these students,' as they are often referred to, on task" (p. 237).

Valuing and affirming diversity as well as building on differences in the learning community, however, does not happen by prescription. No one can tell teachers precise ways to meet the needs of all students and no one can "empower

teachers to respond to cultural diversity" (Cochran-Smith & Lytle, 1992, p. 113). Becoming a multicultural teacher who values diversity is, as Banks (1989) suggested, a personal process in that what is learned and validated takes place only in personal interaction with those who are different from us. Cochran-Smith (1995a) noted that

> in order to learn to teach in a society that is increasingly culturally and linguistically diverse, prospective teachers, as well as experienced teachers and teacher educators, need opportunities to examine much of what is usually unexamined in the tightly braided relationships of language, culture and power in schools and schooling. This kind of examination inevitably begins with our own histories as human beings and as educators; our own experiences as members of particular races, classes and genders; and as children, parents and teachers in the world. It also includes a close look at the tacit assumptions we make about the motivations and behaviors of other children, other parents, and other teachers and about the pedagogies we deem most appropriate for learners who are like us or not like us (p. 500).

Preparing Teacher Candidates for Diversity in Classrooms

Although diversity has always been a part of schools, especially urban schools, since the development of teacher education programs, particular attention has not been focused on preparing teachers to work within diverse classrooms except as a result of legal mandates (Carter & Larke, 1995). Brown v. Board of Education and Titles VI and VII of the 1964 Civil Rights Act called attention to the need for the education of preservice teachers for environments where diversity prevailed. Research began to emerge on characteristics of urban schools which were often described as "deprived," "ghetto schools," "disadvantaged," and "culturally deprived." Not until the late 1970's and early 1980's did researchers and educators begin to take a more positive view of diversity and to advocate that teacher education programs pay attention to the need of preparing preservice teachers for a wide variety of diverse settings. In recent years,

more research has addressed this need, but the number of studies is still quite limited. Grant and Secada (1990) examined the literature related to the preparation of preservice teachers for culturally diverse classroom settings and noted that there is limited research for two reasons:

> First, it suggests the marginal status and low importance that has been given to research on the preparation of teachers to work with diverse student populations...Indeed, most of the journal articles we found were not in what would be considered mainstream, professional outlets. At best, this suggests great insensitivity among those engaged in the peer-review process for such journals. At worst, there is blatant bias against research efforts involving teacher education predicated on the existence of diverse student populations. Second, though we looked for research to answer our basic question, we found ourselves having to struggle with gaps in the field, and with the lack of cumulative findings in programs of inquiry...(Grant & Secada, 1990, p. 404).

Developing a Multicultural Perspective

The research available does stress that prospective teachers most often come to teacher education programs with "little very direct experience with people from backgrounds different from their own...in addition, they tend to view diversity as a problem rather than a resource..." (Zeichner & Baker, 1995, p. 72). It is often difficult for teachers to know how to talk about diversity in thoughtful ways (Paine, 1990), and as a result, differences among students are reduced to personality factors like motivation. Changing perspectives involves a process of moving from a monocultural perspective to one that is multicultural and that has a fundamentally different framework for understanding differences.

A primary focus of change is the concept of multicultural education which serves as a way for educators to consider alternative ways of thinking about teaching

and learning for groups of students who are culturally diverse. Growing out of the 1960's and early 1970's civil rights movement, the multicultural education concept has continued to expand as educational theories and practices are directed towards bridging differences in race, culture, language, social class, gender and disability in schools and classrooms. (Nieto, 1992).

While there are differences in how the concept of "multicultural" is defined by theorists, researchers and educators, there is an emerging consensus that in order for all students to experience educational equity there must be changes in school curriculum and teaching materials. Teachers must accommodate the various learning styles of students and provide a rich variety of resources and materials that reflect different perspectives. The multicultural attitudes and behaviors of teachers and administrators must be nurtured and the goals, norms and culture of the schools need to be revisited (Banks, 1993b). Changes in teacher education programs which are preparing teachers for work in culturally diverse classrooms are also needed. This means that teacher educators must become informed about the process of taking on a multicultural perspective and applying it in culturally diverse classroom settings.

Wurzel (1988) contended that the process of becoming a multicultural person begins by having contact with other cultural groups. As teachers and students from different cultural orientations interact, conflicts will emerge. Wurzel noted that

> in American classrooms, cultural conflict is evidenced most often when the value, behavior, and knowledge patterns which minorities and international students learn at home clash with the values of the majority culture. The ways in which this clash of cultural patterns is manifest may range from seemingly simple and concrete things such as the use of language, to more abstract processes, such as the advocacy of different values. The consequences of cultural conflict in the classroom may range from subtle

> misunderstandings which affect individual learning to the withdrawal of students from the educational system (p. 7).

While cultural conflict is not particularly comfortable or pleasant to encounter, it is necessary for any kind of growth to take place so that existing cognitive frames can be altered. In his theoretical discussions of cognitive development, Piaget argued that disequilibrium is necessary for assimilation of new knowledge. Wurzel (1988), building on the work of Piaget, suggested that disequalibrium in the multicultural process occurs when previously held beliefs, knowledge and attitudes are challenged or invalidated. As teacher candidates come into contact with children who come from very different backgrounds than their own, they will encounter situations that will cause them to struggle intellectually and emotionally with these differences. During this process, teachers have an opportunity to change their views on culture and to consider altering their teaching practice as a result.

Statement of the Problem

The basic problem is teaching people to teach others who are different from themselves. The problem has three facets: (1) teachers who are now entering the work force face the challenge of teaching a population that is more diverse than in any other time in our country's history; (2) teacher education programs must meet the challenge of preparing these teachers; and (3) knowledge of how to prepare them, however, is scant, and the factors affecting that preparation are complex.

Purpose of the Study/Research Questions

Two major questions guided this study: In the context of teaching in culturally diverse classrooms, (1) What differences did teacher candidates confront between themselves and their students as they engaged in the personal process of constructing meaning about diversity? and (2) What development took place regarding

the multicultural attitudes and behaviors of teacher candidates as they confronted differences between themselves and their students?

First, while it is clear from previous research and from personal teaching experiences that teachers confront differences between themselves and their students, there has been little documentation concerning the nature of these differences within the context of teaching practice. I was interested in documenting specific instances where differences were particularly challenging to these teacher candidates. Were there particular forms of diversity that were more challenging than others to individual student teachers or that developed as patterns across the case studies? My second goal was to explore the personal process that these teacher candidates undertook in constructing meaning about the differences they confronting as they interacted daily with their students in the classroom. How did the teacher candidates respond to specific situations? Were there patterns of development regarding multicultural attitudes and behaviors of individual teacher candidates or across the case studies?

While preparing teacher education candidates for diverse classrooms is and will remain complex and multifaceted, this study does have implications for teacher educators who are working to make substantive program changes which will better help them understand and address the process of becoming multicultural in perspective and practice.

Definition of Terms

While the concepts of "culture" and "multicultural education" have multiple definitions, the following descriptions convey the meaning and spirit of the way these are used in this dissertation study:

Culture

The notion of culture seems basic to this study since culture determines so much of who we are and how we perceive ourselves, which in turn has a great deal to do with how we view persons who are different from ourselves. Cushner, McClelland and Safford (1992) defined culture as a collective process since it is constructed by human beings as they interact with one another. Persons in particular groups socially construct their ideas, attitudes and values in a hierarchy of what is most important to the group. Young & Adler (1997) suggested that culture is the "whole of humanity's intellectual, social, technological, political, economic, moral, religious and aesthetic accomplishments" (p. 23). Those of us who live in the United States belong to a changing complex macroculture but within this larger culture are smaller units called microcultures. Cultural identity may be shared in these microcultures based on traits and values learned as part of our "ethnic origin, religion, gender, age, socioeconomic level, primary language, geographic region, place of residence (e.g. rural or urban), and disabilities or exceptional conditions" (Gollnick & Chinn, 1994, p. 23). We may be part of several microcultures at the same time. It is within this framework, that the concept of "culture" is used throughout this study.

Multicultural Education

There are numerous ways to describe the concept of "multicultural education." In reviewing the literature, Gay (1995) found a strong consensus regarding a description of multicultural education as

> a concept, a framework, a way of thinking, a philosophical viewpoint, a value orientation, and a set of criteria for making decisions that better serve the educational needs of culturally diverse student populations. As a

> "concept, idea, or philosophy," multicultural education is a set of beliefs and explanations that recognizes and values the importance of ethnic and cultural diversity in shaping lifestyles, social experiences, personal identities, and educational opportunities of individuals, groups and nations (p. 28).

This is the broad perspective from which I conducted my study. People are not all the same; furthermore, they do not want to be. However, cultural differences exist which do profoundly impact our understandings of ourselves and the world. Recognizing various forms of differences among students is essential but it is the way we think about these differences, the value orientation we bring to diversity, that really matters.

Scope and Limitations of the Study

Limitations to this study include:

(1) Data were collected over the entire student teaching period (August-November) via field notes, interviews and observations but only at certain points rather than daily. Student teachers had experiences and reflections about daily events which may not have been captured in the data.

(2) In the pilot study, a second researcher participated in the data analysis. For the dissertation study, data were gathered and triangulated through multiple sources but events were viewed through the lens of only one researcher.

(3) While I was not their supervisor during student teaching, the student teachers were members of at least one class that I had taught in their teacher education program. This relationship could have had an impact on the data, particularly that gathered in student interviews. However, since there were multiples sources of data collected in a

variety of circumstances, it appears likely that this relationship did not have significant bearing on the patterns which emerged over time.

(4) As the researcher, I came to the study with certain assumptions about teaching and learning as well as with particular notions about the kind of value orientation that teachers need for teaching in diverse classroom settings. These biases are acknowledged in this chapter through the definitions of key concepts and terms.

(5) The intent of this study is to inform, not to predict. It is meant to be a contribution to the complex, multifaceted on-going discussion of preparing teachers to work in diverse classroom settings. While it is a descriptive report that does have implications for programs of teacher education, it does not draw particular conclusions on what are the most appropriate ways to prepare teachers for these settings. It also does not attempt to isolate specific dispositions, traits, skills and knowledge that are perceived to be effective qualities of teachers whose students come from diverse backgrounds. It does, however, address the kinds of conflicts that may emerge for teacher candidates as they teach students who differ from themselves; the process that they go through as they attempt to assimilate new information/experiences into previous knowledge; and their development toward becoming a multicultural teacher.

Preparation for the Study

Pilot Study Description

In order to explore possible directions for this study, I set up a pilot investigation in which I gathered information on student teachers during the semester before student teaching. This preliminary data gathering has provided a great deal of

information on the initial responses of the teacher candidates to course work on multicultural issues along with field experiences in a culturally diverse classroom setting. The pilot study served as a beginning point for me in identifying particular issues which emerged for teacher candidates as they worked with children whose backgrounds differ from their own and it provided rich background information on teacher candidates which informed the dissertation study. Findings from this preliminary information gathering led me to examine the possible sources and problems faced by teacher candidate as they found differences between themselves and their students..

The pilot study, comprised of a cohort of 24 third-year prospective teachers, was conducted from January-April 1993 in conjunction with a teacher education course, Elementary Curriculum Studies (see Appendix A for course syllabus), that focused on teaching math, science and social studies methods as well as on increasing multicultural awareness. The course, which included concurrent field work in classrooms with culturally diverse students, was taught collaboratively with public school educators from racial backgrounds which were different from those of the primary professor, and included reading selected text regarding issues of diversity along with times of oral and written reflection by the prospective teachers. Questions addressed in this preliminary study included: (1) How do prospective teachers' prior attitudes, ideas and experiences combine with coursework and fieldwork in culturally diverse settings which may offer alternative perspectives on cultural diversity? and (2) How is it that some students seem more reflective and more able to see connections across and between their own experiences and those of others?

In the course, two of the texts, *White Teacher* by Vivian Gussin Paley (1985) and *Savage Inequalities* by Jonathan Kozol (1991), as well as several articles on diversity, dealt with multicultural issues. The teacher candidates used these texts as a basis for small group discussions and individual written responses to issues that were

emerging for them regarding multicultural education. The fieldwork aspect of the course took place in an urban setting with a population of children of whom 80% were African-American. These students came from backgrounds very different from those of the prospective teachers, who were all Euro-American except for one Latina. Students also spent several class sessions with public school educators from a variety of cultural backgrounds.

Pilot Study Data Collection

I collected data in several ways during the pilot study. Prospective teachers responded to the reading they were doing and their fieldwork experiences in writing, in small groups and in large group discussions which were audio-taped and fully transcribed. Data were collected via written fieldnotes, audio-taped class discussions, journals, writing assignments and reflections on students' own experiences within and across different cultures. All data were analyzed using the constant comparative method (Glaser and Strauss, 1967). After multiple readings by two researchers, data were coded into categories which were refined and confirmed across all of the contexts of the study.

Pilot Study Findings

To address the questions that were the impetus for this preliminary investigation, the data were examined in two ways: (a) the conceptual and theoretical approaches to teacher education that might increase cultural awareness and (b) the effect of the teacher education curriculum on prospective teachers' intercultural sensitivity. Four elements emerged out of this pilot study data. First, it appeared that the infusion approach--one that promoted social and structural equality and cultural pluralism emphasizing respect for cultural differences throughout the curriculum

(Sleeter & Grant, 1994; Goodwin, 1994) was influential as prospective teachers learned to teach science, math and social studies within diverse classroom settings. Second, it became clear that the ability of the prospective teachers to adopt some new perspectives was related to their close engagement in a culturally diverse classroom setting at the same time that they were studying multicultural issues in their teacher education program, suggesting that practice and theory combined to produce more dramatic shifts in thought and teaching. Students reflected in their journals and in class discussions about their thinking and how they were processing the ideas presented. One male prospective teacher wrote that

> those of use who have the power and educational advantage are not at all willing to give that up so that until we are ready as a society, and individually, to allow real change in this equality to happen, nothing will improve. The gap will continue to increase. (Tom)

A third element which emerged from the data was that the educator from an African-American background who worked with the cohort a number of times during the semester was influential in shifting prospective teacher thinking. The broader the variety of perspectives offered by those who authentically hold those perspectives, the more options the prospective teachers encounter. Students mentioned Eleanor, an African-American educator who worked with the cohort, on numerous occasions as a major influence in their teaching:

> Something that has struck me from Eleanor's talk and *White Teacher* is the idea of recognizing and celebrating cultural differences. In the 60's and 70's there seemed to be this push for the races to come together and be "one." Now there is this swing away from that theory to recognizing differences...Eleanor brought this out and I believe we need to learn about each other's differences. Knowledge will help us combat fear of differences and make us a richer society. The "melting pot" theory is in the past--it is time to move on. (Nancy)

The fourth factor which increased students' multicultural openness and awareness was writing autobiographies which included reflection on their own schooling experiences and their own family and cultural backgrounds. Throughout the term, students were encouraged to make connections with these experiences and these proved to be moments of insight for many. It also seemed to help students move beyond their own selves to seeing that others' cultural backgrounds and previous school circumstances might also affect their learning. Typical of many of these prospective teachers was Tamara, who was raised in a rural, midwestern setting:

> I went to a school in which there were no Blacks but there was a small Mexican-American population. The children here are very different from any I've been around. Their dialect constantly amazes me. I find myself answering the children in the manner they speak to me. Should we try to correct the way they talk? I think that because my family speaks with a Southern accent that I am less willing to correct the children because I know what it felt like when teachers used to correct me.

A fifth factor which influenced the findings involved the cooperating classroom teacher in whose classroom prospective teachers had their field placements. These cooperating teachers differed in their cultural awareness and sensitivity which seemed crucial in shaping how the college students thought about cultures in the classroom context:

> After talking with Mrs. Nickel for awhile I knew why I was nervous. I thought how in the world am I ever going to be able to handle this. She informed us that some of the students were going to tell us that they didn't have to do certain things we told them because we were white. Other students would basically tell us to get lost when we asked them to do activities. By this time I was ready to pack up and change majors. (Jennifer)

From this background information, I learned that there were significant differences in the way this group of prospective teachers approached cultural issues during this field experience in the classroom. Coursework combined with field experience provided an opportunity for me to document the ways in which individual

teacher candidates were responding to a culturally diverse classroom and the specific kinds of issues that were emerging for them. I also learned that some shifted in their perspectives regarding diversity while others seemed to end the term with many of their initial ideas intact. It was also clear from this study that much more could be learned about how these teacher candidates were constructing meaning about diversity by continuing to gather data as they proceeded through student teaching the following semester.

The data collected from January - May 1993 during the pilot study focused on the classroom and practicum work of preservice teachers in diverse classroom settings. I chose four of these student teachers (Tamara, Jeremy, Nancy and Leah) to follow during the dissertation study which took place during August - November 1993. While diversity occurs in every school and classroom, I chose to follow four who would likely, in the settings available, confront more differences and thus emphasize the contrasts between their own cultural backgrounds and that of their students.

Significance of the Dissertation Study

The increasing diversity among students in classrooms across the United States is a fact that cannot be ignored by teacher educators. Since the majority of teacher candidates as well as practicing teachers are monolingual, Euro-American, and middle-class persons who have little experience with cultures other than their own, they will likely be confronted with the challenge of cultural clashes between themselves and their students.

This research emphasizes the personal process involved as four teacher construct meaning about diversity within the context of student teaching in a culturally diverse classroom setting. The research centered on the discovery each student teacher brought to the concept of teaching all students by identifying the particular kinds of

differences which emerged between students and teachers in day-to-day interactions. The study has significant implications for teacher educators as they work to select teacher education candidates and to develop opportunities and structure experiences for them which will aid in how they construct and reconstruct their understandings of what it means to teach all students. It will serve to inform teacher educators about the process that teacher candidates go through as they experience disequilibrium in the classroom as a result of differences between themselves and their students.

Overview of the Dissertation

This chapter provided the introduction, background and purpose for the study, definined terms used in the study and discussed the limitations. A summary of related research as well as theoretical perspectives which impacted the study is presented in chapter two. Chapter three describes the methods and procedures which served as a framework for the study while the fourth chapter documents individual case studies of teacher candidates who are working in culturally diverse classroom settings. A summary of the findings of this study presented within the context of existing research; conclusions and implications for educators and researchers; and questions for further study are presented in the last chapter.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The first chapter introduced the various forms of diversity within the current school-age population. It described the problem that exists when teachers are not prepared for the diversity present within today's classrooms. The chapter also defined the purpose of the study and introduced the guiding research questions. The purpose of the second chapter is to review the literature related to issues of preparing teacher candidates for diversity among students in classroom settings.

The literature review is divided into three major sections. The first section examines the literature pertinent to the range of diversity that exists within classrooms. The second section discusses research relevant to the process of becoming a multicultural teacher. The last section focuses on what is already known from the limited research available about the preparation of teacher candidates for culturally diverse classroom settings.

Range of Diversity Within Classrooms

The literature is clear about the fact that there will continue to be a growing amount of diversity in the population of the United States. As noted in the first chapter, theorists, researchers and educators define diversity in a variety of ways. The literature does, however, focus on five forms of diversity that directly relate to educational outcomes for the school population: (1) ethnic and racial differences resulting from demographic shifts in the United States; (2) a variety of English dialects or other languages; (3) a wide range of socioeconomic backgrounds; (4) various

(physical, intellectual and psychological) exceptionalities resulting in special education needs; (5) academic outcomes that differ for males and females; and (6) differences in family patterns. It must be kept in mind that these classifications of differences are socially constructed in our society and that even though addressed separately, these areas of diversity do not stand alone but frequently intertwine and interact with one another in human lives.

The diversity present in today's school population often results in unequal educational opportunities for children and youth. The following discussion represents a segment of the knowledge base available which describes these six areas of diversity in relationship to school inequities.

Racial and Ethnic Diversity

During the past three decades, the demographic composition of the United States changed more rapidly than it has during any period of time since the European immigrations in the late 19th and 20th centuries. In 1982 "nearly three of four American young people (ages 0 - 17) were European Americans, but by the year 2020 only one of two young people will be European-American" (Au, 1993, p. 3). Schools reflect the steady growth in the non-European proportion of the American population. In the twenty largest school districts in the United States, over 70 per cent of the total school enrollment are comprised of children of color (Zeichner, 1992). The degree of diversity in schools varies according to the geographical location in the United States.

The socially constructed concepts of "ethnicity" and "race" are complex, not easily defined or understood. For the purposes of this study, "race" describes a group of persons with a somewhat similar genetic history which includes skin color and

other physical characteristics. The term "ethnicity" refers to a sense of common ancestry and/or memories of a historical past; being born in a particular community; or similar ways of behaving (Labelle & Ward, 1994).

Valli (1995) underscored the ongoing dilemma of race in our society and described the problem that exists when beginning teachers meet unfamiliar culturally diverse students. Speaking from her own experiences, she noted that

> the civil rights movement, race riots, the assassination of Martin Luther King, Jr. and Black power movements of the 1960's shaped the consciousness of my high school and college generation. The revival of White supremacy, the videotaped beating of Rodney King, the drugs, guns, and violence of inner-cities, Willie Horton, questions about affirmative action, and the plight of young Black males have shaped the consciousness of younger generations. Racism and racial animosity may be worse today than 25 years ago (p. 120).

Research suggests that minority students often receive an education that has less quality than that of their mainstream peers. As a result of their placement in the school system, minority students often have access to an unequal curriculum (Arends, 1994). Students from minority backgrounds are disproportionately placed in special education and vocational programs but they are underenrolled in programs for students who are gifted and college-bound. Curricular inequalities exist when students are tracked into these paths of schooling (Goodlad, 1984; Oakes, 1985; and Rosenbaum, 1976). These inequalities come from differences in the content of coursework as well as in cognitive demands of students. College preparatory classes often emphasize skills in problem solving and critical thinking and focus on conceptual understanding while those students in the lower tracks of schooling receive instruction that centers on memorization of basic facts and skills.

Gay's (1974) research points to another educational consequence for minority students. Teachers often use different interaction patterns with minority students and majority students. This research suggests that minority students are asked fewer questions of all types, are given less wait time to answer questions and are less often praised or encouraged.

Other conflicts happen in terms of teacher-student interaction when communication is broken down as a result of cultural differences. Heath (1983) studied different communicative styles among working-class African-Americans, middle-class African-Americans and Euro-Americans in the Piedmont region of the Carolinas. One of her findings centered on the cultural differences among these groups involving the use of questions. Working class African-American families in this study rarely asked their children questions at home unless they were authentic questions where the answers were not known to the adults. In school, this pattern of cultural communication caused dilemmas when these same students were frequently asked to respond to questions to which the student realized that the teacher already knew the answer.

Another cultural difference related to questioning was examined by Phillips (1972) as she studied how Native American children learned in their homes and communities contrasted to how they were expected to learn at school. Phillips discovered that these children learned by watching adults instead of interacting with them and that questions were to be answered by older children rather than adults. At school, the Native American children's lack of response to the teacher was often

interpreted as a learning deficit or extreme shyness when instead it was a cultural difference in communicative style.

Teacher candidates who have had little experience with racial and ethnic diversity face the challenge of learning to teach along with the cultural differences for which they are not prepared. Valli (1995) directly addressed this dilemma by suggesting that

> within the cultural problematic of race, student teachers in city schools must negotiate and create their identities as teachers. This problematic intensifies the difficulties of learning to teach...the process of becoming a teacher involves entering a strange culture in which neophytes must learn to function. The strangeness of this culture is compounded when White teachers find themselves in predominantly Black or culturally diverse settings--often for the first time in their lives (p.120).

Teacher candidates who will be entering classrooms where racial and ethnic differences exist between themselves and their students will need to be prepared to meet these cultural challenges. They need to understand the importance that race and ethnicity play in the lives of many students and communities and to provide the kind of learning environment that values distinct ethnic and racial characteristics.

Linguistic Diversity

With these racial and ethnic differences within schools and classrooms comes linguistic diversity. Romero (1994) cited that

> according to the National Association of Bilingual Education there are over 7.5 million school-age children in the United States for whom English is a second language. The U.S. Department of Education reported in 1992 that the population of students of Limited English Proficiency in the United States had increased by 14.3% since 1991...It is predicted that by the year 2000, over 30% of all students in the country will come from families where the language of the home will not be English (p.85).

Language defines people of many different groups and structures symbol systems for these groups. Children and youth who speak a different language from the

dominant one used in the school find it difficult to find meaning and make connections in the learning process. While Spanish is the predominant first language of many children in the United States, an increasing number of students are entering schools speaking Arabic, Chinese, Hmong, Khmer, Lao, Thai and Vietnamese.

As a result of a 1974 Supreme Court ruling, schools are legally required to provide assistance to students in learning the English language and in learning school subjects. Schools cannot legally place students with limited English proficiency into a regular classroom without language assistance. However, the court ruling did not specify the form that this assistance should take (Arends, 1994). As a result, the way students with limited English proficiency are served varies greatly from one school district to another. Some districts have pull-out programs which serve as a bridge between their native language and the English language. These language minority students are often moved out of the program as quickly as possible back into the regular classroom. Frequently these children have learned to speak English but are not yet equipped to conceptualize in ways that are needed to understand content area in English. They are then labeled as "deficient" or "slow learners."

Another approach to language instruction in the schools is bilingual education. There are different interpretations regarding the goals of a bilingual program. A true bilingual model encourages both Anglo and minority students to learn in English as well as in the language of the minority group. These types of programs though are rare due to financial and political facets of our educational system (Romero, 1994).

In many school systems, teachers receive little assistance in providing their limited English proficiency students with an equitable education. Many teacher candidates as well as practicing teachers do not have any formal training in teaching children who have English as their second language. Rigg and Allen (1989) suggest that teachers must often

> rely on their own good sense, their sensitivity to the students--whatever language they speak--and their ability as professionals to alter the curriculum to suit their students, selecting the materials and techniques which best fit. Sometimes there are workshops that address some of the problems these teachers face, either in their district or at conventions, but for the most part they go it alone (p. vii).

Teachers obviously cannot be expected to learn every language and dialect that will be represented in their classroom. However, as language diversity continues to grow in classrooms across the United States, teacher candidates must be ready to value the language or dialects that students bring to school. At the same time, teachers will be expected to find ways to provide instruction that will further the education of these students and to communicate to them the importance that learning English will have for certain social and vocational opportunities.

Socioeconomic Diversity

Many aspects of the lives of students and their families are impacted by socioeconomic level. The economic achievement of Americans is measured by the U.S. Bureau of the Census in terms of socioeconomic status (SES). Interrelated determinants of this success are occupation, educational attainment, income, wealth and power (Gollnick & Chinn, 1994).

The United States is one of the richest countries in the world. However, more than one out of five children in the United States lives in poverty (Campbell, 1996). Poverty creates a great deal of stress upon families, resulting in a host of physical, social and emotional needs. These needs often serve as barriers to learning for children and youth in schools.

In a landmark study, Rist (1970) documented that teachers' expectations, instructional decisions and actions were significantly influenced by social-class characteristics of children. Placement of kindergarten children into low, middle and high ability groups was based on information received about children from nonacademic records which included reports of who was on welfare. In addition to

this information, the kindergarten teacher also used her own observations of children including their physical appearance, how they dressed and their verbalizations in the first weeks of school. As the children in this study were followed into first and second grade, it became clear that they were locked into the low, middle and high ability groups into which they had originally been placed in kindergarten. Those children who fit into a lower-class group fared less well academically and emotionally than their middle-class peers.

Other researchers have corroborated Rist's findings on the impact of social class on instruction and grouping. Anyon (1981) documented the differences in educational knowledge that was made available to students from different social classes. While there were some similarities in the curriculum offered across working class, middle-class, affluent professional and executive elite school settings, there were major differences in the kind of knowledge made available to these students. What counts as knowledge in the schools often differs along dimensions of structure and content depending on what students bring to school in terms of their own background.

Oakes (1985) also addressed the unequal educational opportunities and outcomes that exist when students are sorted out in schools into hierarchical groups based on perceived potential for learning. It appears that very often in our schools, those students, for whom the most nurturant learning would appear to be appropriate, receive the least. Oakes suggests that tracking does not equalize educational opportunity for diverse groups of students. Schools should cease to sort and select students for future roles in society, but should concentrate on equalizing the day-to-day educational experiences of students.

Kozol (1991) vividly portrayed differences that exist in the physical aspects of schools as well as the social stratification of knowledge between lower and higher class socioeconomic settings. Haberman (1991b) suggested that those students who come from families with few economic resources often attend schools where a

"pedagogy of poverty" exists. Students learn almost exclusively by rote, memorization and drill rather than by methods that would promote problem solving and critical thinking skills.

From this research, it is clear that socioeconomic background plays a significant role in a student's educational success at school. Teacher candidates need preparation for the extent to which all facets of socioeconomic status impacts teaching and learning.

Exceptionalities

Students with special education needs often struggle for educational and social equality. Mainstreaming efforts have increased the diversity in classrooms in terms of special education (physical, mental, psychological) needs:

> Twenty-five million or more individuals from every ethnic and socioeconomic group fall into one or more of the categories of exceptionality....Exceptional students include both individuals with disabilities and those who are gifted (Gollnick & Chinn, 1994, p. 152).

Before Public Law 94-142 (The Education of All Handicapped Children Act) was enacted in 1975, many children with special education needs were frequently denied access to an appropriate education. As a result of this Public Law (renamed in 1990 to Individuals with Disabilities Act), students with special education needs now have the right to be educated as much as possible with their peers; many are included within the regular classroom setting for most or part of the day. This legislation was designed to provide the most appropriate form of education for the individual with disabilities in the least restrictive environment for their particular needs (Cushner, McClelland & Safford, 1994).

Exceptionality issues are directly interconnected with issues of ethnicity, social class and gender. Dunn (1968) raised questions about the number of minority-group children who were placed in mentally handicapped classrooms. He found that 60 to 80 percent of students taught in these classes were from low socioeconomic backgrounds.

African-Americans continue to be overrepresented in classes for students with moderate mental retardation and learning disabilities. Kauffman (1993) found that children of lower-class backgrounds are also overrepresented in classrooms for the seriously emotionally disturbed while males are placed in these classrooms three and a half times more than females (Office of Civil Rights, 1992). There are also a higher percentages of males than females in classes for students with mild and moderate retardation, speech impairment, serious emotional disturbances and learning disabilities.

Teacher candidates will be expected to provide an education for all children in their classrooms. They will be expected to make informed decisions on which students should be referred for assessment for special education services. Teachers will need to be able to adapt curriculum, procedures, materials, equipment and methods to the individual educational needs of students.

Gender Diversity

There is a growing body of literature which suggests that gender differences are salient aspects to consider in regard to teaching and learning in schools and classrooms. Gender differences are the "most fundamental of all and have been overlooked as a matter of inquiry for nearly all of our history...the effects of gender on the actual education received by children in the school has not been analyzed until quite recently" (Cushner, McClelland & Safford, 1992, p. 7). Analysis of this research has provided strong support for the notion that the experiences of female students in school are often quite different from those of male students.

Research by Sadker and Sadker (1990) suggested that teachers interact less with girls than boys in classrooms. They also give girls less praise and other forms of feedback and ask them fewer complex questions. Although girls often start elementary school ahead of boys in terms of cognitive, social and physical factors, by secondary school they are behind in achievement on standardized tests:

> Stereotyping of gender roles is reflected in society as well as in schools. Even though gender roles seem to be changing, both males and females are still impacted by gender stereotyping. Stereotyping narrowly defines the male and female roles and defines them as quite distinct from one another. It leads children to generalize that all persons within a group behave in the same way. Men and women become automatically associated with the characteristics and roles with which they are constantly endowed by the mass media and by classroom materials. Careers are not the only areas in which stereotyping occurs. Male and female intellectual abilities, personality characteristics, physical appearance, social status and domestic roles have also been stereotyped (Gollnick & Chinn, 1994, pp. 123-124).

Since different treatment of boys and girls often results in different educational outcomes, it becomes necessary that gender be a fundamental consideration in the dialogue concerning diversity. Teacher candidates will be expected to create classrooms that promote educational equity for both boys and girls by (1) identifying behavior that discriminates between genders; (2) providing content that reflects both male and female perspectives; and (3) establishing positive and supportive interactions with both boys and girls in the classroom.

Diversity in Family Patterns

Differences in family patterns adds to the diversity in schools and classrooms. Families vary in racial, ethnic, religious, socioeconomic and educational features that affect family life, structure, status and functioning. Conditions of disability and cultural expectations also impact family life. Children in the United States are brought up in many different types of households and family groupings. No longer do we have the typical middle-class, two parents, children and a pet scenario in families as we did in 1942 when 60 percent of families matched this description (Cushner, McClelland & Safford, 1992). In today's schools and classrooms, at least ten different family configurations are represented. It is estimated that two-thirds of all marriages in the United States will be disrupted through divorce or separation and there is a growing number of single teenage mothers as sole parents. Blended, adoptive, inter-ethnic and

foster families are also represented in classrooms. The concept of "family" that was once considered normal, that provided the image of the "proper" kind of family and guided policies which governed our institutions, is now in a very definite minority. Some families remain fairly stable over time and others evolve into different configurations.

Students in classrooms belong to families who have differing value systems. Children and youth come to classrooms with differences related to socialization practices that are developed within the context of the family and home environment (Garcia, 1994). Messages children receive from their homes profoundly impact their attitudes and values. Often these attitudes and values differ from those of classroom teachers which results in miscommunication and misunderstandings that have educational consequences for students.

Teacher candidates must learn to value the many different family patterns that are represented in their classrooms. It is important that they learn to feel comfortable with both traditional and nontraditional family structures so that teachers and families might work together to promote educational success for students.

In summary, the literature cites a wide range of diversity among children and youth in classrooms across the nation. How these differences are approached by their teachers will significantly impact educational outcomes for these students. Teacher candidates must be prepared to accept these challenges so that an equitable education is available to all students. Since many teacher candidates have had little experience with those who are different from themselves, the process of changing perspectives about differences and moving from a monocultural to a multicultural perspective is not an easy or smooth transition. The next section explores literature related to the process of how teachers learn about and understand differences between themselves and their students.

The Process of Becoming a Multicultural Teacher

The literature on becoming a multicultural teacher, although sparse, is expanding. As I reviewed this research, five themes emerged from the available literature on the process of becoming a multicultural teacher. These include (1) a clash of the familiar with the unfamiliar; (2) the construction of new perspectives; (3) the developmental growth process; (4) core multicultural beliefs and actions and (5) a teaching practice that reflects an understanding of culturally diverse students.

First, teachers grow up learning approved ways of seeing and understanding the process of schooling shaped by common experiences, language and culture. They also tend to be socialized into teaching in ways that tend to emphasize the continuities with the familiar (Lortie, 1975). Prospective teachers often assume that they will end up teaching students who are similar to themselves, in settings like the ones in which they were schooled. As a result, teachers often make cultural assumptions about their students and want to make their students become like themselves. These assumptions, and their effect on learning styles, makes school practices unfamiliar to many students (Sleeter & Grant, 1994). Delpit (1988) referred to the dominant culture of school as the "culture of power." Schools and teachers often seem to function as agents set out to shape and reproduce the values, beliefs and norms of their own culture, usually that of the Euro-American middle class. Those who differ from the dominant culture learn that they will have to fit into this culture if they want to be successful in school. Delpit explained that African American students are often unfamiliar with school cultural knowledge regarding power relationships. Consequently, they often experience academic and behavioral problems because of their failure to adhere to the established norms, rules and expectations. When schools do not pay attention and do not validate the kind of knowledge that students bring, classrooms become an

uncomfortable place for many children and their families and educational practices become inappropriate and even detrimental to the academic and socio-emotional development of culturally diverse students (Burnstein & Cabello, 1989).

Second, by actively participating in the process of constructing meaning about diversity, teachers learn about and understand differences between themselves and their students. A behavioral approach to learning focuses on responses to physical stimuli. Educators who use a behavioral paradigm focus on reinforcement, practice and external motivation as key aspects in learning (Fosnot, 1996). Behaviorists often break down learning into specific parts which move from simple skills to more complex activities. In contrast, the constructivist view of learning grows out of a socio-historical context which views learners as active participants in shaping and making sense of their world (Bruner, 1982; Vygotsky, 1978).

Piaget's work in cognitive psychology serves as the psychological base of constructivism (Fosnot, 1996). Piaget's notion of equilibration suggested that

> ...new experiences sometimes foster contradictions to our present understandings, making them insufficient and thus perturbing and disequilibrating the structure, causing us to accommodate. Accommodation is comprised of reflective, integrative behavior that serves to change one's own self and explicate the object in order for us to function with cognitive equilibrium in relation to it (p. 13).

Like Piaget, Lev Vygotsky (1986) also focused on the process of constructing new perspectives. However, while Piaget focused on equilibration as a way to explain learning, Vygotsky explored the effect of social interaction, language and culture on learning. He proposed that the knowledge created by an individual within a particular group takes place in the context of interaction with others and is heavily influenced by prior knowledge, past and present experiences, interpretations of these experiences, and human interests, values and positions within the social, economic and political systems of a society (Banks, 1993a). Vygotsky also suggested that learners first

explore concepts on the social level between people (interpsychological) and then move to an internalization of concepts (intrapsychological). This process of generating hypotheses and then confirming or disconfirming is regulated by inner speech. Through this inner monitoring, meaning is continually being constructed and reconstructed as past and present experiences, interactions with others and position with the structures of society are shaped by active involvement in particular contexts.

As teachers work with students who come from very different backgrounds than their own, they raise questions and struggle to make meaning of these differences in relationship to themselves and their teaching practice. Writing and talking about these differences serve as vehicles for reflection, organizing and reorganizing perspectives. It is here that teacher education programs can play a significant role in guiding prospective teachers through the process of constructing meaning about differences by exploring past familiar experiences in their own families and communities in relationship to their active involvement in the unfamiliar culturally diverse classroom.

Third, several theorists and educators suggest that becoming a multicultural teacher is a process that is actively constructed over time but also includes a variety of developmental levels along the way. Growth towards becoming a multicultural teacher depends on the meaning that is constructed and reconstructed through experiences with those who are different from themselves.

Wurzel (1988) proposed that a developmental path leading from monoculturalism to multiculturalism consists of seven basic stages. The first stage, monoculturalism, is characterized by an individual who communicates and interprets experiences based on the perspective that "my way is the best way." The ways others perceive and interpret the world are inferior. The second stage, defined as cross-cultural contact, begins the process of multiculturalism by direct or indirect contact with other cultural groups. For teachers, it means teaching in a school setting where

the cultural backgrounds of children differ from their own. It is during this stage that the process of questioning begins. Cultural conflict is the third step in the process, according to Wurzel. During this stage in the journey, teachers experience conflict when their values, behavior and knowledge patterns clash with those of their students. The fourth step involves educational interventions which include becoming aware of personal cultural biases, beliefs and attitudes. Disequilibrium as proposed by Piaget is the next stage of becoming a multicultural teacher. As cultural conflict occurs, questions intensify and what is already known is challenged or invalidated. An inner emotional and intellectual struggle occurs, leading to the sixth stage which is characterized by a reorganization of thoughts, ideas and knowledge resulting in new knowledge and a sense of equilibrium. The final step is gaining a multicultural perspective, incorporating new ways of thinking and behaving which include different systems of cultural knowledge different from one's own.

Nieto (1992) also viewed the process of constructing meaning about and valuing diversity as a process or journey over time. She proposed that individuals must become multicultural persons before they become multicultural teachers. She developed a model of multicultural education which identified four levels of multicultural attitudes and behaviors with regard to the perception of differences. They include (1) tolerance for differences, some of which may be perceived as unpleasant, differences endured but not necessarily embraced; (2) acknowledgment of the importance of differences, recognizing and developing particular ways of recognizing diversity; (3) respect and esteem out of which differences are seen as legitimate vehicles for learning, using students' experiences and cultural backgrounds as a basis for teaching and learning; and (4) affirmation and solidarity with diversity by embracing the culture of others, not accepting the status quo but actively working to bring equity to learning for all students.

Fourth, being a teacher who values differences means going beyond developing appropriate dispositions, attitudes and knowledge and extends to *a way of being* that values diversity, heterogeneity, equality of opportunity, collaboration and consensus (Banks, 1989). The abilities and attitudes of a teacher regarding diversity cannot be decontextualized from who the teacher is as a person. This personal process is a journey which takes place over time and is shaped by individual histories and experiences.

Fenstermacher (1992) elaborated on the notion that the skills and techniques (*method*) acquired by teachers are in a different category from the kind of human actions that convey particular dispositions and core beliefs (*manner).* Manner, or way of being, has to do with responsible teaching which manifests itself in traits such as compassion, fairness, tolerance, caring and honesty. Teacher education programs often work at developing teaching specific skills and methods without fostering the development of manner which is acquired less directly than a skill and grows over a longer period of time. Fenstermacher suggested that manner and method do occur together in teaching and that manner, as well as method, can be purposefully developed in teachers through demonstration by others who exhibit qualities of responsible teaching and through the process of reasoning about actions.

Haberman (1994) used the term "decent" to describe the kind of teachers who are able to take on the challenge of diversity:

> The question is what "decent" means. As I interact with star teachers and try to understand their ideology it is clear to me that they live what they believe. It is not possible to list their beliefs and commitments apart from their behaviors. Just as the functions they perform as teachers cannot be understood apart from their undergirding ideology, the converse is also true (p. 135).

Haberman does list a number of the characteristics of "decent" teachers which include attributes such as being nonjudgmental rather than moralistic; refusing to see themselves as saviors; recognizing their feelings of bias and prejudice and working to overcome them; possessing a clear sense of their own ethnic and cultural identities; and not seeking to have their power needs met by teaching. Banks, Festermacher and Haberman all suggested that a person who truly values diversity has a solid core of beliefs which are lived out through words and actions.

Finally, teaching practice profoundly impacts the educational outcomes for students from diverse backgrounds. With the wide range of diversity in classrooms, it seems unrealistic to expect that teachers will be able to provide instruction that will take into account all cultural differences present in the classroom. Findings from the literature on this issue suggest that there are opposing perspectives as to how instruction for culturally diverse students should be viewed. According to Floden, Buchmann and Shwille (1987), schools need to be set apart from the everyday lives of students. Instead of building on the home and community experiences of students, teachers need to separate out school learning in order to provide equality of opportunity for all students. These authors question the

> educational value of everyday experience for all students. It is not just directed toward those groups whose home experience is already largely discontinuous with what is expected in schools. Rather than trying to make schooling equally familiar to all students, schooling should be made *equally strange* (p. 491).

An alternative perspective on this issue focuses on the concept of "cultural congruence," which provides a frame for understanding how students of diverse

backgrounds might experience school success. Au and Kawakami (1994) suggested that the overall hypothesis of cultural congruence is

> that students of diverse backgrounds often do poorly in school because of a mismatch between the culture of the school and the culture of the home. Students have less opportunity to learn when school lessons and other activities are conducted, or socially organized, in a manner inconsistent with the values and norms of their home culture...cultural congruence does not mean an attempt to replicate a home or community environment in the classroom. Research on cultural congruence recognizes that the home and school are different settings with different functions in students' lives. Culturally congruent educational practices incorporate features of the students' home culture but do not result in activities and environments identical to those of the home (pp. 5-6).

Establishing culturally congruent instruction in a classroom does not change the educational goals of the school. It does, however, change teaching practice as a result of understandings about particular barriers to school success for culturally diverse students. Singer (1988) suggested that

> cultural congruence is an inherently moderate pedagogical strategy that accepts that the goal of educating minority students is to train individuals in those skills needed to succeed in mainstream society. Its proponents argue that this goal can best be achieved when students feel comfortable because their classrooms correspond to the learning environments of the cultural communities from which they come. The idea is to identify cultural differences that are obstacles to learning in standardized classrooms, and then to use this information to change classroom instruction and management to fit better with students' cultural standards and expectations (p. 1).

By providing a culturally congruent classroom learning environment, teachers validate the diverse backgrounds of their students while preparing them to be successful in the dominant culture. This view takes into account the significance of prior knowledge, past and present experiences in families and community as well as belief systems growing out of a particular cultural heritage. The socio-historical

context of a student's life is necessary for learning to take place in a school setting. The perspective of cultural congruence focuses on the idea that teachers cannot understand all cultural differences between themselves and their students but that they can minimize these differences by providing instruction that is compatible with what is known and understood about the culture of their students.

Research on Preparing Teachers for Diversity

A limited amount of research has been conducted on preparing teachers for diversity in the areas of curriculum and text materials; preservice teacher education; practice teachers; teacher-student relationships; and recruitment of teachers of color (Grant & Secada, 1990; Grant & Tate, 1995). Suggestions from theorists on what is helpful for preservice teachers include helping prospective teachers to understand their own histories in light of experiences with diversity (Apple, 1985); to have a thorough understanding of the content they teach (McDiarmid, 1991; Zeichner, 1992); to be familiar with multiple ways to help students represent what they are learning (Ball, 1988; Wilson, Shulman & Richert, 1987); and to find ways of knowing their students in relationship to community values and practices (Ladson-Billings,1990; Zeichner, 1992). These are crucial elements of teacher education programs which attempt to establish a philosophical base for preparing teachers who will meet the challenge of classroom diversity. Limited research has been done, however, on teacher education programs which are based on the lived realities of teaching candidates as they practice teaching in diverse classroom settings. Zeichner (1992), reviewing the literature in this area, found that many of the documents that were reviewed were part of the fugitive educational literature or less accessible journals that were obtained through personal contacts rather than literature searches.

More recently, Grant & Tate (1995) reviewed the literature and found only 47 studies focusing on preservice programs that focused on multicultural education. While there seems to be a slowly growing body of literature in this area, much remains to be studied. As Houston (1990) noted, "There has been notable recent progress, but the research basis for such important work as educating the nation's teachers is still extremely thin. Although the importance of research is being espoused, little progress is being made" (p. ix).

Upon examination of the available research related to multicultural education and preservice teachers, I found that the research grouped into three categories: (1) entering beliefs of teacher candidates towards diversity; (2) attempts to shift perspectives of teacher candidates toward diversity by increasing their cultural knowledge base; and (3) attempts to shift perspectives of teacher candidates towards diversity by providing direct interactions between preservice teachers and culturally diverse school populations.

These categories represent three distinct starting points in the research involving the preparation of prospective teachers for diverse classroom settings. Assumptions and goals underlying the studies in each category of research and the findings from these studies will be discussed in order to document research in the field. Also discussed will be the place of this dissertation study and its additions to this existing knowledge base.

Determining Attitudes, Beliefs and Perceptions About Diversity

Research in this area examined the attitudes of prospective teachers towards diversity and their emerging perspectives about differences among learners in the classroom. These preservice teachers had little or no previous coursework or experiences with diverse populations.

Research literature in teacher education suggests that teachers and school administrators often have low expectations for low-income students, language minority students and students of color (Banks, 1994). The research also suggests the salient role that attitude toward diversity plays in the academic success of these students. Assumptions for the research in this category begin with the perception that teacher self-awareness is a necessary starting point in preparing prospective teachers for diverse classroom settings. This self-awareness includes prior knowledge, background experiences, beliefs and conceptions about diversity. Paine (1990) noted, in her study of approaches to learner diversity held by prospective teachers in five United States teacher education programs, that since there are educational implications for the ways in which we think about differences, it is important to understand the perspectives that teacher candidates bring with them to their teacher education studies.

Paine drew on the baseline date collection of the Teacher Education and Learning to Teach Study of the National Center for Research on Teacher Education. The research involved 174 elementary education majors and 59 English and mathematics secondary education majors. Questionnaires were administered to all participants and open-ended interviews were conducted with 62 of the preservice teachers (Paine, 1990).

Paine's study, along with other recent research, shows that many prospective teachers enter their teacher education programs with the notion that diversity is a problem rather than a resource (Zeichner, 1992). The largest category of preservice teachers in Paine's research held conceptions of diversity which tended to attribute all problems to differences among individual children with a focus on personality factors such as motivation. The second largest group of responses associated perceived differences with categories such as race, class and gender. Few of the responses from prospective teachers indicated the perspective that differences are socially constructed

or the belief that socially constructed differences among children have implications for teaching and learning (Paine, 1990).

Another study which is grounded in the belief that teacher educators must acknowledge preservice teachers' prior knowledge, beliefs and conceptions of multicultural education was conducted by Goodwin (1994). Goodwin suggested that

> from the investigations into teacher beliefs and teacher thinking, we know that teachers' conceptions of the nature of teaching and learning undergird and frame the decisions they make in the classroom (Clark & Peterson, 1986), and that incongruence between personal beliefs and actual teacher education program offerings can contribute to preservice teachers' dissatisfaction with their teacher preparation program (Feiman-Nemser & Buchmann, 1985). Consequently, any effort by teacher educators to prepare multicultural educators should begin with an understanding of how preservice teachers conceptualize multicultural education (p. 119).

Goodwin found that the responses of these prospective teachers fell on a "continuum ranging from the most cursory to the most in-depth, from the most superficial to the most meaningful" (Goodwin, 1994, p. 127). She used Sleeter and Grant's (1987) five-approach typology of multicultural education as an analytical tool for conceptualizing the responses of 120 preservice teachers who completed an open-ended questionnaire which was designed to solicit their conceptions of multicultural education.

Goodwin's findings reiterate many of those suggested by Paine's research. Most of the respondents thought of multicultural education as (a) the education of the exceptionally and culturally different; (b) a human relations approach; or (c) single group studies emphasizing one particular aspect of diversity. All three conceptions perpetuate the status quo rather than address any structural reform in achieving equity. In addition, responses showed that preservice teachers thought of multicultural education as a way to meet individual student needs rather than as a systemic approach to altering inequitable educational practices.

Another significant finding in Goodwin's research is that the preservice teachers in the study seemed to conceive of multicultural education as a concept that is externally driven, a reactive education that depends on one's circumstances. As Goodwin noted, "What they were prepared to do seemed dependent on how much control they would have, the kinds of students or communities they would work with, the models or materials available" (Goodwin, 1990, p. 127). In reducing multicultural education to the procedural or technical, these prospective teachers defined multicultural education solely for those who are different from themselves.

In a related study, Nel's (1993) research on preservice teachers' perceptions of the goal of multicultural education was based on the premise that the perceptions and beliefs of a teacher could be the contributing factor to either the empowerment or the disabling of minority students. This study focused on 280 white, middle-class, predominantly rural preservice teachers who had no coursework in multicultural education. A reworking of Grant and Sleeter's five approaches to race, class and gender was used as the organizing format from which to elicit the response of preservice teachers regarding their perception of the main goal of multicultural education. Responses indicated that these preservice teachers understood the goal of multicultural education to be the assimilation of minority students into the present school system through tolerance and cooperation, which corresponds to the first two approaches in Sleeter and Grant's (1994) typology. As in the research of Paine and Goodwin, Nell's findings indicated that it is difficult for preservice teachers who have had little experience with cultural diversity to think beyond the existing structure of the school system. While multicultural education seems to be generally regarded in a positive light, it is viewed by preservice teachers as a concept which gathers all students into the mainstream Eurocentric culture and establishes a cooperative and harmonious spirit among them. It also seems clear from these particular studies as well as from other related research (Hadaway & Florez, 1987/1988; Zeichner, 1992;

Grant & Tate, 1995) that preservice teachers come to teacher education programs with different personal, developmental and intellectual levels of readiness to conceptualize the goals of multicultural education. As Goodwin (1994) noted, "Preservice teachers are not empty vessels and may not be uniformly prepared to receive the same message" (p. 129).

Increasing the Cultural Knowledge Base

The assumption underlying the purpose for multicultural education courses, workshops or seminars for preservice teachers is that perspectives, sensitivities and attitudes about differences among learners in the classroom might be shifted by increasing the cultural knowledge base (Larke, 1990). The cultural knowledge base includes such goals as the development of historical perspectives of racism, prejudice and discrimination; development of cultural consciousness; and successful teaching of multicultural students (Bennett, Niggle & Stage, 1990). Through autobiographical cultural essays, information on the history and culture of selected ethnic groups and lesson planning that develops multicultural perspectives, teacher educators set out to increase the cultural knowledge, skills and sensitivities of preservice teachers.

Several researchers have documented the impact that a workshop, seminar or course on multicultural education has had on preservice teachers' attitudes and views about teaching culturally diverse students. In the Teacher Training Program of the Los Angeles Unified School District, preservice teachers attended a series of presentations involving multicultural issues. McDiarmid (1990) analyzed the content of these presentations and the preservice teachers' views of stereotypes and teaching culturally diverse children both before and after the multicultural presentations. He concluded that the presentations appeared to have little effect on how teachers think about these issues and raised questions about the content and pedagogy of multicultural programs. Similar results were documented by McDiarmid & Price (1990) as they used data from

pre- and post-program questionnaires and interviews given during a three-day workshop intended to influence student teachers' views about teaching culturally diverse learners. Results showed that the multicultural presentations had little effect on preservice teachers' beliefs about the capabilities of learners labeled "high" and "low" ability, on the use of stereotypes in making decisions or about providing genuinely equal opportunities for all students to learn challenging and empowering subject matter.

Similar results were found by Larke (1990) as she set out to assess the cultural sensitivity levels of a group of preservice teachers before and after completing a required multicultural education course. Results from a self-administered questionnaire suggested that preservice teachers were aware that they will need to teach students from diverse cultural backgrounds but only one-fifth of them indicated a preference for teaching students from different cultures. In summarizing the results of her study, Larke (1990) noted that after taking a multicultural education course, "preservice teachers continue to reflect much discomfort in working with children of different cultures and accepting differences such as language and relating to the parents of those children (p. 28).

A study by Bennett, Niggle & Stage (1990) found somewhat more positive results as they examined possible relationships between teacher education students' cognitive development, feeling of social distance and multicultural knowledge at the beginning and the end of a pre-service multicultural education course. Findings indicated that this course was most effective with the preservice teachers who were already open to cultural diversity issues. For those who were not as receptive, the course had significantly less impact.

It appears from this research that while some increase in cultural knowledge and shifts in attitudes can happen, taking one isolated course on multicultural education is not sufficient for educating preservice teachers to work effectively with

students from culturally diverse backgrounds. Larke (1990) suggested that future teachers need more positive personal contact with these students and their parents in order to develop the attitudes of acceptance and respect for the diversity of students who will be in their classrooms.

Direct Interactions With Culturally Diverse Student Populations

Research in this area focuses on preservice teachers' direct experience in culturally diverse settings as a laboratory for learning. The assumption is that the combination of cross-cultural experiential encounters, together with instruction which increases the cultural knowledge base, will make a difference in the actions of future teachers. Several researchers have documented various approaches taken by teacher education programs to offer preservice teachers the opportunity to become directly involved with those from a culture different from their own.

Ross and Smith (1992) found that field experiences which emphasize diverse classroom placements do have an impact on preservice teachers' knowledge of and attitudes towards cultural diversity. Before taking the course combined with the field experience, the six preservice teachers who participated in the study believed that individuals are responsible for their own success or failure. After the course and work in classrooms, all of these preservice teachers began to consider other factors such as cultural background, teacher practices and school curriculum as having significant impact on learning. However, the knowledge and perspectives about teaching diverse learners differed considerably among the six participants, which again points to the different levels of readiness and ability on the part of preservice teachers for teaching diverse learners.

A study involving student teachers who worked in South Texas school settings with a culturally diverse student population and those who student taught in Minnesota was the focus for Cooper, Beare and Thorman (1990) as they examined the

connections between a student teacher's cross-cultural experiences and his/her attitude towards multicultural teaching. Findings indicated that those who worked in the Texas setting, where cultures different significantly from their own, nurtured their attitudes and skills. Those who student taught in Minnesota, where cultures were similar to their own, tended to think more in theoretical terms about cross-cultural issues.

Yet another approach in an attempt to directly engage preservice teachers with diverse populations was initiated at Texas A & M University with the establishment of the Minority Mentorship Project. Each preservice teacher served as a mentor to either an African-American or a Mexican-American student. This interaction involved weekly individualized tutoring at the mentee's school, cultural events, social events, interaction with mentee's parents or guardians and weekly letter or telephone correspondence during the semester, summer vacation and holidays (Larke, Wiseman & Bradley, 1990). The pre-assessment and post-assessment results indicated that the preservice teachers involved in this project experienced a change in attitude and perceptions towards African American or Mexican American children through the personal interaction established during the year.

Cochran-Smith & Lytle (1992) emphasized that there are no prescriptive solutions to understanding and responding to cultural diversity in classrooms. These researchers suggested that preservice and inservice teachers need to develop avenues of inquiry concerning issues of diversity and to develop plans of action that are valid for particular communities. Through exploring questions, teachers are able to analyze specific classroom and school events which help them understand and respond to cultural differences. Cochran-Smith and Lytle's (1992) research on teacher-research-based teacher education projects in urban Philadelphia showed how teacher inquiry provides opportunities for preservice teachers to examine dimensions of diversity as they relate to teaching, learning and schooling.

Culturally diverse classrooms are one context that provide teacher candidates with experiences with students who are different from themselves. Other opportunities exist in community settings outside of the classroom where preservice teachers have the chance to interact with persons from diverse cultural backgrounds while examining their own beliefs in the context of these actions (Gallego, 1995). One program, *La Clase Magica* (LCM), served as a community based alternative learning environment located in a working class neighborhood in the midwest. It is one of eight such community-based environments located across the United States. Community members were from diverse ethnic and cultural backgrounds (African-American, Caucasian, Latino and Asian). Children from the neighborhood came to *La Clase Magica* twice a week after school to play computer adventure games and board games. Pre-service teachers from a state university participated at *La Clase Magica* once a week as part of a literacy course. Gallego explains that the preservice teachers were referred to as *amigos* who

> interacted with children during computer or board game play, talked with kids and shared an afternoon snack. *Amigos* were urged not to play the traditional role of teacher, ie. asking convergent questions, directing activities but to play the role of collaborator involved in genuine interaction, ie. requesting information, testing out strategies (Gallego, p. 19).

After each LCM session, these prospective teachers met with a university instructor to discuss their experiences with the children. They also documented these interactions through fieldnotes. Teacher education students reflected on their role as teacher and on the physical and psychological constraints of many conventional classrooms. There is evidence from this research that the alternative learning setting of *La Clase Magica* provided a unique opportunity for prospective teachers to explore issues related to diversity and teaching.

Summary

Teachers and students come to school from a wide diversity of backgrounds. Both teachers and students come into classrooms with their own understandings about the world which have been shaped by their experiences in family and community. Many teacher candidates coming into teacher education programs have had little contact with cultures other than their own. Research suggests that few preservice students hold the view that societal and cultural factors have an impact on teaching and learning. They often view their role of teacher as one which helps assimilate all children into mainstream culture through tolerance and cooperation.

Increasing the cultural knowledge base is a common approach taken by teacher educators in an attempt to sensitize preservice teachers to cultural and societal factors involved in the teaching and learning process. Preservice teachers are often asked to examine their own cultural histories and are encouraged to develop ways of looking at the world from the perspectives of those who are culturally different from themselves. While increasing the knowledge base does seem to have some impact on attitudes towards diversity, it is clear from the research that taking an isolated multicultural education course is a weak approach to preparing teachers to work effectively in culturally diverse classrooms. There are no prescriptions for successfully teaching students who come from culturally different backgrounds than those of their teacher. It is also unrealistic for teachers to have specific knowledge about every cultural group represented in the classroom.

As preservice teachers become engaged in face-to-face interactions with students from diverse cultural backgrounds and begin to recognize issues of diversity which grow out of the context of these particular relationships, they may be able to reflect more thoughtfully and develop appropriate plans of actions in their teaching practice. Theory and practice begin to merge.

We now have some knowledge about the attitudes of many preservice teachers and their conceptions of multicultural education as they come into teacher education programs. There is also a small body of research which documents the lack of impact that courses, workshops or seminars have on preservice teachers in terms of increasing their cultural knowledge base about differences in meaningful ways. We have some sense of how some teacher educators are attempting to combine coursework with experiential components which encourage preservice teachers and students from diverse cultural backgrounds to form relationships with one another.

The pilot study for this dissertation project used the approach of combining coursework with field experience in a culturally diverse setting for a group of third-year elementary teacher education students as an attempt to explore issues of curriculum and diversity. It is clear, however, that we need research which provides a more in-depth examination of what actually occurs daily in classrooms with diverse learners as well as how preservice teachers think and respond to these particular circumstances. We need to know about the day-to-day interactions which make up the personal journeys involved in the construction of meaning about diversity.

This dissertation study examines the student teaching experiences of four teacher candidates as they complete their teacher education program in culturally diverse classroom settings. The next chapter describes the design of the study and the methodology used for gathering and analyzing data.

CHAPTER 3

DESIGN AND METHODOLOGY

In the previous chapter, I reviewed the literature relevant to issues involving the preparation of teacher candidates for culturally diverse classroom settings. Literature on (a) the range of diversity within classrooms; (b) the process of becoming a multicultural teacher; and (c) teacher education efforts to prepare teacher candidates for diversity was examined. This chapter looks closely at the design of the study; the setting and population of the study; the participants and their classrooms; the methodology for data collection; and the data analysis procedures used to address the following research questions: Within the context of teaching in culturally diverse classrooms, (1) What differences did teacher candidates confront between themselves and their students as they engaged in the personal process of constructing meaning about diversity? and (2) What development took place regarding the multicultural attitudes and behaviors of teacher candidates as they confronted differences between themselves and their students?

Design of the Study

In order to gain a better of understanding of how teacher candidates make sense of differences among students in classrooms, I chose a close-to-the-classroom research design that allowed for systematic inquiry within a natural setting. This design was chosen for the study because it most closely matched my questions about the particular beliefs, attitudes and behaviors or practices of individual student teachers towards differences among the children in their classroom. Inquiry focused

on the meaning that is made from observing and documenting what the participants did and said in the classroom. The design of the study provided opportunities to gather detailed, descriptive accounts of customary school and classroom events that shed light on their meaning for the participants involved (Cochran-Smith & Lytle, 1992). It was assumed in developing this study that teaching is a highly complex, context-specific, interactive activity.

Two major goals guided me as I designed the study. First, my review of the literature revealed that the majority of research studies which investigated the attitudes towards and conceptions of multicultural education took place outside the context of culturally diverse classrooms. In my study, it was important that the natural setting become the direct source of data so that meaning could be constructed in the context in which the action occurred (Bogdan & Biklen, 1982). During the pilot study, prospective teachers worked in culturally diverse classrooms; however, the time spent with the children amounted to only four to six hours a week for five weeks. It was possible during this short time to get a glimpse into the kind of beliefs, attitudes and behaviors which were emerging for each of the practicum preservice teachers. My goal, however, was to build on this information by taking a daily, in-depth, ongoing, close-to-the-classroom approach during the entire student teaching semester which would provide an opportunity for me to document the thoughts, feelings and actions of the teacher candidates. Not only would these teacher candidates become directly engaged in day-to-day classroom routines but they also would encounter very particular situations related to differences among students.

A second goal was to document and analyze the multicultural attitudes and behaviors towards diversity in terms of any shifts which might take place in the context of specific classroom situations which arose during student teaching. While recent research has given clues which indicate that experiences for prospective teachers in culturally diverse settings does tend to raise awareness about the kinds of

differences among children, the analysis of data from this study allows for examination of specific instances which tend to support or challenge the beliefs held by the student teacher. This study documents the personal meanings and values placed on the concept of diversity as four student teachers reflected on specific instances they experienced in their classrooms.

Setting and Population of the Study

Gaining access to school sites involved consulting with the principal at each of the two schools selected as appropriate sites for this study. I chose these two schools because of their diverse student populations. During the month of April, 1993, I explained the research proposal to each principal and asked for permission to conduct the study at their school. Both expressed enthusiasm for the study and readily granted access to the sites for Fall 1993.

The student teachers and their cooperating teachers were contacted by phone in June 1993 concerning their interest in joining the study. All agreed to participate; the call was followed up with a letter which thanked them for their interest and outlined the details of the study. Written consent was then obtained from both the classroom teacher and the student teacher. The study focused on student teachers and only pertained to students in the classroom as they were involved in general educational activity; therefore it was not necessary to obtain consent forms from the parents of children in the classroom.

The academic year for both schools began during the third week in August 1993. Student teachers worked with their cooperating teachers in setting up the classroom environment and accompanied them to opening workshops and school meetings. The school day began at 8:15 with dismissal at 2:30. Descriptions of the two schools follow:

Hathaway Elementary School

Hathaway Elementary School was the school site for the practicum work in the pilot study. This large two story brick building is located five blocks west of Main Street in an urban midwestern city of approximately 44,000. The school displays children's art work in the corridors and documents daily pupil attendance by classroom on a large chart near the entrance to the building. Children who attend Hathaway school come from the surrounding community which includes houses, apartments and low-income housing projects. This public school serves 525 children from kindergarten through grade six who ride the bus or walk to school. The principal, Mr. Kendall, described the school population as "73 percent free or reduced lunch with 75 percent minority--mostly African American children." The school population is gender balanced with close to 10 percent of the children identified for receiving special education needs. The school is growing in the enrollment of students who speak another language than English, which currently is about 10 percent of the school population. Mr. Kendall stated that at least 60 percent of the children come from single-parent families. While noting that parents do show interest in their children's education, Mr. Kendall expressed his perspective that "as far as helping kids is concerned, parents view that as the school's responsibility." Both Tamara and Jeremy requested that they be placed in this school setting for student teaching.

Chambers Elementary School

The second school site for the study was Chambers Elementary, which is located in a midwestern town with a population of approximately 24,000. The town has an abundance of small factories, attracting a Hispanic population which has settled in the northern part of the town in the vicinity of this school. Chambers has 360 children in kindergarten through grade five; 55 percent of the children qualify for free or reduced lunches. Hispanics comprise around 25 percent of the school population. Nearly all of these students come into the classroom using English as their second

language. Another sizable group of children in the school are from families who moved in from Appalachia to find work, bringing with them a distinctive culture. Gender of the student population is relatively balanced between males and females. The school's population also includes 10 percent special education students who are mainstreamed into the regular classroom setting. The principal, Mr. Johns, noted that approximately 60 percent of the families are not made up of the original family unit. Many of the children live within walking distance of the school, but some ride the bus on a daily basis.

The large brick building is the oldest of the six elementary schools in town. However, the inside of the school is newly painted with student work displayed throughout the halls and classrooms, creating a hospitable atmosphere.

The Participants and Their Classrooms

The participants in this study were four teacher candidates who were completing their student teaching assignment as part of their teacher education program at a small liberal arts college in the midwest. Of the four, three were female and all were Anglo. Their ages ranged from twenty-two to thirty-five A required component of the program at this college is a study-service-term (SST) which is designed to immerse students in a culture significantly different from that of the United States. Most of these sites are in Central American in Spanish speaking countries or in Germany, Africa and Asia. The first seven weeks of the semester are spent studying the language and culture of the host country. During the last six weeks of the semester, students work in a field/service-learning assignment, usually in a rural area. Throughout the term, students live in homes of the host country and eat at least two meals daily with their "families." Those students who cannot participate in the

program in another country are required to spend a semester on-campus pursuing intercultural studies.

Three of the four student teachers in this study participated in the SST program in another country. Nancy went to China for a semester and Leah and Jeremy studied and served in Costa Rica. Tamara opted for the on-campus intercultural semester.

Tamara

Tamara was placed in a first-grade classroom at Hathaway Elementary with Mrs. Birdley, an experienced teacher of fifteen years who had previously worked with student teachers. From previous contacts, it was documented by college supervisors that Mrs. Birdley was working on teaching with themes across the curriculum, used a literature based approach to teaching reading, emphasized concrete hands-on experiences for children and incorporated cooperative learning groups in the classroom. Mrs. Birdley's classroom was located on the first floor of the building and twenty-two students were on her roster. Class composition included eleven males and eleven females; ethnic groups represented included sixteen African-American, two Mexican-American, and four Anglo students. While none of the children had limited English proficiency, many of the African-American children had Black dialect as part of their linguistic culture. Four of the twenty-two children had hearing impairments.

Jeremy

Jeremy requested that he be placed for student teaching with the second-grade teacher with whom he had worked during his practicum work at this school. After working in her classroom, it was his perception that Ms. Richard, who was in her sixth year of teaching, was the kind of teacher who would be a support to him during student teaching and would be someone upon whom he could model his own teaching practice. He especially liked the way she used literature in the classroom and her rapport with the children. Ms. Richard's room was several rooms away from Mrs.

Birdley's with twenty-three students in the class. Three students were identified as having special education needs. All fourteen boys and nine girls in the class spoke English but Black dialect was a regular part of the African-American children's linguistic style. Ethnic groups were represented by fifteen African-American, five Anglo and three Hispanic children.

Nancy

Nancy chose to be placed for student teaching at Chambers Elementary because of her interest in working with students who have English as their second language. Mrs. Butler was chosen for the cooperating teacher because of her past experience in working collaboratively with student teachers. She was working at integrating subjects across the curriculum and at finding ways to incorporate her diverse group of students into the classroom. Her classroom was located at the top of a long flight of steps to the second floor. In her ninth year of teaching, Mrs. Butler had twenty-three second-graders in her classroom with seventeen Anglo and six Hispanic students. There were ten girls and thirteen boys in the classroom which included four children who were identified as having learning disabilities. Two students spoke English as a second language.

Leah

Leah had experienced a reading methods practicum in Mrs. Long's classroom during the first semester of her third year in the teacher education program. Her rationale for placement during student teaching in this classroom included Mrs. Long's organization of the curriculum around themes, her emphasis on reading as the core of the curriculum, and her style of relating to fifth graders. This classroom was also on the second floor of the building and had twenty six students, twelve boys and fourteen girls. Ethnic group representation included nineteen Anglo, five Hispanic and two Cambodian students. Seven of the children in the room had been identified as having

special needs--three mildly mentally handicapped children, three with learning disabilities, and one student with emotional disorders. Four children in the class spoke limited English.

Data Collection

Multiple data sources were used during this study. Included were initial and final interviews with student teachers; journal entries from the four student teachers; and researcher classroom observations and field notes as well as interviews with the student teacher after each classroom observation.

Initial Interview with Each Student Teacher

An initial interview was conducted with each student teacher at the beginning of the study for the purpose of gaining background information on each teacher candidate which would provide a starting point for documenting entering beliefs and attitudes. Since an underlying assumption of this study is that the personal experiences of an individual in families, schools and communities serve as the basis for beliefs, attitudes and understandings, it was necessary to find out the kind of experiences each student teacher brought to the study. These individual audiotaped interviews took place during the first two weeks of student teaching in late August 1993. The student teachers were asked to talk about their own backgrounds in relationship to family and schooling, their experiences with persons who have histories different from themselves, their experiences to date in classrooms and their understanding of what it means to teach all students. Each audio-taped interview, which lasted from 60-90 minutes, was then fully transcribed. Questions asked of each student teacher are outlined in Appendix B.

Journal Entries from Each Student Teacher

During the course of student teaching, student teachers wrote five journal entries (one every two weeks) which were due at five intervals during the semester. These written journals provided another way for the teacher candidates to reflect on what they were thinking about and acting upon while they were practicing teaching. College supervisors read and responded in writing to these journal entries; copies were made for me to add to the data collected. Student teachers were asked to reflect on (a) general areas related to student teaching (planning, content of curriculum, classroom environment, interactions with students...); (b) specific questions regarding planning for diversity in the classroom; and (c) questions and issues which were emerging as salient for them at the particular time. Specific guidelines were given for the journal responses; opportunities were provided for student teachers to address their own agenda. Guidelines for each journal entry are listed in Appendix B.

Researcher Classroom Observations/Fieldnotes

I observed five lessons in each classroom during the period of time when the student teacher was teaching during her/his thematic unit. Throughout the observation sessions, I took handwritten field notes on what the student teacher chose to teach, the methods chosen, what was said, and in what ways students responded. While taking these field notes, I also designated a space on the right hand side of the paper for the purpose of recording personal and/or theoretical reflections, questions to ask during the follow-up interview with the student teacher, reactions to look at more closely, and data from previous observations which came to mind while writing the notes. These field notes were then expanded after each of the observations.

Interview with Each Student Teachers After Researcher Observations

After each classroom observation, I met with the student teacher for an audio-taped interview which was later fully transcribed for analysis. These interviews gave me a chance to ask questions about what I saw; provided the student teachers with an

opportunity to talk about what issues of importance were emerging for them; and added to the richness of the data collected during the observations. During the interview, I talked with the student teacher about the lesson that was just taught, asked questions which grew out of the classroom observation, and gave student teachers an opportunity to initiate issues which were emerging for them. In addition to specific questions about individual thematic unit lessons, more general questions were asked. These are listed in Appendix B.

Final Interview with Each Student Teacher

These 60-90 audiotaped interviews took place during the final days of student teaching and were then transcribed for analysis. The interviews gave me data to compare with those collected in the initial interview. I asked them to talk about the high and low points that occurred during student teaching as well as questions regarding the diversity in their classrooms. The questions asked of each student teacher are included in Appendix B.

Data Analysis

Data analysis took place both during the course of the study and after the formal process of collecting data. Ongoing analysis took place during the study as I read each student teacher's journal, transcribed the interviews from audio tapes and observed in the classroom. This type of analysis did not adhere to a specific method at this point, but instead moved back and forth from one source to the other as I identified particular situations related to diversity which were interesting and informative to me. This process gave me the opportunity to (a) examine the emerging data; (b) begin to identify patterns or themes; and (c) develop working hypotheses which helped focus my inquiry.

I began the formal analysis by searching for and identifying patterns or themes from the journals written by each teacher candidate. As I read and reread the journals, I developed codes for the kind of patterns or themes related to diversity that emerged. I then identified patterns related to diversity that appeared in the transcribed data from each student teacher interview as well as from data collected from classroom observations. These three data sources (written journals, interviews and classroom observations) were then triangulated to provide a cross-check to ensure that the findings from one data source corroborated the findings from the other two sources (Goetz & LeCompte, 1984). After identifying the themes related to diversity that grew out of the data collection for each teacher candidate, I then identified particular situations from the data that supported each theme.

A constant comparative analysis approach (Glaser & Strauss, 1967) was then used to describe, analyze and compare data across the four case studies. Similar themes that had been identified in the individual case studies were grouped together and categorized across case studies.

At this point in the analysis it became clear that I needed a framework for addressing my major research questions in a way that would make sense of the data. My first research question focused on the differences that teacher candidates were confronting between themselves and their students in the context of their student teaching experience. After struggling with several ways in which I might organize the information I had collected, I decided to use six broad forms of diversity that impact teaching and learning in today's classroom as a frame. These six forms were derived from the review of the literature and also emerged from the collected data. They include: (1) ethnic and racial differences; (2) a variety of English dialects or other languages; (3) a wide range of socioeconomic backgrounds; (4) various exceptionalities resulting in special education needs; (5) academic outcomes that differ for males and females; and (6) family patterns. Defining these forms of diversity more

explicitly became necessary, and I worked from the identified themes to distinguish one area of diversity from another. However, since the concept of "culture" embraces all forms of diversity, it must be noted that often the categories overlap and interconnect in multiple ways. Thus, there were not always tidy, clear ways to distinguish between them. In this study, the distinguishing characteristics of each form are described in Figure 1.

My second research question focused on shifts in attitudes, beliefs and behaviors of the teacher candidates in the process of confronting differences. As with the first question, I realized the need to develop a framework that would portray the progress of individual teacher candidates in their understanding of diversity as well as to look across case studies for this development. After a number of attempts to develop my own framework from the collected data, it seemed helpful to adapt an already existing frame developed by Nieto (1992) for categorizing the development of multicultural attitudes and behaviors. Using Nieto's descriptions as a base and then adding information from my research data, these levels are distinguished from one another by the characteristics listed in Figure 2.

Summary

This chapter described the design of the study which included data collection and data analysis procedures. The settings of Hathaway and Chambers schools were described as were the four teacher candidates. The design of the study involved the collection of data from multiple sources including initial interviews with the four student teachers, journal entries from the student teachers, the researcher's classroom observations/field notes, interviews with student teachers after researcher observations and final interviews with the four student teachers.

This research study focused on the personal experiences of these particular teacher candidates within the context of a culturally diverse classroom setting. The

constant comparative analysis of data was used throughout the study to identify emerging patterns and to develop working hypotheses across case studies. The frame for analysis of the data was described. Nieto's (1992) model for categorizing the levels of multicultural attitudes and behaviors was adapted and used as a frame to identify any shifts which may have taken place over the student teaching period in relationship to attitudes, beliefs and actions concerning diversity.

Chapter four consists of four case studies which document the differences that teacher candidates Tamara, Jeremy, Nancy and Leah confronted as they worked in culturally diverse classrooms and describes developments in their multicultural perspectives.

(1) **Racial and Ethnic**
Ethnic - sense of common ancestry, being born in a particular community or culture following a particular social pattern: includes socialization (patterns of and expectations for behavior); communicative style; and prior knowledge

Racial - describes a group of persons with a somewhat similar genetic history: includes skin color and other physical characteristics

(2) **Language**
Includes dialects of the English language or other than English languages

(3) **Socioeconomic**
References to financial resources, particularly lunch status (full pay, reduced or free) at school.

(4) **Exceptionalities**
Includes physical, intellectual, social and emotional conditions that require special education placement and adaptations

(5) **Gender**
Includes issues related to differences between males and females which includes stereotyping of roles and specific concerns for gender groups

(6) **Family Patterns**
Includes differences in how a family is defined, ways families interact and what is valued in the family

Figure 1. Distinguishing characteristics of differences in six areas of diversity

Level Zero - Lack of Tolerance for Differences
- extremely uncomfortable with differences
- may express desire to become tolerant
- prior knowledge of students not taken into consideration
- low expectations for culturally diverse students

Level One - Tolerance for Differences
- lifestyle differences and values of students and families endured by not necessarily embraced
- may include uncomfortable or unpleasant feelings
- some attempt to acknowledge prior knowledge of students
- some amount of lower expectations for culturally diverse students
- does not question status quo

Level Two - Acceptance of Differences
- lifestyle differences and values of students and families acknowledged as important
- does not have lower expectations for culturally diverse students
- prior knowledge of students considered important--attempts to connect to the curriculum
- begins to question status quo

Level Three - Respect & Esteem
- lifestyle differences and values of students and families highly valued
- all students expected to be successful
- prior knowledge of students highly valued--connects to the curriculum
- expresses desire to change the status quo

Level Four - Affirmation, Solidarity and Critique
- differences embraced as valid vehicles for learning
- lifestyle differences and values of students and families welcomed and supported
- high expectations for all students--wide variety of instructional strategies used
- curriculum connected to students' interests and prior knowledge
- does not accept status quo--takes action

Figure 2. Levels of multicultural attitudes and behaviors

CHAPTER 4

FOUR CASE STUDIES

Chapter three focused on the design of the study and methods of data collection. Settings for the study were described, participants were introduced and data analysis procedures were summarized. This chapter tells the stories of four student teachers as they worked in culturally diverse classrooms. Pseudonyms are used for all participants in the study. Each case study is divided into three sections. The first section introduces the teacher candidate by providing background information gathered from the pilot study. The second section, focusing on the teacher candidate as student teacher, describes the differences which emerged between each student teacher and his/her students in the areas of (1) race and ethnicity; (2) language; (3) socioeconomic background; (4) exceptionalities; (5) gender; and (6) family patterns. The final section addresses the development that took place in each teacher candidate's multicultural attitudes and behaviors over the semester of student teaching in a culturally diverse classroom.

TAMARA

Background Information

I have a very close friend who is a member of the African-American culture. I have been introduced to the deaf culture through acquaintances. I really enjoy learning about these different cultures. I find their experiences entertaining and I am glad for them because it makes me more aware of other cultures.

This statement came from Tamara during the pilot study at the beginning of the Elementary Curriculum Studies course after she was asked to respond to the question, "What has been your experience with cultures other than your own?"

Tamara, a twenty-year old Euro-American female, grew up on a small farm in the Midwest. Her parents, raised in Kentucky before moving north for employment, still have close relatives in the Appalachian region. She has two older sisters who are twice her age. Tamara believes that what is most important to people in her home community, including herself, is "family and neighbors helping each other out." As an example, Tamara told about a recent event when a barn on their farm burned down one evening and how community members gathered together to help rebuild.

Schooling for Tamara took place in a rural area where teachers "were always on top of us and knew what we were doing." In middle school she felt as if she achieved but when she entered high school she "got lost and didn't talk very much." When Tamara began college it was "hard to start talking and hard to believe that something I say is important to someone else."

Tamara remembered that she had wanted to become a teacher ever since kindergarten. As she thought back to her image of a teacher when she was young, she said that teachers "knew it all--were there to help you like in breaking up fights--they

smiled all the time and had it all together." Her image of a teacher started to change in high school when she realized that "teachers had to be on top of everything and there was so much work involved."

Before entering fieldwork (during the pilot study) in the Elementary Curriculum Studies course in the classroom where the majority of the students were African-American, Tamara read the book *White Teacher* by Virginia Paley (1989). Comments from her response to this text suggest that while she was willing to enter into the conversation on diversity, she clearly had some questions and concerns regarding the issues discussed by Paley. In addition, Tamara worried about others' possible misinterpretation of her attitudes and intentions. She acknowledged that the book did "add to my fear of this predominantly Black classroom," and she made the following additional comments:

> As I went into field placement, I began to wonder if the children would not respect me because I was white...I would feel very uncomfortable discussing racial issues in the classroom and I am not sure why...I believe that all of us have fears or apprehensions about possible confrontations over attitudes which we do not hold...I have fears of conveying the message that I do not care about racial differences...

As Tamara observed and participated in a second grade classroom for two mornings a week for six weeks, she worked at sorting out the attitudes and feelings about her experiences in this setting. Patterns that emerged from her fieldnotes during this time suggest that Tamara (1) "felt" different from the children in the classroom; (2) was unclear how to respond to situations where issues relating to diversity arose in the classroom; and (3) gained understandings about cultural issues from the African-American educator which significantly influenced her thinking about diversity.

Throughout her field experience, Tamara referred frequently to differences in language that seemed to make her feel out of touch with the children in this classroom:

> These children here are very different from any that I have been around. Their dialect constantly amazes me...It amazes me how "out of it" I feel in the classroom at times when the children are talking.
>
> Each morning the black children in the classroom came in dancing, singing a rap or talking some "jive". Sometimes I just sat at the back of the classroom in wonder at these children; I just watched the ways they interacted through body movement and their language.
>
> I decided that as a teacher it is critical to keep up on sayings and expressions in the classroom. During the first couple of weeks the children were all talking about each other's mothers. I have a very limited resource of knowledge about blacks but I knew that this was a negative expression.

Tamara's found herself answering children in the same language patterns and dialect as they spoke to her. She questioned whether she should try to "correct the way they talk...I think that because my family speaks with a Southern accent that I am less willing to correct the children because I know what it felt like when teachers used to correct me."

Tamara also indicated a number of times throughout this course/field experience that she "felt different" from her students in terms of the kinds of knowledge the students had about the world in comparison to her own. During the last day of field experience she wrote that

> sometimes I think these children are cooler than I am. I think that the children know more about what is going on in the world than I do...It came out in a discussion with the children on March 10 that all the children know this homeless lady in the community. I could not believe it! I have only seen one homeless person in my lifetime and they **know** a homeless person.

Several situations arose during Tamara's fieldwork that presented some anxiety for her as she tried to figure out how to respond. One instance centered around leading a discussion on the difference between "needs and wants". Tamara introduced the lesson by asking students, "How do we get what we need and want?"

> The first answer I received came from Kanisha who said, "We get what we need from the government." That is a harsh reality when you as a teacher had planned to talk about having a job and putting money in the bank to earn interest. Basically I accepted this answer and just went on because I really did not know how to address this subject. Kanisha's situation is like so many of the other children's situations in this classroom.

Another example of a specific instance which caused Tamara anxiety came during the last week of her field experience:

> Manuel came into the classroom and told Adrian that he was "just a stupid white boy." Obviously Manuel meant "white boy" as a derogatory term and honestly I could not believe I was hearing this. For a moment I just sat there until I realized that they were not teasing anymore. I really had no idea what to say or how to deal with this problem. I still don't know what I should have said.

Eleanor, the African-American educator who met with students for a number of sessions on culture and diversity during the semester, seemed to influence Tamara's thinking in a number of ways. Tamara appreciated the fact that Eleanor "just answered questions which may have seemed silly to her." Eleanor helped her to understand that there are many "subcultures" within a school and helped her "realize that although I did not think I had stereotypes, I do. When she said to think of a stereotype about different cultural groups of people, I usually had one."

Tamara also indicated that Eleanor gave her some insight on how students from various cultural backgrounds may have different learning and/or interaction styles. This seemed to connect with Tamara's thinking about what she was experiencing in the classroom with predominantly African-American children: "I have found that the black children in my class respond immediately, while most think about raising their hand after the fact."

Some of the questions Tamara had about language use were also addressed by Eleanor:

> When Eleanor talked about "playin' the dozens," that hit home because most kids in my class say things about each other's "mammas." Eleanor also said sometimes just allowing children to use their own language was appropriate. I believe it is necessary so that children can come to believe that their culture is accepted by the teacher.

At the beginning of the semester, Tamara described getting to know the experiences of those from another culture as "entertaining," implying that she was thinking about diversity from a "we" and "them" perspective. She felt like the outsider in this setting where the students' language and world views were quite different from her own. At the end of this course, she noted that she had become much more aware of various cultures and terminology used to discuss diversity but that she still found it "difficult to know the correct terms to use when talking to people from other cultures." She also expressed regret that "people from other cultures think you are trying to learn about their culture just for a class but I am interested." Tamara's interest in learning to teach in culturally diverse settings resulted in a request that she be placed back in this school for student teaching the following semester. She made this decision in spite of her family's resistance to the idea of her teaching in an urban school with children from predominantly African-American backgrounds. The following data were collected as Tamara student taught at Hathaway school in a first grade classroom.

Differences Identified

"The way I grew up couldn't have been more different"

Tamara's experience with persons from a culture different from her own had been quite limited. Before coming to college, she had little contact with people outside of her own culture other than the Amish folks in the farming community in which she

was raised. Her roots in the Appalachian region of Kentucky, however, did give her a sense of what it is to feel "different" in a community when language and customs do not fit in with local customs. When Tamara went to college she met Gina, an African-American student, with whom she developed a close friendship. This friendship had significance not only to Tamara, but also to Tamara's family:

> My dad and his family are really, I would say prejudiced. Just exposing him to my black friend at school and to my whole family--some of my uncles still, they don't want to talk about black people--and being around those people who say things still. I think it is really slow in my community because nobody is there you know, and I have to keep that in mind. So I don't let it get me upset because my parents and my family I can say things to but other people, I'm one and you're many. They know nothing about other people. They haven't been friends with anyone who is different so right now I'm dealing with those things.

In the pilot study during practicum work in the Elementary Curriculum Studies course, data suggested that Tamara "felt" different from the children in the classroom. She stated frequently that she was unclear about how to respond to situations relating to diversity in the classroom. Now, during the first weeks of student teaching, she continued to feel differences between herself and her students. After being in the classroom daily for two weeks, she stated in the initial interview that "I believe that the way I grew up and my culture could not have been more different from the way my students are being raised and their culture." Throughout student teaching, frequent references to her own family and cultural background supported the fact that indeed, life for her had been and continues to be quite different from students in her classroom. Six particular types of diversity that impact teaching and learning frame the story of Tamara as she confronted differences between herself and her students during student teaching.

(A) Racial and Ethnic

In the area of ethnic and racial diversity, Tamara confronted differences between herself and her students related to (1) communicative style; (2) prior knowledge; and (3) various racial issues.

First, Tamara's experiences in her home, school and community gave her a particular perspective on what persons are to value and how they are to behave in these settings in order to be a part of the community. It became clear very early in student teaching that Tamara's way of thinking about interactions between teachers and students did not necessarily match the communicative style that her students brought to the classroom. During the initial interview with Tamara, after she had been in her student teaching placement for two weeks, she responded to the question, "What do you find yourself thinking about most as you are in the classroom, as you plan and teach--what are some things that keep coming to your mind?" by saying:

> Keeping them together. Management, I guess. Keeping things going--how to keep things going without letting them get out of control--letting discipline problems arise that I could possibly prevent. (8-31)

The one most perplexing management issue for Tamara pertained to the differences in communicative style between herself and her students which centered on the question, "Why are my students always talking?" Students interacted verbally with her while she read books to them and while she gave them directions for their work; they continually talked with one another during work time. This kind of interaction at school was not within her realm of experience:

> I went to an all white, rural elementary, middle and high school. We were just expected to conform to classroom expectations like sitting in our seats and raising our hands before talking out. At Hathaway, it is an unusual day when the children sit in their seats and only talk when called upon. (8-31)

At first, Tamara tried to confront the situation by trying to talk louder than the students. She soon realized that this approach was not effective. The heart of the matter seemed to be that she felt powerless in her effort to be the one in charge of the

classroom. It seemed to be her perception that a role of the teacher is to talk while the role of the student is to listen. When students verbally interacted with her while she was talking, her beliefs about these roles were challenged:

> And even when I get really, really loud they tune me out. When I constantly talk loud they tune me out. I have a sore throat all the time-- they tune me out. I know they do. I have to stop and think, Tamara, you're talking really loud and you need to stop that. When I start out in the morning and they keep talking, the more frustrated I get, the louder I get and I know that. I'm not used to that. I'm still searching for my power and my place within the classroom. (8-31)

Verbal interaction with her students was a constant source of tension for Tamara as evidenced in my observations of specific lessons on September 28 and again on October 7. During the first observation, Tamara's interdisciplinary thematic unit on the topic of farms gave her plenty of opportunities for interaction with her students. First, she introduced the children to sunflower seeds by reading a book about sunflowers and then she used the seeds from a real sunflower as a counting lesson. She had students put ten sunflower seeds in paper cups she had distributed. During the entire lesson, there was a steady hum of discussion going on between teacher/student and student/student concerning the activity. In the interview after the observation, Tamara spoke about the ongoing verbal interaction throughout the lesson. When asked what she thought about this kind of interaction, Tamara said she felt uncomfortable with it and attributed all the talking to the familial links between students:

> They all run around with each other. It doesn't bother me when they talk all the time to each other but I know there has to be some kind of control on that too because they get out of control--at times it does bother me...It just seems like they talk the whole time--they're too loud for me lately...it's just getting on my nerves because yesterday evening (sighs)--they're interested in what they are doing but yet... (9-28)

During the October 7 observation, Tamara led the group in writing a story about the field trip they had taken the day before to a farm. She then moved into

reading two different versions of "the three little pigs" story. While Tamara read the books, the children continually kept up a verbal interchange with her, talking about what was happening in the story, what would happen next, and what the animals looked like. The following interview with Tamara, which took place after the lesson, centered on the subject that was bothering her the most--children talking while she was teaching: (R: Researcher; T: Tamara)

> R: So, what were you thinking this afternoon when you were reading *The Three Little Pigs?*
>
> T: Oh, weren't they funny. Sometimes I just--I can't take it when they were talking back to me. They talk back and get going.
>
> R: Do they always talk when you're reading a book?
>
> T: Yes. Either I just have to tell them--absolutely mean it--"Shut up!"
>
> R: What do they talk about?
>
> T: The story--yeah--they talk about the story--but sometimes--please just be quiet and listen. Sometimes I want to--but no, they talk about the story and things I really have to watch them, you know, but they talk about the story.
>
> R: And they kind of talk about what's going to happen or--
>
> T: Oh yeah, I bet he's gonna do this. The way I've learned to listen to a story and read a story is that the children will just sit there and listen to me. And sometimes I wish I could stop and talk to them more about it--but that's not me to stop and talk. I'm learning to do that but, still--because I hear their comments, especially the ones that are really loud--I wish I could hear everything they say but I can't when they're all yelling at me like that--not yelling, talking back to me.
>
> R. It's like kind of a continual dialogue? Do you attribute this kind of interaction to this particular group of children?
>
> T: Mostly it's my Black kids. Some of them just talk out to me--talk out to the book--but some of them turn and talk to each other about the book. And I'm not--I think they're thinking aloud and want to share their opinions about what's going on. (10-7)

In addition to communicative style differences related to verbal interactions, Tamara confronted differences between herself and the students in relationship to the way the African-American children responded to questions:

> T: ...It's like when you get them in a classroom setting, getting them up into that circle. When they are sitting at their desks gabbing about everything and then you get 'em up and you just want them to share ideas and talk, they're quiet. When it's just about their own personal ideas like "What's your favorite color?"--they can't even tell you that. It doesn't matter what they're favorite color is--I'm not sure if that is just their culture or not.
>
> R: So they are really observant and into what is going on with each other but when you ask them a direct question, they have trouble responding.
>
> T: Yeah, it's like, she's talking to me, what should I say?
>
> R: And you don't know why this is?
>
> T: Yeah. Even today, Mrs. Birdley was asking one of the little boys if he could put together a puzzle -- "Can you put together a puzzle?" He just went right on, went over and picked up the puzzle and started putting it together, never answered her. She asked him three or four times if he liked to put together puzzles. He didn't say, he just went over and did it. So, I'm not sure why they do that. Why when us whites ask them something, why they can't just say yes or no. I'm just not sure. (10-14)

Tamara was beginning to realize that children were engaged in the learning process while verbal interchanges were happening between student and teacher . They were relating their conversation to the book Tamara was reading and asking questions that would further their understanding of the story. Tamara also puzzled over situations where the children didn't respond directly to questions. She was starting to link this difference to the possibility that ethnic and racial diversity might be related to communicative style.

During the final interview with Tamara in November, after she completed student teaching, she reflected on changes that took place during the thirteen weeks in terms of how she viewed her interactions with children during instruction:

T: Some of the relationships I was having problems with specifically-- with Daniel in the beginning and the way that kind of changed--I didn't feel like I was always fighting him in the end. I don't know what happened but I felt like in the beginning I was always trying to fight him-- shut up and be quiet all the time or taking away things or privileges.

R: And you're not sure why or how that changed?

T: I don't know why--I think I didn't even realize it was happening, but now I look back in the beginning, it was a gradual change. I still have problems with him but generally it got better and I don't know why. When I look back, I was constantly telling children to sit down and I didn't have to do that at the end, so I guess our relationship changed. I guess my attitude with them changed too because in the beginning I was always saying "no" to them--"you can't do this, you can't do this." I don't know why it changed but it did and I'm happy about that. It made me feel better working with the kids and I'm sure it made the kids feel better about working with me.

R: Do you think that learning more about the culture of the children in the classroom had anything to do with the change?

T: I had to get used to the way they act in general--they get so excited about things--I don't know--maybe that's not how to describe it.

R: More animated, maybe?

T: Yeah, that's good. More talkative and the way they respond to things-- you can't ask them to be quiet because that's not how they are-- and really when there's no need to be quiet, why ask them to, they're always thinking about things--and questions--oh--questioning things, I just couldn't believe. It seems like it was more the black kids. In the beginning especially and then after awhile you get used to it. They're going to ask those questions and you might as well get used to it, you know. (11-18)

Secondly, Tamara confronted differences related to what and how she knew about the world in relationship to what and how her students knew. From Tamara's field experience at Hathaway school, she discovered that children from this urban school community often had a different kind of knowledge about the world than she had learned in her own rural community. Early in student teaching, this notion was

confirmed as she noted that that her students knew a lot about what was going on in the world around them and "as first graders, they have to take care of themselves." Throughout student teaching, Tamara identified several kinds of diversity in the classroom in terms of prior knowledge, especially when compared to her own.

Tamara had worked on initial planning of her thematic unit on "farms" the previous spring. She had talked with her cooperating teacher about possible directions to take the unit but didn't have a sense at that point of how the group of children in the classroom would enter into her planning. During my first interview with her, I asked her to reflect on the process she went through in developing the unit and her thoughts at this point after she had been with the children for two weeks:

> R: Last spring when you planned your thematic unit, you went through a process. Can you talk a bit about that process, how you decided what you wanted to do?
>
> T: Well, my cooperating teacher wanted me to do the unit on farms that we're doing now. It's a huge topic and trying to break that down into things that I felt were manageable was difficult. I wanted to do more with plants so I tried to build the plant side up and the crops, I guess, and do some different things.
>
> R: Now, since you are beginning to know the children, are there things that have changed for you in how you've thought about the unit?
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> T: They want to talk about animals more than plants. They're very active and very talkative and doing more active things.
>
> R: What did they already know about animals?
>
> T: They knew a lot less than I thought they would. I don't know if they don't know or if they don't answer. Like today, I asked them what a dairy was and nobody knew what a dairy was. So I think they know less than what I thought they would know. And then again, they know some things that you wouldn't expect.
>
> R: What has been their experiences with animals?

> T: Pets--cats and dogs and they know like songs about them and noises they make and things like that. They know that cows give milk. We haven't really been into what animals are used for--I don't know how much they have an understanding of that. Right now, it's very slow. (8-31)

Tamara was starting to think about how she might make adaptations to the curriculum based on the prior knowledge of her students. She also realized that she needed to plan experiences that would give her students an opportunity to go beyond what they knew. A field trip to a nearby Amish community which held farm auctions was a highlight during her farm unit. Tamara, who had grown up on a farm, learned that there were many of her students who had previously had no connections with the farm and could not even recognize particular animals. After the field trip, she described how the children responded to the animals:

> They just wanted to hold them. They wanted to touch them and everything. Daniel got to feed the baby calves a bottle. And so that was good and we got to see rabbits and horses. It was just funny, some of the things they talked about--"it stinks"--and there was dew on the grass. Now the children have all seen goats, cows, pigs, dogs and chickens and can even recognize these animals. If I would have done a jungle or dinosaur theme, I couldn't have made these kinds of connections. (10-14)

Tamara began to figure out that she could not assume that her students knew what she knew. Four weeks later after another classroom observation, Tamara said to me in the interview after the classroom observation:

> You have to be so specific with them and you have to show them everything. You have to show them what you mean. And once you do it - the first time we do an activity, it's like new water to them but then after you show them, they'll understand. (10-28)

Tamara was learning that if there is something that she wanted her students to know, she needed to be very explicit in introducing the concept.

Throughout student teaching, Tamara identified other kinds of diversity in the classroom in terms of prior knowledge. For example, she described Kenton as a child who is very different from herself:

> He has a sexual knowledge about the world that first graders should not have He is familiar with sexual terms that shocked me. He has knowledge of current news and weather but he is most different from me in terms of his expression of sexual knowledge. (10-14)

Finally, in this area of racial and ethnic differences, Tamara experienced a number of situations where issues regarding race emerged. Tamara's field experience at Hathaway school gave her some glimpses into the kind of ethnic and racial diversity issues she might encounter during student teaching but she still felt quite unsure of herself and uncomfortable when situations relating to race came up in the class. During the second week of student teaching, Tamara said to me in an interview:

> I feel like when we talk about racial things I have to watch Tyler because he's gonna say something. I notice myself watching him whenever we get into a discussion which could lead to racial things. I try to prevent him from saying something because once he gets going--I'm not comfortable dealing with him yet. (10-14)

Of major concern to Tamara all throughout student teaching was how to handle specific situations related to race that arose in the classroom. In the first interview with Tamara, she talked about her own biases and her lack of experience with others who are racially different from her:

> We had a lot of Mexicans in high school--Mexican-Americans I guess. I'm not sure but I had a bad stereotype of them. They were rough and were bullies and I never became friends with anybody from that culture. I think all my bad Black stereotypes are still there. I mean I still think about it--like when I'm at the school at night and go out to my car. I haven't really had much experience. (8-31)

During the student teaching semester, Tamara made several references to instances in the classroom where racial issues became important. One day Nathan, one of the four white children in the classroom, was working on his self-portrait and colored his skin black:

> I went up to him and asked him why he was coloring his picture black. He said, "Because she (a black girl) is" I said, "Well, that is because she is black and you are white." He just looked for a minute. Then T.V., who is a

> mulatto, stuck his arm over and said, "Hey, I'm darker than you Nathan, but not as black as Becky." Then T.V. flipped his hand over and said, "Hey, Nathan, my hand is almost as white as your arm." Nathan still wanted to color himself black. I said, "Go ahead," you know. And then Kendall tells me all white people are prejudiced. I asked him where he got that idea and he said, "my mama told me." Glenn asked me the other day, "Do you know you a white girl?" I said, "I think I know that Glenn." It's interesting to me, you know. (10-14)

Even though Tamara felt unsure of herself when it came to responding to racial issues, she made attempts to connect curriculum topics to the heritage of African-Americans. Since the majority of students in her class were African-American, Tamara thought that her students needed to know more about their history. On October 28, Tamara's lesson plan stated that her objective was to "expose the kids to black successful persons." Tamara began the lesson by telling her students:

> T: Today we're going to talk about George Washington Carver. Givonti, who do you think he was?
>
> G: President.
>
> T: Any other ideas? (Silence) Do you think he was a white man or a black man? (Most students say he was a white man.) Well, he was a black man. (Many students clench fists and raise in air saying, "Yes!") You'll have to put on your thinking cap for this one. George Washington Carver found 300 uses for this one plant. What do you think it is? (Shows picture of a plant)
>
> J: Tomato
>
> K: A flower
>
> T: It does look like a flower.
>
> D: Peanuts!
>
> T: Stand up and say that, Daniel! George Washington Carver discovered peanut butter, peanut oil, shampoo with peanut oil, face cream, 300 uses. I'm going to read you a book called Pocketful of Goobers. Do you know what goobers are?
>
> D: Like grapes?

T: Well, they are peanuts. (reads book) (10-28)

In the interview after the lesson, I asked Tamara if she had ever talked about other African-Americans with the children. Her response was that they did talk about African-Americans in sports because that's what the children bring up.

In summary, it's clear that Tamara was experiencing some disequalibirum in the area of ethnic and racial diversity as she student taught in a classroom where many of the children came from very different backgrounds than her own. Differences that emerged for her in this area of racial and ethnic diversity related to communicative style, prior knowledge and racial issues.

(B) Language

Tamara found that her African-American students often seemed to speak a language that was different from her own. She told about terms they used which she had never heard of before and about unfamiliar patterns of language interactions. Early on in student teaching, a child told Tamara about the term "whipping cord":

> I never knew what a whipping cord was and all the kids seemed to know. She was talking about getting beatings, whippings with a whipping cord. I just sort of sat there and looked at her. I had never heard of a whipping cord. (9-28)

Another example of an unfamiliar term to Tamara came in talk about hair styles:

> They were talking about something the other day--oh--the thingies in their hair. I forget what you call them now--the things they braid into their hair that are fake and that make them look like they have a big thick thing of hair. (10-7)

Not only unfamiliar terms, but grammar usage was a difference confronted by Tamara:

> T: They don't use verbs correctly and language like that--it's hard to get used to.

> R: What do you do, then, about language in the classroom when you don't consider it to be standard English?
>
> T: Nothing. Right now just getting them to talk about things we want them to talk about and stuff is the issue. One of the African-American teachers at this school, Mrs. Bates, was willing to share her beliefs about dialect with me. She told me that she allows her children to use their dialect during most of the day but at times they had to use "book language." (10-28)

In her last journal reflection, Tamara noted that the dialect of the African-American children had not been a problem for her. While she did not reflect a great deal on children using non-standard English at school, it seemed that she did recognize that this was an issue to consider.

(C) Socioeconomic

Tamara never had to wonder whether her own parents would provide her either a lunch or lunch money for school. At Hathaway school, she found her students' not having lunch or lunch money a perplexing situation:

> We had two kids who, like the first week of school, we would let them charge until their free lunch went through. Two parents wouldn't send their children lunch money and so the school got tired of giving them their lunch and told them that they had to ask for peanut butter and crackers. That's just ridiculous, the things they have to go through here. It's like, are you serious? (8-31)

During student teaching, Tamara made a number of references to the economic status of her children and their families, particularly in terms of lunch status--who paid full lunch prices and who qualified for free or reduced lunch prices:

> Brittany's mom and dad are really good about coming into everything and being supportive. They are parents who are willing to admit that their child isn't the top--the greatest, you know. They know she has some problems. They are the only ones who pay full lunch. All the other parents I've met, two are on reduced lunches and the rest are free... Those who pay the full or reduced priced lunches are among the first to send in money for field trips. Some of the parents whose children get free meals--it is more difficult to get the money from them. (10-18)

During the last weeks of student teaching, Tamara again reflected on economic status:

> I think many of the issues that I face in the classroom are around money more than race. Such as one child will get a new book bag when others do not even have a book bag. It is a sad issue to deal and I feel more comfortable dealing with race issues rather than economic issues. (10-28)

Tamara thought about the financial resources of her students' families most frequently in terms of lunch status at school. While Tamara limited her reflections to financial resources in the area of socioeconomic diversity, it is clear that she did recognize economic status as an issue that has a significant impact on the lives of children in her classroom. She suggested that it was more comfortable to talk and think about racial issues than about socioeconomic factors.

(D) Exceptionalities

Tamara went into student teaching with the positive attitude that children with special needs would be an integral part of her classroom community. She was concerned, though, about this aspect of diversity among her students in terms of how to include them socially and academically into the classroom. Several incidents took place which challenged her belief that students with special needs could be part of the regular classroom. Early in October, Tamara attended a before school meeting with all of the elementary teachers in Hathaway school which was intended to focus on inclusion of all students in the classroom. In an interview with Tamara on the day of the meeting, she expressed her concerns:

> T: We had a meeting on inclusion this morning.
>
> R: Oh, you did?
>
> T: Yeah, with the primary education and special education people. They were talking about getting the special ed kids in the regular classroom more. It's fine for our MoMh (moderately mentally handicapped) girl to be in our room. She only comes for specials and she went on a field trip with us...she isn't a behavior problem. But the MiMh (mildly mentally handicapped), he is such a behavior problem. My teacher told Billy he couldn't go on the next field trip because he went on the last one--did I tell

you about that? He went with us and he got into the pens. We were in with the baby cows and we looked over and there's like a small waiting-stall type-thing where the two month old calves go and they're getting pretty big when they're two months old. The next thing we know he's doing cartwheels out there in the two-month old pen and I'm like, "Oh, my goodness". What are you supposed to do, you know. They want him to go with us but he's not in our room all the time so...

R: He is in a special education classroom?

T: Yeah--we don't know how to deal with his problems...Yesterday he was laying [sic] on the table--they're doing all this cutting and gluing. I go in there and he's on the table leaning over and talking to Scott. We can't handle him. We can't do it...Actually, for Billy, you have to have just one person to be zoning in on him--it's just amazing what they expect from us. (10-7)

Tamara also brought up the struggles they were having with the children in the classroom who had hearing problems:

R: What kind of hearing problems?

T: Physically can't hear. So those children we really have to watch and sometimes I ask them, "did you hear what I said?" So those children, all of those who are supposed to have hearing difficulties, are problems in the class.

R: In what way?

T: They talk when we are talking. Some of them make noises. They start making noises and basically talking when they aren't supposed to. And they don't look at us. (10-18)

Tamara began thinking about the children with special needs as "problems" in terms of behavior and in planning for instruction. When I asked her how she went about planning for teaching when she had students with so many different needs, she responded by saying:

T: It's very difficult to plan for these children and their specialized teachers are not quick to help in that planning. Unless there are smaller classes of full-time paraprofessionals I could not imagine those children getting the help they need. Also, I can see the other students being cheated because of the teachers needing to individualize instruction for those mildly and moderately mentally handicapped children and our hearing impaired

> students. Next year when inclusion goes full scale at Hathaway, I'm glad I won't be there to see it. (10-18)

Tamara's experiences at Hathaway challenged her initial beliefs that children with special needs should be included in a regular classroom setting. She found it difficult to think about planning and implementing instruction for such a wide diversity of educational needs. Children with special needs tended to be viewed as "problems in the classroom.

(E) Gender

There were several references to gender from the data collected on Tamara's experiences in the classroom. Unfortunately, these references were brief, resulting in many questions about the particular instances on which she reflected.

During the first interview with Tamara, I asked her to describe the way the children in her classroom related to one another. While the following incident is also directly related to area of race, the fact that she particularly talked about the girls in her class convinced me to use the gender category instead of the ethnic and racial category:

> I think the strong personalities are protective of the weaker personalities in the classroom which is most of the time the black girls protecting the two white girls. I didn't expect that. We've got a lot of--most of the girls--I think we have one black girl with a personality that isn't like outgoing and bold. (8-31)

This conversation took another turn so specific examples of her thinking were never established. In another area, Tamara spoke about her concerns with classroom management and reflected on the way she responded differently to the behavior of boys and girls. She commented that she finds herself "yelling at boys--I can see a girl doing the same thing and I don't jump on them."

A final reference to gender emerged from Tamara's journal on October 27 as she reflected on the ways in which the children were making connections to her farm unit:

> Some of the children in the classroom were very excited about the plant experiments that we did in the class like the celery in colored water and the bean swell. Generally, the boys were the most verbal and excited. (10-27)

In summary, while gender issues were not dominant throughout student teaching, the above instances provides enough data to suggest that Tamara was noticing and reflecting on gender diversity.

(F) Family Patterns

It was very clear to Tamara that her mother, father and siblings were her immediate family unit. When she was growing up, someone from this unit was present when she came home from school each day. In contrast, she talked about how many of her students went home to "nobody" and she became confused when trying to sort out who "family" was for each student. Tamara's experiences in her rural farm community gave her the strong sense that family and neighbors take care of each other. A number of instances in the classroom caused her to face the idea that there may be different ways to think about "who is family?" and the kinds of roles played by family members:

> I don't understand a lot of their home situations from the kids talking. They talk about their aunties all the time, grandmas too, but then suddenly they're talking about mom--it's like, is mom there? And then dad--it's like mom and dad together and you're not with mom and dad--you know. That's what I'm thinking. It's very confusing. They have the most confusing homes...I feel like I don't want to leave anybody out--like when I say, take this home to mom and dad--mom and dad, auntie, grandpa, grandma, whoever. (8-31)

In late September, Tamara ate lunch with several of the children which included one with whom she seemed to be having the most trouble in terms of management and discipline, Daniel. In spite of her frustrations with him, Tamara

made efforts to get to know him better and started thinking about possible differences between her socialization and Daniel's which might explain his behavior patterns which didn't match her own. In her journal entry after her lunch with Daniel, Tamara wrote that

> Daniel is the child I have the most problems with. He lives with his mom and two siblings. His father lives in a near by apartment and comes to visit often... Daniel's favorite thing about school is "Student of the Week" although he has not received this award. Daniel's friends are people who come to his house to play. I would like to say that I understand my problem with Daniel better; however, I do not. One aspect of Daniel's personality that I did gain [knowledge of] was that he talked all during lunch and stood up to eat; something I am clearly not accustomed to within my society. I still hope to gain insights into my relationship with Daniel. (9-27)

Unfamiliar family situations relayed to Tamara by the children in the class left her in a quandary. During an interview in late September, Tamara elaborated on one conversation with Javonte:

> Like they tell you things about their family and I don't know how to respond. I mean, I don't know how to respond to things they do and say. One day Javonte asked me if I had kids. I'm like, "No, I don't have any children." Then he asked, "Why aren't you married?" "Well, I haven't found anyone, Javonte." "You should be trying to find someone." Then he told me everything about his family, the bad stuff and the good stuff, who died, who got shot. (9-28)

When I asked her how she found herself responding to things like "my brother got shot last night," she answered that she usually asked them what happened and if the person who got shot is okay. She then will tell them she hopes they get better. "I don't write them off," Tamara said, "but yet, I don't want them to get upset."

During this same interview in late September, Tamara admitted that she had gone into student teaching with a negative attitude about parents of children in this school: "they're not going to be very helpful and they're just going to be kind of--they're going to fight us all the way." Throughout the thirteen weeks of student teaching, several instances arose concerning parents which supported this initial

attitude. In an interview in early October, Tamara noted an incident concerning a note from a parent that made her angry and frustrated.:

> We got this letter from one of the parents this morning. We send home tons of notes from the office--killing trees--and the child's mother said that she didn't want her child out in the cold today and it was too short of a notice to have him wear red today. And she didn't want his red shirt showing because she wanted his coat zipped and buttoned. We weren't going to let his coat open just to see the red--we're having this neighborhood walk against drugs today at 1:15 and I'm like, get serious, it was so negative, like we were just idiots...
>
> A lot of the kids don't even have red on today. I didn't even know we were supposed to wear red today. But, just things that you aren't expecting and they're thinking totally different things--it's like that with anybody you work with but parents are like--gotta protect my child. I'm not saying they shouldn't but it just seems like they're not concerned enough to come in about grades and when they're having a problem in school but Lord, when they think we're not going to button and zip their coats, they're gonna have a fit on us. (10-7)

Tamara went on to add that "it would just seem like parents would at least acknowledge a note that was sent home--just to get some kind of a response." She felt like the effort was all in one direction--from teacher to parent and without reciprocity. Tamara wondered what parents did think about the school and the classroom: "I have no clue what they think about us, what they think we're doing here. I don't know what they think, they won't even respond."

Tamara also began to see differing norms between school and home, especially in ways of responding to conflict. She related the story of one mother who came in for conferences who explained to the teachers that she told her daughter not to take anything from other kids, to hit them back. Tamara recognized the conflicting message for the child but clearly felt that the message the school was giving was the correct one:

> Yeah, she's getting two totally different messages 'cause we're telling her "you're going to get in trouble for fighting and it's not going to solve the problem" and her mother is telling her to hit back. I thought, no wonder we can't do anything, you know. (10-18)

Tamara's supervising teacher, Mrs. Birdley, seemed to enjoy working at making the classroom a hospitable place for parents. However, Tamara picked up from other faculty and staff members a negative attitude about teaching at Hathaway:

> They say it's hard to get parents involved and that the kids get "attitudes" by second grade. And some of them even come into the kindergarten with attitudes. I'm not sure they would say that about white kids, that they come in with an attitude. (10-18)

In spite of Tamara's criticism of parents, she generally seemed to feel positive about her interaction with parents during student teaching. In her last journal entry, she noted that

> I had to become comfortable dealing with parents during this term or be uncomfortable many times. I saw parents at: back-to-school night; first-grade parent night; Parent's Day; Indian Awards Day; class and school parties; the school play; and during parent-teacher conferences. I was able to send notes home to parents concerning many of these activities and was then able to talk with parents during these times. Most all of this communication was very positive. (11-8)

Development of Multicultural Attitudes and Behaviors

As Tamara student taught in a culturally diverse classroom, she confronted a number of differences between herself and her students. These include differences in ethnicity and race; language; socioeconomic background; gender; special education needs; and family patterns. Nieto's (1992) model characterizing levels of multicultural attitudes and behaviors was adapted as a frame for analyzing the development of Tamara's multicultural attitudes and behaviors in these areas of differences. See Figure 3 at the end of this case study for a summary of this development.

(A) Racial and Ethnic

Tamara spent a significant amount of time during student teaching trying to resolve the dilemma of determining appropriate classroom interaction between students and teacher. At the beginning of student teaching, she was quite concerned about the active role that her students took in responding to her teaching, particularly in the ways that related to the amount of verbal interaction. From her own schooling experiences, she was used to the teacher talking and the children listening. In this classroom, students seemed to be involved in much more verbal interchange with her while she was teaching. She tolerated this difference but found it frustrating and actually physically exhausting as she tried to shout over the students. At the beginning of student teaching in August, Tamara seemed to be at Level One in her development of multicultural attitudes and behaviors in terms of differences in communicative style.

While managing the classroom, the issue of student/teacher interaction was initially a concern for Tamara but towards the end of student teaching she was beginning to think that perhaps her own schooling experience was not necessarily the only way for education to take place: it may not be necessary for children to sit in silence while a book is being read to the class. In late October, after talking with another student teacher (whose classroom was in a suburban setting with mostly Anglo children) about her struggles with her expectations of students in terms of verbal interactions, Tamara wrote:

> I was thinking about my conversation with Leanne when she said that it is not a question in her classroom of whether the children will get quiet when she is talking, they just do. Maybe our expectations for Hathaway should be the same as for her children. I do not know, should we have the same expectations socially as other schools? Personally, I think not, as long as it does not interfere with the learning environment. I still have the same academic expectations as I would have with other children but not the same social expectations. For me, this was a very interesting discovery about my own teaching. (10-28)

By the end of student teaching, Tamara thinking had developed from a Level One (Tolerance for Differences) to the beginning of Level Two (Acceptance of Differences) in regards to differences in communicative style. She felt more comfortable with differences in communicative style between herself and her students and realized that her way of communicating was not necessarily the only way. Her students were learning in ways that had not been a part of her background but she acknowledged that these ways were of value.

In addition to different communicative styles, Tamara readily acknowledged that many of the children at this school had a different kind of prior knowledge than her own. What the children knew about and how they knew were different. While some of Tamara's assumptions regarding what students knew about content seemed to stem from a lack of teaching experience with first graders, other assumptions were more culture-based. Tamara's rural background and the children's urban experiences often did not connect. Tamara attempted to resolve some of these differences through content of the curriculum and the ways in which she planned for children to engage in learning. In August, Tamara seemed to enter student teaching at Level One (Tolerance for Differences) and moved to a Level Two (Acceptance) category by the end of student teaching in December as she began to accept the prior knowledge of her students as important and made attempts to connect this knowledge to the curriculum.

The pilot study documentation shows that Tamara was concerned at the outset of her student teaching about issues related to race. While her attitude was one of tolerance (Level One) and openness to learning about cultural differences, she felt uncomfortable with how to handle issues related to race, especially that of color. As she developed relationships with the children and became involved in several incidents with them which involved talking about racial issues, the focus of her written reflections as well as the oral interviews portrayed an attitude of acceptance of diversity and an acknowledgment of the importance of talking about these differences.

Tamara found that as student teaching continued she did not have to ignore comments about differences such as skin color because she did not know what to say. She began to feel more comfortable addressing differences in a small group setting with the students who were involved at the moment with a particular concern. She found that when children brought up issues of color on their own, she could then keep them thinking by asking questions and could keep them talking. Tamara's entering beliefs and attitudes about racial diversity was characterized by tolerance accompanied by some anxiety and uncertainty. Throughout the student teaching semester, she became more accepting and able to acknowledge the importance of racial differences. She developed from a Level One (Tolerance) stage of multicultural attitudes and behaviors to at least the beginning of Level Two (Acceptance of Differences).

(B) Language

Tamara entered student teaching with the knowledge that African-American students talked about things that she did not understand. However, she acknowledged these differences and was interested in discovering the meaning of these unfamiliar terms. She also became aware that many of the African-American students used non-standard English as they communicated in the classroom but this did not seem to be an area that concerned her. It seems that Tamara entered student teaching with an attitude of tolerance (Level One) of these differences in language and remained at that level throughout the semester.

(C) Socioeconomic

Tamara made several direct references to differences between herself and her students in terms of socioeconomic status. She was quite aware that economic and class factors play a salient role in issues of diversity. While she was uncomfortable talking about economic differences, she realized the impact that financial resources have on opportunities for her students. Tamara continued to characterize children and their families in relationship to the lunch status of students at school (full pay, free or

reduced lunch). Tamara seemed to enter and remain at Level One (Tolerance for Differences) throughout student teaching in her thinking about socioeconomic diversity.

(D) Exceptionalities

Tamara's attitude at the beginning of student teaching towards children with special needs in her classroom was one of acceptance (Level Two) She knew that she would have students with a variety of special needs and although she had some concerns about how to accommodate these needs, her attitude was one of acceptance of this form of diversity. During her weeks of student teaching, however, she grew more disillusioned with the idea that children with special needs can be accommodated academically and socially into the regular classroom. Experiences in including children with special needs, coupled with the attitude of a number of classroom teachers in the building, seemed to have challenged her earlier beliefs.

Tamara's level of attitude seemed to shift from the belief that children with special needs should be accepted and included in the regular classroom community (Level Two) back to a beginning level of tolerance (Level One) in the area of exceptionalities.

(E) Gender

Tamara reflected on several instances throughout student teaching that involved gender diversity. In one instance she separated out the girls in the class by suggesting that the Black girls protected the White girls. In another area related to gender, she reflected on how she seemed to react in more negative ways to the behavior of the boys in her classroom in comparison to the behavior of the girls. In a final reference to gender, she reflected on her observation that the boys in the classroom seemed to be more excited about the plant experiments they were doing in the classroom in comparison to the responses of the girls. These instances relating to

gender groups do not fit neatly into a particular category, but do indicate that Tamara is acknowledging differences in the area of gender and is thinking about these differences in relationship to her teaching. She seems to have begun student teaching in August at a tolerance level (Level One) and remained at this level throughout the semester.

(F) Family Patterns

Tamara entered student teaching with a conception of family based on her own family background--a father, mother, brothers and sisters--living in the same house. She thought of a family as a traditional family unit--mother, father and children. Tamara became much more aware of different family configurations during her time at Hathaway school and seemed to become more accepting of the fact that children do have family even though who is in a family may not match her own conception of family. She seemed to begin student teaching at a low level of tolerance for family configurations different from her own and developed into the level of acceptance (Level Two).

Tamara's attitude toward parents at the beginning of student teaching could be classified as a "us against them" kind of attitude. She found that her view of how parents should respond to their children and to the school did not correspond to what she was experiencing in interactions with parents of the children in her classroom. She found these differences to be a source of frustration throughout student teaching. However, she did find personal contacts with parents to be congenial as indicated when she reflected in her last journal reflection about specific events at school where these contacts took place. In the area of family patterns related to differences in social patterns and values, Tamara seemed to enter and remain tolerant (Level One) throughout her student teaching experience.

Summary

The data suggests that Tamara confronted differences during student teaching between herself and her first grade students in all six categories of diversity identified in this study: racial and ethnic; language; socioeconomic; exceptionalities; gender; and family patterns.

At the beginning of student teaching, Tamara tolerated differences in the area of racial and ethnic diversity. She realized that her students exhibited a different communicative style than her own. Tamara also learned that there were differences between the prior knowledge brought to school by her students in comparison to her own. In addition, although she tolerated the situations that arose in the classroom regarding race, she also felt uncomfortable dealing with specific racial issues. As she interacted with her students over the student teaching semester and reflected on these interactions, she began to value and accept these differences.

In the areas of language, socioeconomic and gender diversity, Tamara found unfamiliar terms and patterns of speech; unfamiliarity with economic situations; and various gender issues. In these areas, while she did encounter particular situations that caused her to reflect and react, she seemed to remain at a tolerance level throughout student teaching.

Entering this first grade classroom, Tamara seemed to acknowledge and value the special needs of children. She supported the concept of including all children as much as possible into the regular classroom setting and seemed to be ready to make accommodations for their needs. However, as student teaching proceeded, Tamara experienced frustration with this arrangement and became less willing to explore alternative ways to include these children. She developed lower expectations for children with special needs.

Finally, Tamara identified differences between herself and her students in relationship to family patterns. Tamara went into student teaching defining family in a

way that reflected her own experiences in a two-parent family from a rural community. As student teaching progressed, she began to acknowledge and value the various family configurations represented in the classroom. However, throughout student teaching, Tamara continued to be puzzled and somewhat uncomfortable with the differences she perceived between her own sense of social patterns and values and those of her students and their families.

AREAS OF DIVERSITY	(0) LACK OF TOLERANCE	(1) TOLERANCE	(2) ACCEPTANCE	(3) RESPECT & ESTEEM	(4) AFFIRMATION, SOLIDARITY & CRITIQUE
RACIAL AND ETHNIC Expectations for Behavior Communicative Style Prior Knowledge Physical Characteristics		 X X X	 O O O		
LANGUAGE English Language Dialects Non-English Languages		XO			
SOCIOECONOMIC Financial Resources		XO			
EXCEPTIONALITIES Classroom Placement Curriculum Adaptations		O	X		
GENDER Stereotyping of Roles Concern for Gender Groups		 XO			
FAMILY PATTERNS Perceptions of "Family" Social Patterns andValues		X X O	O		

(Adapted from Nieto, 1992)

Student Teaching Semester: August (X) November (O)

Figure 3. Tamara: Levels of multicultural attitudes and behaviors

JEREMY

Background Information

I had never seen whites, African-Americans and Hispanics work together in a contained area except for in the movies.

Twenty-three year old Jeremy has bright red hair and very fair skin. He described his midwestern hometown as "fairly small with one stoplight, one grocery store and one restaurant." When asked to share something about his family, Jeremy quickly responded that a "major factor in my family is that we are Christians." Until Jeremy was eight, his family traveled from church to church on weekends with a group called the Full Gospel Singers in which his parents were participants.

Jeremy attended a small rural elementary school and then went to a larger middle school. However, for high school, his parents moved to a community with a smaller high school so that "my brother and I had a better chance at sports." The year after high school, Jeremy was involved in "sort of like missionary work with Youth for a Mission. We went to Mexico and Minneapolis and did some inner city stuff."

Jeremy decided to become a teacher when he walked by the laboratory kindergarten on a visit to the college campus after he had completed his Youth for a Mission term. He had been entertaining the thought of teaching but "going by and seeing the kids playing--we stopped there for a little bit--I thought, this is what I want to do. I really like kids."

As a child, Jeremy thought that teachers were "really cool" and he liked teachers who went out to recess and played with students. Now, he has concluded that "there is more to teaching than I thought. You could have a major impact on a kid's life or you could ruin it."

At the beginning of the Elementary Curriculum Studies course (during the pilot

study), Jeremy stated that

> I have never really talked to a black person before being in this school and I value the experience. I had never seen whites, African-Americans and Hispanics work together in a contained area except for in the movies.

Themes that emerged from Jeremy's reflections on his experiences in the Elementary Curriculum Studies course include (1) a continual struggle in dealing with his own feelings of prejudice; (2) a feeling that this classroom site was truly unfamiliar territory; and (3) uncertainty about how to respond to specific instances in the classroom which focused on cultural differences.

After reading *White Teacher* (Paley, 1989) and participating in this second-grade classroom, Jeremy began to reflect on the notions presented by Paley that (1) differences among persons need to be valued rather than ignored, and (2) our expectations of certain individuals or groups of students may be reduced because of our own prejudices and the stereotypes we hold:

> ...looking within myself I see myself thinking and trying to justify treating all people on the same level with a pair of color-blind glasses on. I always thought this was the correct approach to take but now I realize this isn't handling a situation but avoiding it all together.
>
> I once again find myself falling into this same category of not expecting as much from the black children simply because they are black. I seem to think of things in terms of my own way which for myself is the stereotypical white man's way.
>
> While only being in the classroom for two weeks now and after reading *White Teacher*, I've begun to see that I have many prejudices that I didn't even realize that I had. My prejudiced feelings began on my Study Service Term in Limone, Costa Rica after constantly being yelled at by blacks on the street for being a white North American with long red hair. I did nothing to receive these obscenities and now hold a resentment of all blacks in general until they prove themselves to me. The feelings that I hold for black people in general aren't directed towards kids in my classroom because I don't blame them but blame the older black generations who have chips on their shoulders and rightfully so.

Jeremy's written field notes during the pilot study reflected the way he was feeling about being a minority in the classroom. He recognized that his own

background had not been one which allowed him to feel comfortable with others who did not share his culture.

> From the beginning of my kindergarten year until the end of my senior year in high school, I can count on one hand the number of kids I've had in my classes that were of a different cultural background. Five. And out of these five students there was only one who was African-American. So now I'm placed in a situation where I'm surrounded by ten African-Americans, two Hispanic and nine white students. Help!

A number of specific situations arose during field work which Jeremy felt unequipped to handle. One morning he helped students with a worksheet that involved working with scissors, glue and pencils. Students were working individually when Jeremy heard Winona yell, "Quit it nigger" to Chester. Jeremy commented, "I was dumbfounded. What was I supposed to do?" Another day Chester started to cry and when Jeremy asked him what was wrong, Chester told him that "they be makin' fun of my mama." In this situation, Jeremy attempted to work at some understandings between the children involved but still felt uncomfortable with the situation and unsure about how he handled the interaction.

Eleanor, the African-American educator who conducted several class sessions on diversity, seemed to influence Jeremy's perspectives, particularly in the area of thinking about parents and their children. After one session with Eleanor, Jeremy noted that

> there was one statement that Eleanor made that really made me stop and think about what she had said. Her statement was "every parent wants the best for their child but a lot of parents don't know how to achieve this." In my classroom at Hathaway I just assumed that Joshua's parents didn't care about his schooling. I thought that his actions were a direct reflection of his parents' lack of concern...then last week I saw a book order form with Joshua's name on it for over fifteen dollars worth of book and it was signed by his mother. Go figure! This just shows me that parents do care about their children but sometimes the child's actions aren't directly reflective of the love and attention that they get at home.

After the practicum was completed, Jeremy commented that "this field work was hard." However, he decided that he wanted to go back to Hathaway school and

requested to student teach with the teacher he had for this practicum. He thought it "would be much easier to go to some of the other schools in the area and do my student teaching there but I feel that with teaching students here, and the whole atmosphere in general being harder, it will foster a greater learning environment for me to sharpen my teaching skills and abilities."

Differences Identified

It seems like a black person has to prove himself to me but I'm trying to work on that.

Jeremy's entry into student teaching was accompanied by a set of beliefs or constructs that grew out of his background of experiences in his home, school and community. During his practicum work, Jeremy had struggled with his own feelings of prejudice, noting that his term in Costa Rica had been a time when feelings of prejudice surfaced. In my first interview with him during student teaching, two weeks after school had started, he again brought up his intercultural semester in Costa Rica which had taken place during his second year of college.

> I had spent some time in Mexico after high school, a month and a half. We did some Bible distribution and they were really wonderful people. It seemed that all the people down in Mexico were really nice. Then I went to Costa Rica--my host families were really dynamite. My first one was really understanding. I wanted to go home so bad but they were really understanding and helped me out a lot. I am really thankful for that. And my second family, whenever I asked them to say something slower they would just laugh (laughs) at me and keep going you know. It seemed like I had a really excellent experience expect for this one part.
>
> When I was in Limone when I walked to work, sometimes I'd go over to this girl's house and for some reason these black guys--they'd always yell at me. Sometimes in English and sometimes in Spanish, they'd yell profanity or just anything you know. It would never stop. A couple of times I said some stuff but I don't know it just seems like since they were black--okay, before Costa Rica I'd say that I might have been a little prejudiced but I mean, nothing really. I wouldn't have considered myself prejudiced at all. I mean, since then, it seems almost like--and I'm not saying that all of my experience was bad cause I went to this black Baptist church and they were

> all excellent there but it seems like just those incidences from those guys saying that it seems like now I'm prejudiced. It seems like a black person has to prove himself to me but I'm trying to work on that. That's one of the reasons I picked Hathaway, because I don't want to think that way. And with some people I don't but sometimes I just prejudge them.

Jeremy's acknowledgment of this reason for choosing Hathaway school led me to ask him if he thought these feelings had affected or will affect his work at Hathaway during student teaching. He responded by saying that "working with children isn't the problem but it might affect my relationships with some of the older black persons, like parents or high school age students."

Throughout student teaching, Jeremy continued to confront his feelings of prejudice. His story is told within the framework of six particular types of diversity that impact teaching and learning which include: (A) ethnic and racial; (B) language; (C) socioeconomic background; (D) exceptionalities; (E) gender and (F) family patterns.

(A) Racial and Ethnic

Jeremy confronted differences between himself and his students in three areas of racial and ethnic diversity: (1) racial issues particularly related to physical characteristics; (2) prior knowledge of students; and (3) expectations for behavior. First, in his practicum work earlier that year, Jeremy did not hesitate to talk about his feelings of being in unfamiliar cultural territory in a classroom where the majority of children were African-American. During my first interview with Jeremy, two weeks after student teaching began, he continued to express similar feelings:

> I had this one kid that was in the bathroom, there were two of them, the one kid comes out and tells me that there is a kid in there cussing. So, I go in there and I said, "I was told that two of you guys are cussing." The one kid says, "I wasn't cussing. The only thing I said was nigger, you honkey." He says this to me! I was shocked! I mean I was totally shocked! I didn't know what to do. I said, "your name is in the book for that one." (9-1)

During this same interview, Jeremy described three of the boys in his class. Color of skin seemed to be of significance to him in these descriptions:

> Dustin is white. I really like Dustin. I think he comes from a really caring family. He's very, very polite. He, when he has a question, raises his hand....Then, Brandon, he's black. And then Mario is, I don't know, he might be black or mixed. His mother is white. (9-1)

Toward the end of the interview, I asked him what stood out in his mind as he thought about the differences among the children in his classroom. Our conversation follows:

> J: I think maybe, I think, the biggest difference is the color of skin. That's just on the outside though. But as far as doing anything out of the ordinary, behavior problems or things like that, it doesn't matter about the color of skin. I mean, I don't know, there's really not that much difference that I can see except maybe how they carry their body and react to different situations.
>
> R: What do you mean, how they carry their body?
>
> J: Um--I mean, okay, there's just a difference in the way a white person and a black person walks. I don't know, I don't know how to describe it. There's just a difference. And sometimes the way they wear their clothes--I'm not saying all--but some of them like to wear the baggy clothes. I like to wear the baggy clothes myself. Yeah, basically what I'm saying is outward appearance but inward I would say that there's not anything drastically different. (9-1)

In a journal entry three weeks later, Jeremy continued to view the major diversity in his classroom as one of different racial backgrounds. He seemed to want to be able to discuss color differences with the children in his classroom and talked about some initial planning that might lead him in that direction.

> All of my students fall under the category of black, white or a mixture of both, so I can see a major diversity in their racial backgrounds alone. When planning I try not to only pick out the white trade books but also try to pick out books that include blacks in the story. I also feel as though it is important for these children to see the differences, ask questions, and not be ashamed of who they are or where they come from. Next week I'm going to read the book *People* (Spier, 1980) to the children and hopefully they'll see the differences and ask questions. (9-24)

In this same journal entry, Jeremy wrote about one of the lessons that stood out to him as being the best so far in his student teaching. He showed slides from Mexico and talked about Mexico and Costa Rica in an attempt to establish a more global view

of the concept of community. He wrote about a discussion that occurred during this presentation:

> A question posed by Gena was "Why are all of the people in the slides a different color that we are (she's black)?" As I tried to explain this, Gena asked if the children's parents were either black or white or one of each color. Then while I was explaining this, Rebeca said, "Oh, I know why! It's because it's hotter there and the sun is brighter." I told her that being closer to the equator did have a little effect on their skin coloring because of sun tanning. But I also tried to stress that even though it was hotter there and they had more sun, it still didn't make the difference in skin coloring as she thought. Then I told her that even though Gena and Darin are black, it's not because they're closer to the sun than she is. It's just a difference in the way they were made. Then I told them that it depended on what their parents looked like to determine what they would look like. (9-24)

About a month later, in mid-October, Jeremy again wrote about the differences he was perceiving among students in his classroom. He described these differences in terms of race, economics, upbringing and educational level but once again he came back to differences in race:

> One of the biggest differences between my students and myself is the fact that I'm white and they're black. I've even had one student tell me, "there are too many white people in this school. Why are there so many white people here? I hate white people." Then I stated the fact that I was white and asked him if that meant that he didn't like me either. He said, "Well, I like you and one other white person but that's all." How can a seven year old second grader hate a person just because of their skin color at such a young age? Is it home life, school, friends, society?

A second theme that emerged in Jeremy's story focused on what his students knew about the world from their home, school and community in comparison to what Jeremy had come to know from his home, school and community. The progression of Jeremy's thematic unit on the topic of "community" provided many examples of the differences between Jeremy's life and the lives of his students. The following conversation took place between Jeremy and me two weeks into student teaching:

> R: Think back a little bit to when you planned your thematic unit last spring. Can you talk a little bit about how you went about planning the unit and about how now that you know the kids you might be thinking differently about the unit than you did before?

J: Okay. With the unit I found out--I got some stuff from my teacher. I went to the library and started looking through different books to find information. I was looking at some trade books there. I really can't say how I was thinking differently.

R: How did you decide what was most worth knowing for your students--how did you decide originally when you started working on the unit what your concepts should be?

J: I'm not really sure if I--yeah--well, I did--okay--whenever I thought of the communities idea I just pulled a whole bunch of stuff together and got a basic general idea and then I tried to do what I thought would be the best for the kids as far as--different sections like transportation--I thought what kind of transportation would they likely be using--or with different people--community helpers--who is going to be in their community who is going to be positive, that they are going to see. I tried to think of the different living conditions like apartment houses and homes as opposed to farms.

R: So, now that you've met the children, has that changed any?

J: Um, yeah, I think it has some.

R: Any particular ways?

J: I'm not really sure. (9-1)

My first observation of Jeremy teaching a lesson from his thematic unit took place on September 7 when the children discussed differences between the "city" and the "country." After the discussion. Jeremy passed out a worksheet with a map of a neighborhood. The following conversation took place between Jeremy and myself immediately after this observation:

R: When you gave out the map, what was your goal, what did you have in mind for them?

J: The neighborhood thing. I wanted them to become more acquainted with a map and how to read a map. I guess I didn't really explain myself, why I wanted them to do it.

R: Do you think they had any idea what the term "vacant lot" meant on the map?"

J: I didn't even think about that. They were probably thinking--vacant lot--what's that?

R: Or what is city hall? What do people do there?

J: That's something I have to work at. When I do it, it's like I take for granted that they already know this stuff and it's just like well, here it is and I hand it out and expect them to do all of these and do it real quick. But a lot of times they don't--a lot of them are at different levels too. (9-7)

Jeremy seemed to be struggling with defining what he thought students should be learning from this map and why they needed to learn it. He also seemed to be understanding that his students didn't necessarily have the same background knowledge about the concept of "communities" as he did. I wanted to find out what he knew about the community around Hathaway school where his students lived so I began by asking him:

R: When you planned for the lesson, how did you think about where the kids lived and what they know about community?

J: It's hard for me to think that because I don't really know where they live. I grew up in a small town and I don't know if I should go out maybe and see where some of them live or what because--

R: Maybe just driving around someday or after school to familiarize yourself with this neighborhood, their community. As you think about it now, what is the image in your mind of where they live and how they live?

J: See, I don't know. I don't know. I have no idea how a lot of them live. They say this is sort of like an inner city area-- it is--but it doesn't seem like that to me at least--

R: Because?

J: I mean, the only thing I see are houses around. I don't see projects or anything from here that I associate with the inner city. So I really don't know how and where they live.

R: Do you think it would make a difference if you did know more about their community -- as you teach this unit on community?

J: Yeah, I would because that's what it is. Community. I guess I'm thinking of **my** community instead of theirs. But how else am I supposed to do it if I don't know their community, you know.

R: How do you find out about their community? We already talked about one way, driving around. Are there other ways?

> J: Maybe talking to some teachers and stuff who live in the community or even the kids, I guess, talking about how their community is. I wish I would have done this before but I don't know--I just never thought of it. (9-7)

During my third visit to Jeremy's classroom, he opened the lesson by talking about rules in a community. He then gave the children a worksheet that listed five words: suburb, community, city, services and rural. The children looked in their text and wrote the definition for each word. After the observation, I asked Jeremy what connections he thought the children were making between themselves and a word like "suburb." I asked him why he decided it was important for them to know what that word meant. He responded by saying that it was important for the "children to know that everything is not just like the city where they live, that there are different places that look differently than what they are used to." He then added:

> I hate worksheets, I really do. I learn better when I don't--I even think the kids would learn better if they don't do the worksheets. But it seems like my ideas are like--I don't know what to do--I don't have all these resources, you know. Where am I going to get this, what am I going to teach for tomorrow, I have no idea. The easiest thing to do it to get a worksheet. I know it could be going better. I'm hoping that tomorrow will go better and the kids will seem to learn more. (9-24).

Even though Jeremy seemed to realize that he was not planning experiences for the children that would build on their prior knowledge, he struggled in his thinking about how to make changes in the curriculum. He had some awareness that he needed to find out more about the local community but he couldn't seem to act on what he knew he needed to do.

A third pattern in this area of racial and ethnic diversity is perhaps the strongest theme running throughout all of the collected data on Jeremy. This theme focuses on the concept of "respect" in the context of classroom management and discipline. The knowledge Jeremy acquired from his home, school and community laid the foundation for his perception of what it means to have control of the classroom and for how

students and the teacher relate to one another. During the first interview, he was already noting that discipline and classroom management were areas of concern:

> One thing I have to work on is discipline. I don't know if it's because I'm not the head teacher. I'm not sure if that will change when I start teaching more or if its just the way that I'm doing things. So I guess I'll find out with time. One basic thing that a lot of them can't get into their heads is that when they have a question to raise their hand. They always want to blurt out the answer, they don't want to raise their hand, and they talk a lot. (9-1)

When asked to name the children in his class who he thought learned the most while he was teaching, he indicated that it was "the quiet children, the ones who had their eyes on him" who would have learned the most. Jeremy felt that these children did well because they were quiet and paying attention. He named several children who he assumed were "clueless" and "could care less" about what he was teaching, indicated by their problems with talking, short attention spans and emotional problems.

At the beginning of September, Jeremy wrote in his journal about the "lack of respect" he was getting from students:

> My relationship with the students is good but it lacks a certain respect from some of the students and in turn the discipline is a little shaky because I tried to be a nice guy and let them talk a little bit. Impossible with this group! One key to teaching that I have seen is having control of the classroom and keeping it. One problem that I've dealt with since I began teaching by myself is the lack of respect showed from one particular student, Mitchell. It has been a constant uphill battle that I think has been resolved until the next out break occurs. I have tried to deal with the situation by talking to his mother, using a firm tone of voice, separating him from other students and constantly staying on top of his every wrong action to let him know I mean business. Will the day ever come when I feel totally in control and on top of things? (9-10)

Two weeks later, Jeremy was becoming even more frustrated with classroom management and discipline. Again, one particular student, Mario, seemed to be the main focus of his concern:

> The biggest problem that stands out in my mind is discipline. The student whose name stands out in my mind is Mitchell Thomas. How can I teach if he constantly interrupts? I've tried yelling at him, standing him in the corner, talking to his mother and father, affirming him when his behavior is good, taking away his recess, what else can I do? Should I get even tougher

> or be more lenient? Should I continue to ride him throughout the storm until he finally sees that I mean business? Sometimes I wish teachers could still use belts to whip kids. That's what he needs, a good whipping from his mom and dad. Could it be the medicine he takes for ADD? Or is this just his excuse? For the teacher, he's fine, but when she's gone it's like the child in the movie *Problem Child.* What should I do? (9-24)

At the end of September, discipline again was the focus of Jeremy's journal entry. He wrote that "discipline is the cause for so much of my heartache and concern." When I interviewed him after observing in the classroom for the fourth time, the following conversation took place:

> J: I don't know what to do. I do not know what to do. I have no idea what would work. No idea. Should I bribe him? I wouldn't even care. I'd give him a candy bar every single day for the next three weeks just so he'd leave me alone--get him out of my hair.
>
> R: Have you talked with anyone about your frustration?
>
> J: Yeah--with Tamara. It's good. I'm so glad there's someone else at this school that I can talk to. Discipline is the hard part. It's like I went to school three and a half years for what, you know. And also too like at the beginning I guess I took it personal, and now it's just like
>
> R: Took what personal?
>
> J: I don't know. I guess it bothered me more that it wasn't working out, that the discipline was so bad. Like now I'm getting used to it.
>
> R: Are you getting used to it or are you saying, I just have to get through this?
>
> J: Yeah. I know one thing. I'll never teach in an inner city school-- never!
>
> R: What do you think is making it so difficult?
>
> J: I don't know, I really don't know.
>
> R: Any clues?
>
> J: No. I guess because I don't have a loud deep voice.
>
> R: Do you think that's what it takes to gain respect?
>
> J: I don't know. I wish I knew. No, I really don't know. Maybe I'm too nice to the kids. I think one thing I let them get away with some stuff at the beginning. I don't know. I really don't know. I don't know they act so different when I'm there. I really don't know. (9-30)

The expectations Jeremy had for the behavior of his students at school did not match with the actions of a number of his students. Throughout October he continued to experience frustration. By the end of October it became quite clear to the classroom teacher and to the college supervisor that Jeremy's time in this particular classroom was not helpful to him or the students. It was arranged for him to discontinue this placement and he began to work in another classroom setting, this time in a fourth grade. It was agreed that he would student teach in this new classroom for six weeks to see if he could be more successful in a different setting. Specific issues related to teaching and learning were explicitly discussed between Jeremy and his college supervisor.

This second placement, at Minterville, was in a rural school setting where at least a third of the children were from Amish homes. It was clear in Jeremy's journal entry at the beginning of November that this placement seemed to give him a different perspective about teaching:

> At Minterville, I am renewed and the winds were once again placed in my sails. Like a wounded sparrow that could only hope, I was nurtured back to health and now have the strength to soar like an eagle. I have now seen the light.
>
> Spending time at two totally different schools has been a real eye opener. I now see where I stood in each school system due to the culture alone. At Hathaway I felt like part of the group, but it wasn't comfortable. Sort of like a puzzle piece that looks like it should fit, and kind of fits, but not to the point where you know it's a match. On the other hand, at Minterville, it felt like home from day one. I'm not sure if it was because of my cooperating teachers, the students, the cultural background of the students, my standing in the classroom, or because I grew up in a school system very similar to Minterville. I can't quite put my finger on it but one thing I know for sure is that I was much more well received by the students at Minterville as opposed to Hathaway. The teachers were even friendlier and more helpful and I can't think of one bad thing to say about their school system. If I had children, they would go to Minterville. (11-9)

Jeremy felt more comfortable in this rural school setting. It seems that he was experiencing so much disequalibrium at Hathaway that he was basically paralyzed in his thinking and actions. While the Amish children were from a different ethnic background than his own, he found it easier to identify with this culture than that of the African-American culture. He felt welcomed into a community that seemed familiar to him.

(B) Language

No specific data were collected on language differences.

(C) Socioeconomic

One of the ways that Jeremy characterized children in his classroom was by describing their lunch status at Hathaway Elementary. Examples include "Alena eats free lunch which tells you that she comes from a poor family;" (9-10) and "Mario lives with his aunt, eats free lunch..." (9-27).

Jeremy also referred to the financial resources of children and their families as he wrote about Brian and Tony:

> After school Brian goes to day care and then his mother picks him up before it gets dark. Brian always looks good and wears really nice clothes and shoes...he decided to be my best buddy from day one and hasn't let up...Tony comes from a very poor family that just moved to the Hathaway area a week ago...Tony has worn the same shirt for the past three days in a row and it hasn't been washed so finances are definitely a problem for his family. The one thing I really like about Tony is that he always has a smile on his face no matter what. (9-24)

Jeremy's description of the community his students were from revealed that he had formed some perceptions about socioeconomic factors of their community:

> Their values seem to lie in clothes, shoes...the kids come from a rough neighborhood...What type of role models do they have when all you ever hear is bad things from the inner city. Guns, drugs, fights, money? When will it end and why do people try to find their security in it? (11-8)

Minterville students and their families, Jeremy believed, had value and lifestyles that more resembled his own while Hathaway's children and parents used their limited financial resources in inappropriate ways. He perceived that the city life of his students was filled with crime and violence. Jeremy found the differences between himself and his students at Hathaway in terms of socioeconomic background to be unfamiliar and unsettling.

(D) Exceptionalities

In his third journal entry, Jeremy spent time writing about his understanding of the concept of "inclusion." Jeremy defined his "inclusion" students as

> two LD students, another new student that I know is LD, 8 chapter kids, and another student that falls under the title of inclusion for half of the day. It seems so hard to plan for the "regular" students and keep them on task and at the same time plan for the "inclusion" students too....it seems like a losing uphill battle. (10-22)

Jeremy had mixed feelings about trying to provide instruction for all of these students in the classroom. On one hand he liked the idea of including all students in the classroom because he believed that students with special needs would gain in self-confidence and self-worth. On the other hand, however, he found it very difficult, almost impossible, to plan and teach in ways that would include everyone:

> To keep all of these students on task and help them with their work is almost impossible. After I've explained the lesson and what I want the kids to do, I have three kids staring blankly at their papers and telling me that they don't know how to read. I also have an inclusion student for half the day, Mary, who does the best job she can and never is a behavior problem but I wonder how much she is really learning. (10-22)

Jeremy gave Mary the same work as everyone else but he had to give her extra help. He worried that this special help to her was being perceived by the other children as preferential treatment:

> Mary is given the same work as our other students. The children are very supportive of Mary and give her a lot of help and special attention. The only draw back is when I seem to give Mary all of these special treatments according to some of the kids in the classroom; "Why does Mary always get to go to the bathroom?" (she has a bladder problem); "Why doesn't Mary do the work we do?"; and "Mary didn't color good, why does she get to...?" (10-22)

Jeremy didn't make any references to adaptations he was making for the students with special needs in his classroom. No reasons were given as to why Mary had the same work as everyone else or what the goals were for Mary. Jeremy did ask himself questions concerning the issue of including children with special needs in the regular classroom:

> I wonder how much these "inclusion" kids are really learning. Are they really learning or are they just being pushed aside? Sometimes I think smaller classroom instruction would be better, but then I'm not sure. I'm not even sure where I stand with inclusion. One day I'm for it and the next day I'm against it. If I was forced to take a side, I would say, for the most part, that inclusion isn't as great as everyone says it is. The children actually may lose out on it academically but then again flourish socially. Which is better, brains or social relations? I DON'T KNOW WHERE I STAND. (10-22)

For some reason, Jeremy felt like he needed to take a position on whether or not to include students with special needs in the regular classroom. He realized that there were priorities to weigh when thinking about what is best both educationally and socially for students with exceptionalities but it seemed difficult for him to think about individual children with special needs and adaptations for them in the classroom.

(E) Gender

While gender issues were not dominant throughout Jeremy's student teaching experiences, he did note several specific instances involving differences between males and females. The first mention of gender came about during the initial interview after I asked him what behavioral expectations were difficult for some students to meet. His main concern at this point was that the children didn't raise their hands to talk:

> There are some, but most of them are girls, who are like angels. They never talk. They always raise their hand. Everything they do is what you want in a student, the ideal student. It just seems that the boys are a lot louder. Maybe that's their nature though. (9-1)

At the end of September, Jeremy talked about an incident that took place on a field trip his class took to the downtown public library:

> They were like walking over there all holding hands and stuff. I thought that was kind cool! It's kind of weird because the girls didn't hold hands but the guys did. And going there, Brandon and Dwayne were holding my hand on the way back, Alex did. And it just seems kind of weird because the guys were holding hands and the girls didn't. It was just really weird. (9-24)

During the final interview in December, Jeremy identified gender as a "culture" because it was his perception that there were a many differences between males and females. Jeremy seemed to stereotype males and females by certain characteristics and found it difficult to understand when certain behaviors or characteristics didn't match with the stereotypes he held.

(F) Family Patterns

Jeremy brought to student teaching his own experiences with family structures and his perceptions of how these structures contribute to the behavior and success of a child. His expectations of students seemed to be based on assumptions about the values and behaviors of children and their families. In his first journal entry, just a few weeks into student teaching, Jeremy wrote about Alena:

> Alena is just a young student full of hurt and hate that doesn't know how to express itself unless she's being bad or hurting someone. If I had to guess at why she acts this way I would say that Alena lacks encouragement and love from her separated mother. Alena comes from a single parent home. She lives with her mother and said that her dad lives in Indianapolis. She sees her father on occasion, but I don't think it's as often as she lets on (9-10)

In addition to making assumptions about students based on what he knew Alena's family situation, Jeremy also had difficulty understanding that "family" may mean different things to different people. His own family structure of a mother, father and two children did not match up to the way in which Alena seemed to find her family."

> Approximately a week and a half ago, our Chapter One teacher came in, read a book, and then had the children do a writing exercise about someone special in their lives or someone they spend a lot of time with. Most people were writing about their grandmothers or grandfathers but Alena wrote about her neighbor. I couldn't figure this one out. Why would she possibly write about her neighbor? When I questioned her about it she said that she spends every Friday night with her neighbor and that they watch TV and play games together. She wasn't sure what her mom did those nights but she did say that her mom had a boyfriend and that he was a really nice guy. (9-24)

Jeremy also made predictions about the future of his students. In this instance, his image of Alena in a few years is based on school behavior and his knowledge of her family situation:

> Alena spends a lot of her time after school by herself. She had already had three pink slips this year for bad behavior and the two last ones are for being with students who were stealing and pulling the fire alarm and for urinating on a first grader. Alena can be helped by a very patient and special person in her life but if she continues at this rate I wouldn't be surprised to see her in jail or pregnant by the time she is 16. I know it sounds harsh and cruel to say these judgmental calls but I think they're safe to say. (9-24)

Towards the end of October, Jeremy wrote about another student, Mario. He described Mario as living with his aunt, getting free lunch, not knowing where his mom and dad are, going to Chapter One program, repeating the second grade and

often coming to school in a mood where he cries and tries to lie on the floor all day long. Again, Jeremy predicts a pessimistic future for one of his students:

> What could possible be going through this little boy's head? He constantly has to be affirmed and told that he is doing an excellent job on his work because his self-esteem is so low. I know Mario is going through more now that I will ever have to go through at all at such a young age, but still that doesn't excuse his behavior sometimes....It's hard for me to see him doing anything productive with his life--not to say he has to go to college and get a degree--but I'm saying that he will have to deal with the problem. (10-22)

At the end of student teaching, Jeremy wrote about his perception of the values and behaviors of the children both inside and outside of school.

> At Hathaway, the values and behaviors inside and outside of school seemed to be very different. Their language is much rougher when not in school. Their behavior seemed to be "I can do whatever I can do whenever I want and think about the consequences later." Their values seemed to lie in clothes, shoes and what is valued by their parents at home. The kids come from a rough neighborhood and home life situation. It's almost like one thing is being taught at school and another thing is being taught at home. Plus the things that are taught at either place aren't the same. The kids are receiving mixed messages and don't know which ones to follow. (11-8)

Jeremy continued his written reflection by asking the following questions:

> Why is there such a drastic difference between the kids at Minterville and Hathaway if it is not the values and beliefs taught at home? Is it just a cultural thing? Is that what we should blame every problem on? Partly maybe, but come on, let's get real. It's because of their home life and what the parents are saying and modeling in their lives while at home. How are children supposed to succeed if they are getting the wrong message? (11-8)

It seems clear that Jeremy was in a more familiar territory at Minterville in relationship to family patterns--the ways families interact and what is valued in families. It was difficult for Jeremy to visualize any kind of a successful life for some of his students who came from families and neighborhoods where lifestyles and values were so different from his own.

Development of Multicultural Attitudes and Behaviors

Jeremy found differences between himself and his students at Hathaway school. Adapting Nieto's (1992) frame, the development of Jeremy's multicultural attitudes and behaviors in these areas of differences were analyzed. See Figure 4 at the end of this case study for a summary of the development of Jeremy's multicultural attitudes and behaviors.

(A) Racial and Ethnic

Jeremy had very few experiences with persons who were of a race different from his own. However, the intercultural term he took in Costa Rica had a significant impact on him in terms of his feelings about persons of color. He acknowledged that he was angry about being treated with disrespect while he was there because of his white skin color. He noted that now a "black person has to prove himself to me." He even chose Hathaway school as the place to teach because he wanted to try to shift those feelings. During the final interview, Jeremy talked further about the way he perceived that coming from a different culture than his students at Hathaway contributed to his lack of teaching success. The following conversation took place with him:

> R: What was similar about Hathaway and Minterville?
>
> J: Similar in terms of lunch count and attendance, that's about the only similarities that they had. In Minterville, my similarities seemed to be almost all I had. There were eight Amish children in my classroom, but I fit in with them really well. I got to spend a lot of time with them and know them on a personal level that I found to be very helpful and rewarding. I would love to spend some time with an Amish family and live like they do in their culture. I also came from a similar school, home and atmosphere as these children came from. Because of this, the children seemed to respect me, see me as a role model and take me in as one of their own.

R: What were some of the differences between the schools?

J: Because of my differences at Hathaway, I didn't have the respect that I thought I deserved. The discipline problems were out of control and the kids wouldn't listen to what I had to say. At Hathaway most of the children were different from me because they came from black, lower class, one parent families. Because of this I had trouble relating to them and getting through to them. I wanted to teach them so bad that it hurts to think that my student teaching experience there was kind of a flop. Nothing I could do would change their minds. I feel as though it was a combination of culture, my supervising teacher, the kids, me being Mr. Nice Guy and my greenness that caused the problem. I wish it could have been better and I wish it would have worked out but-- (12-19)

Jeremy felt unsuccessful at Hathaway but it was difficult for him to sort out what happened to make his student teaching there so difficult. He described some of the factors that entered into this experience. I asked him to further define the role that culture played in his student teaching at Hathaway:

J: Let me see. Looking back at that one time, whenever, at the very beginning when it was getting out of control--the kids didn't--they wouldn't respect me. I was really, really, really upset and my classroom teacher asked me if I wanted to take some time out and I said no and I got up in front of the kids and I started crying. And I'm not sure if that was good--but then again--I mean--just because of that culture.

R: How did the children respond?

J: Well, some of them, it was different. Some of the kids, especially like the girls, started crying themselves, they felt really bad. There's one kid in particular, he just laughed the whole time. I mean not out loud, but snickered and stuff. Dwayne. I'm not sure why that was. At the end I had problems with Dwayne but it wasn't immediate. I don't know if that had something to do with it or what. I'm not sure.

R: How did Mitchell act during that time?

J: He was listening and stuff. I'm not sure if it's not something they see, for a male.

R: Was that the impression you got from your teacher--that it was a problem?

J: Oh yeah! She said, you never should have done that. Never cry in front of the class. Especially the African-American culture. I did and I feel comfortable with it. (12-19)

It's interesting to note that Jeremy had not referred to this incident in previous interviews or in his journal entries. It wasn't until the final interview that he described how he cried in the classroom one day when he became totally frustrated with managing behavior. Jeremy's teacher reprimanded him for this incident by informing him that it particularly inappropriate to cry in front of African-American children. Another incident that reinforced the idea to Jeremy that he was not behaving as a teacher in ways that fit the African-American culture of his students took place when a substitute came to his classroom at Hathaway.

J: I had a sub come in. The sub told me that in an African-American or black family that the father is always loud--you have to raise your voice to the kids. You have to be rough and stern with them.

R: Was she African-American herself?

J: Yes. And it's like--I tried and it's not me. She told me to practice on my voice, making it louder I guess and more kick to it I guess.

R: Because that was what they were used to?

J: Right.

R: So, what do you think about that now?

J: I don't know. I don't think it is necessary, it can work for some people but I don't think it's necessary to run a classroom like that cause a lot of people aren't like that and I know I'll never have the rough voice. (12-19)

Jeremy was confused by the information he was receiving about the African-American culture. In addition, Jeremy's study of "community" within this classroom where the majority of children were African-American was a continual struggle for him. He did acknowledge along the way that he really did not know what to do, how

to teach and that everything he planned was based on what he had known and experienced from his own perception of "community." At the end of student teaching, Jeremy wrote in a journal that he would have done some things differently in his unit on community and some things he would have kept the same.

> I would have kept the same categories because getting too many categories would have been both difficult and confusing. But I would have added more to each category, added more trade books and started my thematic unit off on a different foot. To begin with I would have had the children begin by building their very own community with detail, and then add on a suburb and countryside as well. This would have made more concrete the definitions of community, suburb, city and country in their minds without ever needing to memorize their written definitions. One more thing I will do the next time before and during planning for a unit is to see the children's community before writing anything down at all. (11-8)

Jeremy's entering beliefs about expectations seem to fit into Level Zero (Lack of Tolerance) for multicultural attitudes and behaviors. While he clearly recognized that differences existed, he found it difficult to move beyond into tolerating and accepting these differences. His experiences throughout student teaching tended to be ones that did not result in growth or expansion of his multicultural attitudes and beliefs. In the area of racial issues, particularly related to physical characteristics, Jeremy seemed to be at a beginning level of Tolerance (Level One). He had uncomfortable feelings when he had to deal with issues of race related to skin color but he did not talk in negative terms about color. In the areas of prior knowledge of students and expectations for behavior, Jeremy seemed to enter and remain at a Zero Level (Lack of Tolerance). He found it very difficult to think about and plan his lessons so that they connected with his student's knowledge about the world.

(B) Language

No specific data were gathered on language differences.

(C) Socioeconomic

Jeremy seemed very uncomfortable with the differences he perceived between himself and his students at Hathaway in terms of socioeconomic status. He believed that the financial resources of his students and their families were used inappropriately. In addition, his image of the "inner-city" suggests that his information about the neighborhoods and communities of his students and their families was limited. In the area of socioeconomic diversity, Jeremy entered and remained at a Zero Level (Lack of Tolerance).

(D) Exceptionalities

Jeremy struggled throughout student teaching with the notion of "inclusion." He seemed to think that he had to take a stance either for or against the idea of including all students in a regular classroom as much as possible. Jeremy was fully aware that some of his students had special needs but he questioned whether or not these students were learning in a regular classroom. The social value of these placements seemed positive to him but he also thought about these classroom placements in terms of what was better for their educational needs. In terms of Jeremy's attitudes towards classroom placement of children with special needs in the regular classroom, Jeremy seemed to enter and remain at a Level of Tolerance (Level One). However, since he did not appear to think about or make attempts to adapt their classroom work so that they could be successful, in the area of curriculum adaptations he seemed to enter and remain at a Level Zero (Lack of Tolerance).

(E) Gender

At the beginning of student teaching, Jeremy noted differences between male and female students. He associated boys with terms like "noisiness" and girls with "angel-like behaviors." He also expressed real surprise that the boys in his class would hold hands on a field trip while the girls didn't. Jeremy described this whole event as "weird." Jeremy seemed to begin and end his student teaching in the same category (Level Zero (Lack of Tolerance).

(F) Family Patterns

Jeremy's expectations of children often seemed to stem from the assumptions he made about the values, beliefs and behaviors of children and their families. It often seemed as if Jeremy wanted to make shifts but the kinds of interactions he was experiencing day after day in his classroom seemed to only strengthen the feeling of differences between himself and his students and families. A statement made by Jeremy in an interview with him in late October sums up his feelings of disequalibrium as he tries to find his place in an unfamiliar cultural setting:

> How am I, Jeremy D. Hemingway, a white middle-class sheltered American supposed to teach 21 vastly different students when I have hardly anything in common with them at all? I have never been with or seen an African-American family home life. I don't know what their family relations are like, what they value, what is important to them, or what they respond to the best. I guess I'm learning by trial and error and try to base my planning on things that I myself would enjoy, things that they've enjoyed in the past, and things I've learned in the past 39 days with my kids. I feel that I've come a long way, but yet I have so much further to go. (10-22)

In the family patterns area of diversity, Jeremy felt extremely uncomfortable with the differences between himself and his students. He had low expectations for

some of his students based on the value system of the family. In fact, he predicted somber futures for several children based on what he knew about their family situation. In this area, it seems that Jeremy still lacks tolerance for differences (Level Zero).

Summary

During student teaching, Jeremy confronted differences between himself and his students in the following areas of diversity: racial and ethnic; socioeconomic; exceptionalities; gender; and family patterns. During this student teaching experience he did not identify or confront language diversity.

It was during the analysis of data on Jeremy that it became necessary to adapt Nieto's (1992) frame for categorizing levels of multicultural attitudes and behaviors. Nieto's model begins with a category that is identified as tolerance for differences. At this point in Jeremy's life, he expressed the desire to become tolerant. However, the data suggests that in most areas regarding diversity, Jeremy is less than tolerant. He was extremely uncomfortable throughout student teaching with issues related to ethnic and racial differences, particularly in the areas related to expectations for students and the prior knowledge that they brought to the classroom. However, he was more tolerant in dealing with situations related to physical characteristics, particularly skin color.

In addition, Jeremy was less than tolerant in the areas of socioeconomic differences, gender and family patterns. He was in the same less than tolerant category

in relationship to adapting curriculum so that children with special needs could be successful in the classroom. He did, however, tolerate the placement of children with special needs in his classroom and seemed positive about the social benefits that inclusion brought to students. Jeremy's past experiences and student teaching in this culturally diverse classroom combined to serve as a block to growth in many areas of multicultural attitudes and behaviors.

AREAS OF DIVERSITY	(0) LACK OF TOLERANCE	(1) TOLERANCE	(2) ACCEPTANCE	(3) RESPECT & ESTEEM	(4) AFFIRMATION, SOLIDARITY & CRITIQUE
RACIAL AND ETHNIC					
Expectations for Behavior	XO				
Communicative Style					
Prior Knowledge	XO				
Physical Characteristics		XO			
LANGUAGE					
English Language Dialects					
Non-English Languages					
SOCIOECONOMIC					
Financial Resources	XO				
EXCEPTIONALITIES					
Classroom Placement		XO			
Curriculum Adaptations	XO				
GENDER					
Stereotyping of Roles	XO				
Concern for Gender Groups					
FAMILY PATTERNS					
Perceptions of "Family"					
Social Patterns andValues	XO				

(Adapted from Nieto, 1992)

Student Teaching Semester: August (X) November (O)

Figure 4. Jeremy: Levels of multicultural attitudes and behaviors

NANCY

Background Information

Personally, and as a future teacher, I find myself responding to these issues in a myriad of ways. I find myself struggling with attitudes and assumptions in myself that need to change. I find helplessness, hopelessness, and of course anger and a demand for justice in my heart. Isn't this America?! I am again startled by the fact that selfishness, greed and egocentrism know no cultural, national or political boundaries.

Thirty-seven-year-old Nancy grew up on a farm in the Midwest. She described her family as "keeping to ourselves with church being an important part of our lives." Her upbringing was "strict--we weren't allowed to go to movies, had no television and couldn't go to ball games." Nancy played in the woods and spent many hours reading. Her family emphasized that "you must do a good job in whatever you do, follow God and follow your heart--whatever you understand that to be."

Nancy described elementary school as a good place for her because she was an academically successful student who was always at the top of her class. Her friends were few and she did not fit in with the popular crowd. She described herself as a "loner" throughout high school.

Deciding to become a teacher came about a year ago when Nancy was thirty-six. She had been to college after high school but "never knew what I wanted to do." Nancy believes that she was influenced to become a teacher because "we are a family of teachers." Also influential in her thinking about teaching as a profession was the

positive experience she had teaching English in China when she participated in the college study/service semester. She described this experience as "highly reinforcing--you get admired and children listen." She also had positive experiences teaching English as a Second Language in a local school system. Nancy used to think that teachers weren't "quite regular people" but now she thinks of herself as "normal--having everyday struggles--I don't see myself in the same light as I saw my teachers."

At the beginning of the Elementary Curriculum Studies course, Nancy responded in writing to the question, "What do you enjoy about people from cultures other than your own and what do you find difficult in relating to those from another culture?" by writing that

> I enjoy those I meet from third-world cultures. Many times I have found a freshness and simplicity (not in a negative, downgrading way) in the way they approach life. There is a perspective on life from many of these cultures that helps to round out and enlarge my own. What I find the most difficult, especially in non-Western cultures, is the way that women appear to be treated. I do not consider myself a "'feminist" by any stretch of the imagination but I really have a hard time when I see the place most women are given in those cultures. One of the other things I find difficult is knowing the appropriate way to communicate--sometimes you speak directly to the other person about what you're thinking. Other times you need to go "around the bar" and get to something indirectly and diplomatically. Sometimes it feels like a big game and I don't enjoy that.

Patterns which emerged from the pilot study data suggest that throughout this course, Nancy focused mostly on thinking about (1) valuing differences; (2) self as teacher; (3) the lives of the children in the classroom; and (4) the inequality between those with power and those without in our society.

After reading *White Teacher* (Paley, 1989) Nancy discussed the insights she gained on the importance of recognizing, talking about and valuing differences:

> Speaking of and recognizing differences is a sign of equality, of being at the same place. Being afraid to speak of such things does not put two people in the same place together, but in two, disjointed, uncomfortable places.
>
> I need to spend some time thinking about the fact that differences are great, really. If I am more comfortable with that fact then perhaps I won't be so afraid to bring those differences up. I have been afraid to say anything to people about their "special qualities," afraid of stepping on their toes or bringing something up they didn't want to talk about.
>
> Until I read this book, I never thought in such a blatant way about the fact that differences are often considered to be negative. Consciously, I would always say that differences are great and necessary. But as I read this passage I realize that subconsciously I have been uncomfortable with a lot of differences and have responded as if "they" were second best.

Nancy commented frequently in the field notes written during the pilot study that she needed to stop focusing so much on herself and concentrate more on the children. She felt that she was being too tough on them and wanted to "loosen up and not take myself so seriously as a teacher." At the end of her practicum work with third graders, Nancy noted that she "realized that I have often cared about whether the lesson went well and whether I was successful than I've cared about the kids." However, throughout her field notes, she highlighted specific situations during this practicum which indicate that she did care about the children in the classroom. Perhaps the incident which seemed to impact her the most was with Alicia, an African-American child in the classroom:

> It was in the literature center that Alicia was looking through *Rehema's Journey* (Margolies, 1990), a book of photographs of a girl in Tanzania. Pointing to the girl in the book she said, "Oh, she's UGLY! Why is she so black? She's ugly." She totally caught me off guard. It was a startling, blaring comment about her self image as a black person, and it smacked me right across the face.

Nancy seemed to value highly Eleanor's input into the course. Eleanor helped to expand Nancy's view of different cultures "to include various groups such as gifted

children, deaf children and the visually impaired." Nancy wrote that Eleanor is "perhaps stretching the concept just a bit but I do see what she is trying to say: that any student other than the 'Ken and Barbie' white set is subject to feeling excluded or less valued."

Nancy reflected frequently on the complexity of multicultural issues--that she needed to always consider the history of culturally groups in our society in thinking about present day circumstances. She valued highly the fact that Eleanor helped her to revisit the history of African-Americans and to relate this history to how teachers might tell these stories to their students:

> The main thing that totally, absolutely bowled me over was the perspective she brought to the question that was asked about how to handle slavery in a positive way. She listed four things on the board that slavery brought to her people; enslavement and continuing to live in the land of their oppressors, families torn apart, education forbidden, and not being able to vote and have a voice in their own land...I had thought about the fact that they are still having to live in the land of their oppressors; to "prove" themselves to be equal, but I had never considered the other things she mentioned. It all makes so much sense...
>
> I'm not kidding when I say that this puts this race of people in a totally different perspective for me. I'm living a very mediocre life in a lot of ways and I've had all kinds of things going for me. To go against that kind of odds and bondage and produce that much forward motion and tenacity is something incredible about this culture of people. My respect just went up one-hundred-fold.

Throughout the course and particularly after reading *Savage Inequalities* (Kozol, 1991) Nancy thought about multicultural issues in terms of injustice and power. She saw herself as an active participant in a society which is stratified in terms of power and acknowledged her struggle in finding ways to address this inequality:

> Those of us who have the power and the educational advantage are not at all willing to give that up so that the powerless can also have equal access to those things. Kozol cites several instances where there have been successful legal challenges to this inequality. In virtually every case there has not been

> any actual change following the court rulings because those in power have found ways to dilute the effect to keep it from happening. Evidence like this points to the fact that until we are ready as a society, and individually, to allow real change in this inequality to happen, nothing will improve. The gap will continue to increase.

Nancy's interest and experience in teaching students who have limited English proficiency led to her request that she be placed in a student teaching situation which had a diverse student population, particular desiring a setting where there were a number of Hispanic children.

Differences Identified

> *A question that bothers me a lot is how to reach the kids that are already struggling; not staying on task, not getting work done, seemingly not caring too much about learning and schoolwork. They're still young and soft and could be more easily "reached" at this age but I don't know how to reach them, to bring out the giftings [sic] in them that I see.*

During Elementary Curriculum Studies, the semester before student teaching, Nancy reflected on issues of diversity in terms of injustice and power. She also brought with her the beliefs and values she acquired from her own family and schooling experiences as she reflected on herself as teacher.

The story of Nancy's personal process of constructing meaning about differences between herself and her students during student teaching takes place within the context of six particular forms of diversity which impact teaching and learning. These types of diversity include: (A) racial and ethnic; (B) language; (C) socioeconomic background; (D) exceptionalities; (E) gender; and (F) family patterns.

(A) Racial and Ethnic

In this category of racial and ethnic relations, Nancy confronted diversity in the areas of (1) expectations for behavior; and (2) prior knowledge. Nancy fully acknowledged that the children in her classroom grew up in different situations and communities from her own. During her early years, she was playing in the woods and reading books. Nancy wrote that her students at the same young age

> are dealing with much more complexity of life than I think I ever did. A couple of them, for example, had to decide whether they wanted to live with their mom or their dad. I was well prepared for the school scene because I had so much support from home. I was also taught to obey whoever was in authority. Some of these kids are too, but a fair number are not. (9-13)

This notion that students need to "obey" their teacher came with Nancy to her student teaching classroom. This struggle with being in charge of classroom behavior seemed to weigh her down from the very beginning. During my first interview with Nancy, two weeks after student teaching was underway, she told me that she had become

> really tired. I am already quite tired. I feel like the wicked witch of the west, telling them all the time to be quiet and taking their money away. I am constantly feeling like a referee and an umpire. That I think about a lot. (9-1)

I asked Nancy how norms for behavior were established in this classroom and what was valued in terms of behavior. She responded by saying that

> paying attention to the teacher is most important. That means looking at the teacher. That means being quiet. That means not playing with things like in your hands. That means knowing when to talk and when not to talk. (9-1)

Two weeks later, in her journal, Nancy wrote that the two biggest problems that children were having in her classroom are

> talking when they are supposed to be paying attention and not staying "on task." There are several students who have trouble complying. One desperately wants attention so will do anything for it, even negative attention. Another can't concentrate on what he's doing for more than three-to-five minutes and is constantly distracted (if he isn't ADD I don't know who is). Others are just too social. They have trouble not talking to their neighbors....I feel like a constant nagging person. (9-13)

At the end of September, Nancy still struggled with how to structure discipline, how to achieve a balance between being too quiet and the state of chaos. She struggled with the way she responded to students when they didn't meet her expectations for behavior. After my second observation on September 29, Nancy and I had the following conversation:

> R: So, what could you have done in the lesson, knowing what you know about your students, in terms of management during the lesson? Would it have made a difference, for example, if they had been closer so you could have reached out --
>
> N: That's probably true. I also shouldn't have put Alex by Tim. Those are the two who ended up in detention, they are good buddies. And I always, you know, punish them by splitting them up and I know they like to be together. And I know I probably shouldn't have done that because they aren't able to control themselves enough but they got into trouble with each other and maybe I could have used a bit of a light touch you know. My teacher said to me that I come down too heavy sometimes. I need to lighten it up a little bit. I could have just said something like, I don't know, I could have just joked with Alex or used some kind of light, I don't even know what I could have said to him. I have these tapes inside of me that tell me the things that automatically come out.
>
> R: It is hard to retape.
>
> N: It is. It's like I have to go against my natural responses and I guess I have to realize too that that's not going to change (snaps fingers) boom, like that. (9-21)

Nancy realized that her past experiences at home and school had a significant impact on the way she responded to her students. She wanted to make changes but found it very difficult to change the patterns that had build up over the years. As we

continued the conversation, I noted that it does take some time to figure out alternatives for what to say and what to do. She responded by suggesting a few strategies she might try:

> N: One think I could do is when a kid is--toward the start of the day or whatever and a child is turning around and talking and they're not supposed to be--instead of immediately coming down on them hard I could signal to them. They're not always doing it deliberately. They just forget and I don't know how--
>
> R: Does it feel awkward to you to do something like that?
>
> N: Well, I feel like I'm finding my way in this area so much. I mean you could tell during this lesson that I was working really hard at trying to keep things from getting out of control but I was also at the same time trying to let them enjoy it so it was kind of--it felt kind of--it wasn't natural and relaxed. Maybe that will come with time.
>
> R: Several times you gave positive feedback that seemed natural and relaxed.
>
> N: Really? I have a concern about how I'm coming across to the kids. I want to get past this point so that I can--and it feels that in some ways I'm getting there--better how to handle classroom management and discipline. I want to be able to focus more on picking up on them and where they're at rather than always having my mind on, okay, I've got to keep these kids under control you know. I just want to be more natural and be more myself and enjoy the children...I don't sometimes know when to handle the problem at hand with a light touch or with some severity. I come across as severe and frowning more than I want to. (9-29)

In the middle of October, Nancy again brought up discipline and classroom management in her journal, noting that it was at the top of her list again as an issue she was dealing with in student teaching. She continued to feel like she was nagging the children and felt that the class was really testing the boundaries:

> The areas where the tension would come for me was expecting that they "should know how to behave" in school and with peers; that they would OBEY the teacher and not physically hit each other. I often get impatient and frustrated with Mark for simply not obeying. I'd tell him to put his stuff away or not to do something and he wouldn't listen. That was hard.
>
> I also got tired of trying to help them learn to get along with each other, especially whacking each other in the hall and at recess. Physical violence was never allowed in our house and I have never had to (so far) learn to

> cope with it personally so I don't know how to teach them how to deal with it in a healthy way. That was frustrating. (10-16)

Nancy felt that students "should know how to behave" in terms of how she was taught to behave at home and school. Her sense that children should "obey" their teachers also served to increase her frustration level. She seemed at a loss to know how to help her students solve conflicts in cooperative ways.

In another area of differences related to ethnicity, Nancy's prior knowledge was different from that of her students. Her home, school and community experiences gave her information, perspectives and beliefs which did not correspond to the cultural experiences of many of her students. In my initial interview with Nancy early in student teaching, she expressed concern about getting her students interested and helping them make connections between their previous experiences and current classroom curriculum. In addition, she worried about defining her own role in helping students make these connections and wondered how to structure their learning experiences so that prior knowledge could be built upon in constructing curriculum:

> What is wearing me down right now and that I think about a lot is how to keep the kids, make the kids interested in what is being taught. What I think about overall is what--how I can make this interesting for these kids and I think about how I am doing as a teacher. (9-1)

In her first journal entry, dated September 13, Nancy noted that the most salient question for her at this point in student teaching related to the concept of letting children figure out things for themselves. She wanted her students to use their prior knowledge to explore and further their knowledge.

> In most of my education classes we have been taught to provide some guidance for kids as they explore and learn but that the best thing is basically to let them figure things out for themselves. We are simply to set

> the situation up for them to be able to do that. I have been finding that with second graders that is not often possible. In science, a couple of art projects, class presentations, and in general it seems that kids this age need modeling. They need to see things clearly modeled first and be told exactly how to do many things or they are lost. This makes sense to me. If kids aren't given the tools to how to explore, how can they do it? Yet, this seems to directly counter many of the things I learned in my classes. I don't understand. (9-13)

During my first observation in her classroom, on September 15, Nancy was at the beginning stages of her thematic unit on plants. During this morning she helped students plant seeds and make predictions about their growth. She asked the students many questions during the lessons and listened carefully to their responses. She also gave them opportunities to ask questions and to talk about what was interesting to them. In the interview after this observation I asked Nancy which children she thought learned more than others during this lesson and why she thought they might have learned more. She indicated that the children who made their own observations and made connections to previous learning most likely learned the most:

> I can't remember which kids came up with their own observations because I know I pointed out--I suggested a couple of things to them. I don't know if I should have just let them describe what they saw than kind of coach them on or not but probably the kids that were able to connect with the things they learned the day before learned the most. You know some of them were able to say that the food came from the inside--the rest of them--they were thinking about it, you know. They had different answers but they were thinking about it. So I don't know whether they learned just as much because they were simply thinking about it or not. I don't know. (9-15)

I asked Nancy if she had noted any differences between the first group of children who planted the seeds and the second group. She responded by saying that the groups seemed quite similar to her:

I think it was pretty similar--yeah--I think it was similar. They seemed to make the connections--I mean they seemed to be connecting knowledge from before. I mean, they knew what the seed cover was. It was wrinkled, they knew that. When I asked them where the food was coming from, a bunch of them said inside the seed. I was really pleased they were making those connections. I don't know about my role. I don't know if I'm doing too much, dominating too much. I just don't know. (9-15)

Later in the conversation, Nancy and I discussed the third group who planted seeds:

R: You did some things differently at the beginning. When you asked them questions about why they shouldn't touch the bean...

N: Oh, I did do that in the last group. That was better.

R: What was better?

N: They were more involved. That was better. I didn't even think about it at the beginning. Vanessa was coming up with so much stuff. Yeah, you can't always plan everything in teaching. I tried to think through everything but you just kind of learn by trial and error, don't you? I just have to realize that.

R: They came up with some good reasons why they shouldn't touch that seed.

N: Yeah, they did. It has been a real struggle for me. I put this in my field notes. I've done a couple of other science experiments with them and one of the first ones that I did--I wanted to see--it was one where I had them plant the flower seeds. I decided that I was going to see, you know, I put the cups out and the soil and basically told them that they needed to put three seeds in and I wanted to see if they could kind of organize themselves and do it WHICH DID NOT WORK. It was chaos. And so I really struggled with how much structure to give this group and I've gone to giving them a lot of structure. So its been a lot teacher directed. At this age and with doing some of these things, some of them for the first time, I've pretty much come to the conclusion I need to tell them exactly what to do.

R: Are you there as teacher to model at points where you see that in order to have learning move ahead, there needs to be some intervention?

N: Okay, I see. I don't think it really sunk into me. Maybe because I was so heavily influenced by the Art for Children course. I took from that class

> that I shouldn't show them anything. It all comes from them. So I guess I drug [sic] that into--I carried it over to the Math and Science. I was still under the impression that a lot of it was supposed to come from the students. When you want something to look a certain way, you model it. If you have an experiment and it doesn't matter how it looks, then that's when the child, when it is more open ended. That makes sense to me. (9-15)

During student teaching, Nancy spent a significant amount of time thinking about how to help her students use their prior knowledge to make connections to the curriculum. This issue of working from the knowledge of children in the learning process surfaced again about a month later in mid-October after I observed a third lesson in Nancy's classroom. Small groups of students were planning a presentation to the rest of the class on what they had learned about plants. The group I observed was in the process of planning their presentation on stems: Nancy was involved with the children in the following conversation:

> N: Yesterday we talked about stems, remember? What do the stems do?
>
> C1: They help the plants eat.
>
> C2: Help the stems stand straight.
>
> N: How does food go into the plant?
>
> C3: Sucks it up!
>
> N: If there was no stem, just leaves, what would that stem do?
>
> C1: If we didn't have stem, we'd have to be in a wheelchair.
>
> N: What's our stem?
>
> C4: Our legs.
>
> R: In about 20 minutes, you're going to teach the rest of the class about stems. What could you do as a group to tell what you learned about stems?
>
> C3: If you put it in food coloring, it sucks it up.

N: What does that explain? What helps the celery plant grow?

C: The dirt.

N: How does it come up through the veins? How can we tell that to the class? What would you think about the idea of telling them what you did in your experiment? Would you be willing to show the class that? To explain to them why that happened.

C4: We could be a garden.

N: How about if you are flopped on the ground? (continues to offer ideas which children accept and modify). (10-16)

As I interviewed Nancy after this lesson, the topic again emerged concerning the role of the teacher/student in the learning process, of helping students make connections to their own prior knowledge and experiences. I asked her to talk about the presentations given by the students. She responded by talking about her perceptions of how the presentations would be accomplished:

> I guess I kind of had an image in my mind of what the presentation would be like. It's been hard for me to know--with all the things of teacher directedness vs. it coming from the students where the line is. (10-16)

In her last journal entry in early November, Nancy wrote about her struggles with figuring out the roles of teacher and students in the learning process:

> I was aware of the fact that teachers are not information givers, but guides in learning, before, but it has become even more clear to me that this is indeed the case. During the lessons that involved me doing most of the work (talking) the kids were paying attention but out of threats of punishment, not out of a lot of interest. My most successful lessons were those where the kids had a lot of say in what happened and were somewhat open-ended. It's hard to learn to teach in a different way than I learned. I came to the conclusion that my job as a teacher is like that of someone trying to catch fish--my job is to find the right kind of bait to offer so that the kids take it and run with it. (11-8)

During the final interview, I asked Nancy what had become clear to her about what teachers need to know to teach? She responded by saying that she

> really didn't know how first graders thought. I feel like teachers need to know how the children perceive the world and consequently have to connect with that, to make learning real. I think teachers need to know how to give structure to provide security in the classroom. I don't know how you learn to give them that. I need to find out about their values, their lingo, and how I'm to meet their culture. (12-13)

Nancy believed that it was her role as teacher to take seriously the job of helping students use their prior knowledge to connect to the curriculum. She took seriously the task of trying to plan lessons that would build on this knowledge as well as to expand their knowledge.

(B) Language

No specific data were collected on language differences.

(C) Socioeconomic

There were few instances when Nancy referred directly to socioeconomic background. Frequently her references to this area of diversity were also linked to family social patterns and values. Nancy described her father as a contractor/carpenter and her mother as an entrepreneur. Many of her relatives are school teachers. During student teaching, Nancy learned that many of the families of her students did not have the same financial resources that she had while growing up. At the beginning of November, Nancy wrote about Ethan's parents in relationship to their socioeconomic position:

> Ethan's parents--I called them several times after school to tell them about Ethan's behavior for the day. They were supportive and I enjoyed talking to them for that reason. It was good for me, too, because my expectation of low-income white families with a just-out-of-jail father was not that they

> would care about working with the school, but, they really did. I was upset when they moved. (11-8)

The personal contact Nancy had with this family was significant in helping her reexamine her perceptions of persons whose lifestyle and socioeconomic status was quite different than her own.

(D) Exceptionalities

When asked about her early schooling experiences, Nancy remembered school as a good place for her. Her family supported her in academic work and she felt she had been motivated to learn. She thought of herself as basically an achieving type of person and remarked that she got "a lot of good encouragement from my teachers. I was not ever the top person in my class or anything but I was always towards the top." (9-1)

It wasn't long into student teaching before Nancy began to worry about the challenges of meeting the learning needs of those children who think of school differently than she did and whose abilities were quite different from her own. Two weeks into student teaching, Nancy and I had the following conversation:

> R: What do you seem to be thinking about the most in relationship to your teaching?
>
> N: I think about how to reach especially the kids who have problems. There are several kids in my class who are having problems and I just think about those kids and watch them and write down notes about them.
>
> R: Especially the kids who have problems--what kind of problems are you talking about?
>
> N: Mostly kids that aren't following the teacher, whose brain is off in left center for whatever reason. With a couple of the kids, I think it's ADD but I don't know. There is such energy there--and not just energy--but how can I get these children--what can I do to get these children to focus and to be interested in something and to feel good about themselves instead of me all the time having to correct them. Another kid that bothers me clearly has

> emotional baggage from home and you can see it weighing on him and it bothers me to think of his life at home as a small second grader and he can't-it's very hard for him to pay attention and sit still. There are several kids like that who have emotional baggage. It's real hard to get them to find something to make them feel good about themselves in the classroom and about learning. (9-1)

During this same conversation, Nancy also brought up the need to know about how to reach children in different ways. She felt that the background she received in her teacher education program on multiple intelligences was going to be helpful to her during student teaching:

> I think we need to talk about that stuff more--how to reach kids that learn in different ways because I'm having that experience now in the classroom. Some of those kids who cause problems, those are some of the same kids who when we do active things--activities, movement, they're (snaps fingers) there. They're engaged--at least some of the time. And I want to learn how to use more of that kind of thing. And I think we need to do a little bit more with kids that learn in different ways. (9-1)

I asked Nancy to think of any specific incidents in the last two weeks which stood out in her mind related to trying to meet individual learning needs. She again mentioned the two children who she thought were diagnosed with attention deficit disorder and related an incident which involved an activity extension from a book she had read to the class:

> Some of the kids are clearly academic--they can read and write well you know. The girl that's the highest in the class, who reads fluently and writes fluently and is very verbal, was cruisin' and these other boys were having trouble engaging and paying attention. Then we did something where we did Curious George folds a boat--makes a boat. Before we started it, I asked my teacher, "why are we doing this, instructionally speaking?" She thought a minute and said she wanted to see the perceptual abilities. Well, interesting things came out and I tell you it was interesting! The girl that was very verbal, she had an awful time and one of the boys that causes the main trouble, he has some emotional problems and has trouble focusing on stuff, he was helping her do some of the folding. Those guys got it, BOOM! The ones who had the most trouble So that's the question I keep asking myself, "what kinds of things can we do in school to keep tapping

> into that in those boys?" I don't really notice a problem with English as a second language kids. (9-1)

Nancy already introduced activities that led up to her thematic unit on plants. I asked her if she was planning differently now that she had met the children and knew about some of their interests and learning needs. She told about one activity where she planned a variety of ways for the children to get into the topic of seeds:

> With a poem we read, we split them up into three groups. One group did movement and drama to music to the poem. Another group did art and copied the poem down and then another group planted seeds and started a science log. Then they switched. It was real interesting. Consistently we are seeing that with a couple of kids, when we do movement with hands--folding, actions, putting together, taking apart, movement with the body--that they do better. I don't know how we can find more of those things that would help their reading and writing, how to tap into that. That's a question I have, you know, how to get at what we call those more academic areas. (9-1)

I observed Nancy teaching a lesson where a small group of eight students were observing the growth of the flower seed they had planted. They were also doing some graphing of the growth and making predictions about future growth. Two other groups of eight each were doing other work with seeds and plants. I asked Nancy if and how she planned for the different learning needs of the students for this particular lesson:

> N: No, I didn't. I did not. I knew that drawing pictures would help. They are all having trouble with writing. I mean, I knew it would be good. Now when I planned for the other two groups, I did keep these differences in mind.
>
> R: What did you plan?
>
> N: There were two other groups going on at the same time. Lori Lampkin, the special education teacher had one and my teacher had one. I wanted Lori to be able to have more time. Her group was using the book *The Carrot Seed* (Krauss, 1945) which is very--vocabulary wise--reading wise it's about like as low as you can get for something like that. She used that book and said that things went real well, that the students experienced a lot of success. I was happy about that because some of the lower kids really have trouble--they can't read. They did choral reading.

R: And the other group?

N: They had a bunch of seed books that they looked at. I'd read them a couple. They've been on the back table for them to pick up in reading time but she took them out there and specifically gave them five minutes or so to get a book, look at it, find a sentence or picture they thought was interesting and then they shared it with the group. They were to make a picture, a sentence or something. (10-16)

Nancy wrote in her journal on September 13 that she was thinking so much about the children in her room that she identified as "struggling."

> A question that bothers me a lot is how to reach the kids that are already struggling: not staying on task, not getting work done, seemingly not caring too much about learning and schoolwork. They're still young and soft and could be more easily "reached" at this age but I don't know how to reach them, to bring out the giftings [sic] in them that I see. There is so much junk in their lives; I see weights and burdens distracting them and weighing them down so they can't function as healthy children. Somehow there must be a way to get past the junk and reach them. HOW?!?! (9-13)

I observed Nancy's class again on September 24 when she planned for the students to explore different kinds of apples. During the lesson, I noticed that Erin was not entering into the activities. At one end of the lesson, Nancy asked Erin, "did you like the Red Delicious or the McIntosh the best?" Erin just stared at Nancy. Several children who were nearby and heard Nancy's question then asked Erin, "Did you like the first one or second one the best?" Erin answered, "the second one." When I asked Nancy to tell me a little about Erin, she responded by saying that "this girl is MiMH. She can't count 1 - 2 - 3. She can't do diddly squat. The other kids cover for her. She's a real low functioning MiMH." I asked Nancy what she meant by low-functioning and she replied that "Eric can't count, she reads nothing, she doesn't basically really catch on too much."

In a journal entry on October 16, Nancy described the four children in her classroom who were classified as learning disabled. She noted that these children only leave the room very occasionally:

> Alex - is learning disabled in math and reading. He can't remember many of the sight words he learned last year and is basically a non-reader. He gets frustrated in math and says he can't do it and he hates it. (He) can be stubborn, often talks out in class, or flops his head on the desk. He can also be very delightful, comes up with some right-on funny observations.
>
> He was working on a story the other day during pre-writing time. He wanted to write a story about his go-cart. I encouraged him because I knew that was something he really liked, yeah. He was telling me stuff about his go-cart. I said, yeah write it down. "But teacher, I don't know how to write it down." I said, "well go ahead, do the best you can." And so he wrote down some words and I came back and he did have go-cart (grt) but that was the only recognizable anything.
>
> Chris - is learning disabled in math and reading. Chris is able to read a at a very low level and can manage to get through a simple book like *Rosie's Walk* (Hutchins, 1968). He writes backwards in math. He's quiet, takes his time getting things done.
>
> Glen - is learning disabled in reading. He reads *Brown Bear Brown Bear* over and over and when it comes to writing time, simply copies from books. He will not or cannot write anything of his own in any form. He's shy, quiet and a very nice little boy.
>
> Edward - is the behavior problem of the class (and I might as well add, the one I have the most concern and care for). I know I shouldn't say that but he is the only one we have on a special behavior program. He is learning disabled in reading. He can read only a very few words. He has a severe speech problem and often acts and speaks like he is four years old. He has flashes of brilliance. For example, he was able to pick out the names of foreign cities on the globe but can't even figure out simple words like "the." (9-24)

Even though at times it seemed that Nancy was frustrated with the children in her class who had special needs, she clearly spent time planning and teaching in ways that would help these children be successful.

(E) Gender

No specific data were collected on gender differences.

(F) Family Patterns

Nancy noted early in student teaching that

> most of the students in my room are different from me. Many are from the Appalachian culture and some are Hispanic. Almost all are from homes that do not contain the two original parents and are growing up in a town where they are in much closer proximity to other kids and their influences. I had neither of those situations growing up. (9-1)

Nancy also believed that life at school is quite different for her students than it is at home. She perceived that many of the homes are in a "lot of chaos." She also believed that they received "inconsistent, very negative discipline" at home and that the "children would often rather be at school than at home." Several times during the semester, she described children in ways that reflected the way she perceived their home situations:

> Alex, one of the kids I sent to detention, the one that I was giving a verbal warning to, his parents just got divorced. And so you know that there's stuff going on. It's like these kids aren't hardened kids and I don't want to do stuff to make them hardened. I always want to find a way to affirm them, the way to get to their heart and pull out what's there, you know. (9-24)

In her last journal entry, Nancy wrote that "most of my students are different from me." She described two girls in the classroom, though, that seemed most like her, particular in terms of family lifestyle:

> Renee is a good student, kind of lonely and looking for friends. She's insecure and clingy, good reader and a goody-goody. She reminds me so much of myself and I found I didn't like some of these things about here. Because of that I felt like I understood her but at the same time I found I was much more demanding of her and expected more of her. Jessica is much more talkative, also has parents who are together and care. She's at the top of her class academically. I found myself responding to her much in the same way I did to Renee, except (should I say this?) I liked her better. (11-9)

Nancy then went on to describe the children in her room who seemed the most different from her, those for whom her expectations were not as high. Often these children came from families whose social patterns and values were much different from her own:

> The other kids, those who were different from myself, I didn't understand and would get frustrated with why they couldn't obey. Many come from families where parents aren't together. But, I probably had more patience with these kids. Mentally, I could decide that they were dealing with a "lot of stuff" and cut them some slack. I didn't necessary understand where they were coming from but I didn't expect as much of them.
>
> A major difference is support at home that has to do so much with the motivation and what they have to work with in the classroom. That just really impacts. I saw major differences in the kids in the motivation that they had to learn and the tools--the background that they had to work with. Some of the kids were really--they wanted to learn--they could connect with what was going on-the kids that didn't have support at home--clear differences there. (11-9)

Nancy recognized that her own upbringing was different from many of her students. At times this difference seemed to have an impact on her expectations of students and of her perceptions about the support that these families were giving their children. However, it was clear that she deeply cared about the students even though her beliefs about family interactions may have been very different from those of the parents of her students.

Development of Multicultural Attitudes and Behaviors

Nancy confronted a number of differences between herself and her students at Chambers Elementary. She brought with her beliefs and attitudes that she had developed over time from her own home, school and community culture. The

development of Nancy's multicultural attitudes and behaviors in these areas of differences were analyzed using the adapted Nieto's (1992) frame. Figure 5 summarizes Nancy's development of multicultural attitudes and behaviors during student teaching.

(A) Racial and Ethnic

Nancy came into student teaching with an image of what constitutes appropriate behavior in the classroom, stemming from the value and beliefs of her home, school and community. One of the key elements of this image relates to the idea that children are to obey their teachers. Nancy noted that the backgrounds of the children in her classroom were quite different than her own in terms of what is conceived of as appropriate behavior. She also recognized that the way she had been parented and schooled was not necessarily a model she wanted to emulate. Nancy was in search of an orderly classroom environment for her group of students but didn't know how to accomplish this without being "severe" in her approach to management and discipline. Most of Nancy's concern focused on herself, her need to establish another way to communicate. Very rarely was there mention of the Appalachian or Hispanic culture of students as a factor in thinking about appropriate school behavior. Entering attitudes and beliefs in relationship to expectations for behavior seemed to be at a Tolerance Level (Level One) and seemed to remain at this level throughout student teaching.

Helping students make connections to prior knowledge was another goal for Nancy. The issue that became most salient to Nancy in this area centered around her

need to figure out the kind of structure needed for students to be able to take charge of their own learning, building on their own experiences, interests and needs. She seemed to consider the prior knowledge of her students as important, but she struggled with how to frame her teaching so that she could feel in control. Nancy thoughtfully questioned and reflected on the issues related to helping students make connections to prior knowledge and interests. She used various methods and materials in attempting to make these connections. Using Nieto's adapted framework, her level of attitudes and behavior grew but remained at Level Two (Acceptance) throughout student teaching

(B) Language

No data were collected on language differences.

(C) Socioeconomic Background

From the limited amount of data collected in this area, it seems that Nancy entered and remained at the Tolerance Level (Level One) during student teaching. She recognized that many of her students and their families had access to financial resources quite different from her own. Nancy admitted that her perceptions of families who had fewer financial resources were challenged when she had personal contact with one of her student's parents. This personal interaction helped her realize that the child's family does care about her and her success at school regardless of their socioeconomic situation.

(D) Exceptionalities

Nancy acknowledged at the beginning of student teaching that her own schooling experiences had been quite positive. Her family had encouraged her to read and explore her environment. In general, her entering attitude towards those who learn differently than she does could be categorized as Level One, tolerance of the diversity of learning needs without denying the importance of differences. At the beginning of student teaching she tended to think about the students in her classroom with special needs as "problems" although there was little indication that she had doubts about their placement in her classroom.

As student teaching continued, Nancy tried various strategies with the four learning disabled students in the classroom and valued their contributions to the classroom. Nancy wrote that these four students always entered into her planning, especially when it came to doing something with reading. She noted that she always had to stop and think about what she would have them do. There are a number of times she changed what she was going to have the class do because she realized that these four really couldn't do any of the reading. Sometimes she paired them up with readers who could read to them. She also noted that she continued to plan a variety of activities to meet the needs of those children who might be auditory, visual, or kinesthetic learners. She had them actively participating in hands-on activities like planting seeds, sorting seeds, using math manipulatives, using movement to song, art activities along with reading, writing and math. She usually tried to write most things on the board. She also noted that

> I find myself expending more energy on these four than on any of the other students, trying to figure out how to help them and work them into the class when they struggle so much. I keep thinking there must be some way I can help them. The special education teacher doesn't seem to have much of a clue as to what to do either. Her specialty was MiMH kids. Most of the time I really feel at a loss as to what to do. (10-16)

In the area of exceptionalities, Nancy seemed to enter student teaching at a Level One (Tolerance) and developed in her attitudes and behaviors in the area of curriculum adaptations for her students with special needs to a Level Two (Acceptance) by the end of student teaching.

(E) Gender

No specific data were collected on gender differences.

(F) Family Patterns

Characteristics of the entering multicultural beliefs and behaviors of Nancy towards differences in families seemed to be at Level One--tolerance for differences. Nancy recognized that there were differences between herself and her students in terms of how children are supported in the home setting. Even though she described her own upbringing as "strict," she found affirmation from her family for achievement in school. She also valued the fact that she had a two-parent family who worked to provide a stable environment for her. At several points during student teaching, Nancy associated behavioral problems of students with home situations, particularly in terms of one-parents/two-parent families. Academic and behavioral expectations for children from different systems than her own were lower than that of those children who were from similar cultural backgrounds as herself. Nancy also attributed

differences between students' motivation for learning to her perspective on what constituted "support from home." In the her last journal entry, Nancy wrote:

> Support at home affects so much the motivation and what they have to work with in the classroom. That just really impacts. I saw major differences in the kids in the motivation that they had to learn and the tools, the background that they had to work with. And some of the kids really wanted to learn, they could connect with what was going on. Those kids that didn't have support at home, there were clear differences there in terms of motivation to learn.

Nancy's level of multicultural attitudes and beliefs in the areas of her perceptions of "family" and of the social patterns and values of her students and their families seemed to stay at Level One (Tolerance) during student teaching.

Summary

Nancy confronted differences between herself and her students in the following areas of diversity: racial and ethnic; socioeconomic; exceptionalities and family patterns. She did not identify differences related to language or gender.

In the area of racial and ethnic diversity, Nancy's expectations for classroom behavior did not always match the way students responded to situations. She recognized that many of the children in her classroom did not share the same values and beliefs of her own home, school and community. She tolerated these differences although this area remained a source of frustration throughout student teaching. Nancy did place value on the prior knowledge of the children in her classroom and accepted their experience, interests and needs as foundations on which to build curriculum.

Differences between Nancy and her students in relationship to socioeconomic background and family patterns were identified and confronted by Nancy at various points throughout student teaching. While there was limited data gathered in these specific areas, the data suggests that Nancy did tolerate these differences but seemed to continue to have lower expectations for students who had fewer economic resources and belonged to families with differing lifestyle differences and values.

Throughout student teaching, Nancy confronted differences in the area of exceptionalities. In the beginning, she seemed to welcome children with special needs into her classroom but also tended to think of their needs as problematic. As she continued teaching throughout the semester, she devoted much time and energy to developing strategies and activities that would aid individual students with special needs in their educational progress. She grew to expect these students to learn even though she often was at a loss as to what she needed to do to help them be successful in the classroom.

AREAS OF DIVERSITY	(0) LACK OF TOLERANCE	(1) TOLERANCE	(2) ACCEPTANCE	(3) RESPECT & ESTEEM	(4) AFFIRMATION, SOLIDARITY & CRITIQUE
RACIAL AND ETHNIC Expectations for Behavior		XO			
Communicative Style					
Prior Knowledge			X O		
Physical Characteristics					
LANGUAGE English Language Dialects					
Non-English Languages					
SOCIOECONOMIC Financial Resources		XO			
EXCEPTIONALITIES Classroom Placement					
Curriculum Adaptations		X	O		
GENDER Stereotyping of Roles					
Concern for Gender Groups					
FAMILY PATTERNS Perceptions of "Family"		XO			
Social Patterns andValues		XO			

(Adapted from Nieto, 1992) Student Teaching Semester: August (X) November (O)

Figure 5. Nancy: Levels of multicultural attitudes and behaviors

LEAH

Section 1: Background Information

My field experience last term was in a fifth grade classroom. This was the same age I was as my mother and I moved here from Arizona. I was the only child from divorced parents in my class and I think throughout the rest of my years in school. In the early 70's, divorce wasn't quite so prevalent, especially in this small town. There is a lot of pain in reflecting on that feeling--and even though each circumstance is unique, I can often put my heart into the kids I'm with and still feel that "ache" I felt so many years ago.

Thirty-one-year old Leah, a former instructor of aerobics and the single parent of two young boys, grew up in a southwestern state and moved to the Midwest at the age of nine after her parents divorced. This was a difficult time for Leah but "my mom was always supportive of me even though we didn't have a lot. She was like a secretary and I was a latchkey kid where you had a key around your neck." In elementary school, Leah changed schools every year or two. In junior high, Leah became involved in sports and was a pioneer in establishing a girl's track team. During high school she also focused on athletics rather than academics and graduated with a very low grade point average.

Leah stated that she has always wanted to be a teacher. Her early image of a teacher centered around the idea of a

> caring person for children. I never really thought about the work they did but just that they got to--I just thought it was so neat to talk to my teachers and to interact with them and I thought, WOW, what a neat job!

What influenced Leah to go to college and pursue teacher education is her experience working as a mother's helper in her oldest son's kindergarten classroom. She realizes now how much work teaching is--"I look back and I think that when I was in school that teachers didn't put that much work into it because it just didn't seem like that it was hard for them."

When asked to define her experiences with others outside of her own culture, she responded that she had lived in Arizona for many years and was exposed to many different Indian tribes. Some were bused into her elementary school and she also visited the reservations with her class. Leah indicated that she had not had a lot of experience with the African-American or Hispanic culture but that she had had contact with the Amish culture over the past three years. Her own sons were taken care of during the day by Amish women. Leah noted that the "rituals, beliefs and ideas of the Amish are different and I have learned to relate to them and have grown in knowledge about their culture." Leah expressed a desire to know about other cultures but at the same time expressed a fear of "offending them with questions they may not find appropriate."

Patterns which emerged from Leah's participation in the pilot study were (1) the acknowledgment that the multicultural setting was new to her and that she had entered the classroom with some hesitation--however, the experience was not particularly uncomfortable for her; (2) a strong belief that as a teacher she must stop to consider "feelings" of children and the context in which situations happen before responding to them in the classroom; (3) a sense that she needed to know herself--her

own beliefs and values--before she could make decisions about how to create the kind of classroom environment she desired for her students; and (4) a passion for taking some kind of personal action through her teaching to "change aspects of our society which contribute to the oppression of certain cultures and groups of people."

Before entering the first grade classroom during the pilot study, Leah had little experience with persons who are African-American. During the first day of field experience she wrote that she

> entered with hesitation and fear. I felt the children would prejudge me and maybe be afraid. This just did not happen. The first day probably half of the class ran their fingers through my hair and smelled it. It reminded me when the children in *White Teacher* would do the same to Ms. Paley's hair to experiment with the feel and the texture. It is kind of a funny experience. If I allow them to touch me and feel me and I touch their skin or we discuss the differences, we learn together. I must admit I was scared my first visit there. I felt I was "white" and in a "black" school, but soon I just felt like an ordinary teacher and really didn't think of color so much.

Throughout the course, Leah emphasized the need to "stop, reflect, analyze and decide what is more important than just reacting to a situation without considering all feelings of the parties involved." She often made references to the way she felt as a child when at school, reflected on some of the experiences of her own children in a school setting and had observed a number of situations in her field placement which led her to the belief that teachers must go beneath the surface to find out the "why" of children's behavior:

> I talked to a student teacher who had complained all week that this one little boy in her class had just turned into a different person. His behavior was mean, violent and unpredictable. She felt she had accomplished nothing with him that week. Then on that Friday, he came up to her and put his head in her lap and said he was happy today because his mom was coming home. It turns out that his mom had been in the hospital all week and the teachers were unaware!

Learning to know herself became a priority for Leah. She expressed the need to understand and explore her own ideas and feelings so that she could be firm and strong in her convictions before she entered the classroom. She began to see herself as an agent of change in the classroom as a result of exploring her own belief system. It was also clear that Leah was beginning to think of issues of culture in relationship to a multifaceted political and economic system:

> It is then that I can choose carefully how to direct the students to live in a classroom environment free from prejudices and to be able to transform that outside the community to our community and even beyond. It is very difficult to express our views out of fear. But, as a teacher, if I can understand how I felt in their position as I began to challenge my thinking, then I can provide discussions, films, and books to probe their minds and help them to explore and express thoughts carefully. As a teacher, before I can begin to do any of this I have to be secure in where I'm coming from. This system really kills me. We certainly are the "status quo" and set the ground rules to fit this elitist society. I can't get discouraged but need to fight on!

Leah requested to be placed in a classroom which had diversity in the student population. She was interested in working with Hispanic children and also those children with special needs who were placed in an "inclusion" classroom.

Differences Identified

> *I haven't had a lot of experience with persons from other cultures. Our schools were integrated with American Indians but I didn't have a relationship with them. I knew some African-Americans in athletics during high school. I probably didn't get a real big taste of another culture until I started thinking about it in Curriculum Studies and then in SST (Study-Service Trimester) in the Dominican Republic. And for me, I guess I thought in my mind so long, you know how it was before, that we're all the same. Well, now we want to know about everybody's culture and that's really important. Ten years ago it was well, we're all the same and we don't talk about it. Well, then I went on SST and I found out a lot of neat things that I want to talk about. When I came back here, nobody wanted to hear it.*

During the pilot study, Leah expressed some fears about entering a field experience in a classroom where the children were from a background with which she was unfamiliar. The time she spent in the classroom, however, was not uncomfortable for her. In fact, she was enthusiastic about this multicultural experience and was determined to be the kind of teacher who could make a difference in making changes in the system which would alleviate some of the difficulties that other than majority students face.

Leah's SST experience in the Dominican Republic that occurred during the summer between the Elementary Curriculum Studies course and student teaching only reinforced her commitment to take on the challenges that come with teaching culturally diverse students.

Leah's story during student teaching is told within the framework of six particular types of diversity that impact teaching and learning, including differences in (A) race and ethnicity; (B) language; (C) socioeconomic background; (D) gender; (E) exceptionalities; and (F) family patterns.

(A) Racial and Ethnic

In my initial interview with Leah, two weeks into student teaching, she talked about how she learned to know more about her own culture during the term she took Elementary Curriculum Studies along with a course called Liberation Theology. She described her own personal awakening by saying that "taking these two courses at the same time suddenly helped me see my own culture more clearly--"Boom, it really hit! And so for me, I feel like I have a better knowledge of myself." She then went to

Costa Rica in the summer before student teaching for her study-service term which reinforced her belief that she needed to know herself and who she was within her own culture.

The interdisciplinary unit Leah planned to teach during student teaching, titled "Follow Your Dreams," focused on helping her students to better know themselves and their community. She used the curriculum to build on the prior knowledge that her students brought from their homes and community. In the first interview, she told me that she believed that

> the kids have a high need for community awareness and for developing their own self-esteem. I think these are the types of things I really want to focus on for the kids. I have specifically sensed that I need to concentrate on self-esteem when I do begin my unit. I really want the kids to value their own community but I also want them to get it into their heads that they can dream, believe and get what they want in life. I feel some are kind of in a vacuum and not really aware of everything around them and what the possibilities are. The community is here to help them and I want them to feel an important part of that. (9-13)

During my first visit to Leah's classroom on October 6, Leah planned a lesson where each student made a collage that told about him/herself. She passed out a variety of magazines, scissors and glue. After they were finished, each went to the front of the room and presented a collage which represented their interests. As examples, April's collage had pictures of the Simpsons, chocolate, T.V., cars, Pepsi, formal clothing and cars. Michael had pictures of Magic Johnson, pull-out couches, candy and music. After the presentations, Leah gave an assignment: "Go home tonight and talk to an adult who remembers when you were a baby. Don't bring in a

picture. Ask mom, dad, aunt, uncle, guardian why you were named the first name you have." After the observation, Leah commented that she

> found the collages very interesting. I would have liked to start what I did today on the first day of school but I'm really glad in retrospect that I waited because the kids--this is the first time I've every had that many kids up in front of the room to present. And I think it takes this long for them to feel comfortable to do that. I don't think that's something you could do on the first day of school. So I'm really glad I waited. It will be fun to hear what they come up with for their names. (10-6)

After the second observation in Leah's classroom on October 11, I asked her to describe what happened with the name activity:

> It was fun. Found out that Marcus was named after his great-great-grandfather but he didn't know about it until he asked his mom. That made him feel good. Then I have a Germain Brittany who is named after Morgan Brittany who is an actress. Oh, and this is the best. I have a girl, Tonya Jo, and she said she was named after an aunt or somebody and her middle name was after a T.V. program that was on in the sixties--there was Billy Jo and Betty Jo--I said "Petticoat Junction?" and she said "Yeah!". It was hilarious and we just really had a good time. We had a good time hearing the stories. But it was good. When you call Marcus on the playground, you're actually calling his great-great-grandfather. (10-11)

Continuing to try to help students make connections with their past and their future, Leah brought in literature, poetry and arranged for fieldtrips and guest speakers. Earlier in the week of my third observation to her classroom on October 20, Leah had taken her students to the local cemetery to look at tombstones and to write down some of the epitaphs they saw. During my observation to the classroom, Leah read the book, *Miss Rumphius,* a story of a woman who made a difference in her community by planting flowers. Leah first talked with her students about the various epithets they saw at the cemetery:

L: What did you see on the tombstones?

C1: Some just said their name.

C2: Mother--baby--the baby was real little.

C3: My grandpa Musser is buried under that big tall angel--like she's looking down on him.

C4: One said "Dust to Dust."

C5: This one kid had his whole life on it. (10-20)

Leah then linked that trip with the book she had just read to them. She asked her students to

> think about your dreams and I want you to think about a difference you want to make--like Miss Rumphius, what was the difference she wanted to make? What are your dreams and goals? I want you to pretend that you are eighty years old and you are writing about what you did to make a difference in your community. What do you want to be remembered by? Also, I want you to write your own epitaph..(10-20)

After the observation, we talked about one guest, a fireman, who had come into the classroom to talk with the students earlier that week. He had been a former student at Chambers elementary and had lived in the same neighborhood that many of them do:

> He did a great job. I didn't tell him anything to say. I didn't have a clue what he was going to say. When I was out in the hall, I told him that he had just reinforced everything that we'd been talking about since day one. I mean the things he said are just exactly what has been coming out of my mouth. The only thing I told him was that they had picked a dream and I wanted him to talk about goals and future aspirations. He brought in a poem by James Whitcomb Riley. I was just elated. He kept emphasizing that the "north side of town" where he was from was a positive place. He said, "I'm from the north side, I can do anything." I'm also having a poet come. One of my student's grandfather is a truck driver and he's also a published poet and we've been reading some of his poetry. I got a hold of him and he's in between runs so on Wednesday he can come in. It's a good connection to the community, especially connecting with the culture of the students. (10-20)

Leah seemed to place high value on incorporating persons from her students' local community into the curriculum. She actively engaged in searching out people as resources who had connections to the community and could talk with the children about their own lives and occupations. Leah planned a variety of ways for her students to develop in their understanding about themselves--their past, present and future selves.

(B) Language

Leah had three children in her classroom who spoke limited English. In the initial interview, after being in the classroom for two weeks, she spoke about her communication with these students:

> L: I have three children in my classroom who have limited English proficiency. One of them, Morgan, told us that Cambodian is the only language spoken in the home. He doesn't go out for ESL help. Sondra has only been in the United States for less than a year.
>
> R: Do they have any problems fitting into the norms of the classroom?
>
> L: If I sit down and talk to Sondra, she just kind of looks at me and smiles. I didn't even know she was ESL. She writes English but she can't say things back to me. I'll look at her and she doesn't seem to understand what I'm saying. She kind of looks at people around her to see what they're doing. I try to talk with her in Spanish. I think she thinks it's funny that I'm doing that because I speak broken Spanish. I mean, I can communicate and she knows what I mean but --
>
> R: I imagine it feels good to her that someone else in the classroom knows her first language.
>
> L: Yeah, it does. She likes it but she just seems really shy. I remember from a course in my teacher education program--it was in Reading Problems I think--when we have our own children we don't expect them to talk until they are two or three. If I think about her being--she probably would be that eighteen month old that's not talking yet. (9-5)

Another student in her class, Raphael, was fairly proficient in basic English but Leah believed that his level of English led to some miscommunication with her and others in the classroom. After my second observation in the classroom, on October 11, Leah told of the following incident that happened during the first week of school:

> Raphael is Hispanic and also L.D. We have a good relationship but one day we had a go-around. Katie raised her hand and said, "Raphael just killed a fly and threw it at me"--and this was my first week of school. I said, "Raphael, did you do that?" He said, "Yeah." I said "Go get a Kleenex , pick it up off her desk and throw it in the trash." He did that and I was scooting him back in his chair and I said, "I'm really sorry, Katie." And then I said, "wait a minute, I shouldn't say I'm sorry. Raphael, what do you say to Katie?" And I think part of it was, he wasn't understanding what I was doing, he's not understanding my language, what I mean, because I don't think his first language is English. He kind of looked at me for a minute and I said again, "Raphael, what do say to Katie?" And he looked right at her and just seriously said, "It ain't gonna kill you!" He didn't know--it was innocent--I kind of came down hard on him too but he really didn't understand. (10-11)

Leah seemed to respect students who had limited English proficiency. She worked at developing relationships with these students and at finding ways to communicate with them.

(C) Socioeconomic

Leah had recently returned from the Dominican Republic. Living there for three months gave her the opportunity to gain a different perspective on socioeconomic status than the one she had before her visit to that country:

> When I went to the Dominican Republic, the house I stayed in was a middle class house which was high economic. There was one children's book and we just read it over and over. Most houses I went to had no children's books. The first assignment I had which I didn't take was a village of 80 people that I was supposed to set up a preschool program for and they didn't have paper, pencils, books, equipment -- they just had a cement building. I mean they had nothing, you know. There wasn't any literature for them. There were no books in the houses. I went to the toy store. The only books

> they had were Sesame books translated into Spanish. The one book that I bought had 12 different Dominican children and things they did -- like they sold ices in the street or they shined shoes was typically their culture but there weren't any other books which were about them or their culture. (9-5)

Throughout student teaching, Leah continued to make references to the Costa Rican term but she also made connections between that experience and the one she was currently having in the classroom at Chambers elementary:

> I have a better understanding of the world environment. I mean, I have to say that Costa Rica affected me as a person and just understanding a different culture and what we really have. I can walk into a room like Chambers and to me, I mean to me, they're not poor. I don't know, they're not poor. Before I left they were poor but to me, now, they aren't poor. I don't feel sorry for these kids like I did. I know I did. The only thing I feel sorry for is their situations you know. When I have a girl tell me that she has to go to another town every night and work on cars because of her mother's boyfriend or something, it's not a good situation but she is not without. I mean she's taken care of and she's okay. And that type of thing is just, I don't know, I feel like I can stand up in front of the classroom and look at the kids differently and think of myself differently since I've had this experience in another culture. (9-5)

Leah seemed to be saying that while some of the children in her classroom had financial resources that might be considered to be very limited, she didn't think of them as being poor. Her own experiences with limited financial resources at various points in her life certainly also seems to have had an impact on her attitude. In a journal entry at the end of October, Leah wrote that she

> didn't feel like the kids in the classroom were much different from myself other than their lifestyles at home. We have families who moved here from Kentucky and they have a different culture. I often felt on the same economic level and have used the welfare system myself as many of their families do. Many of the kids come from single-parent homes, which is the same as I was raised in and am now presently living. (10-29)

Leah's own life experiences prepared her to respect persons from a variety of socioeconomic backgrounds. The financial background of children in her classroom did not lessen her expectations for their school success.

(D)Exceptionalities

Leah remembers that learning to read came easily to her in first grade. She spent a difficult third grade year in school due to the divorce of her parents but her learning experiences were mostly positive:

> I had a horrible time. I talked all the time. I had to stay after school like eighty minutes. She put check marks and every check mark was 10 minutes after school. I had to do book reports for talking. I don't think I'll ever assign a book report as punishment. I had to do a book report on the tar pools of LA in California. I'll never forget the book. But other than that year, school was generally easy even though my grades in high school doesn't look like it was easy for me. (9-5)

During the initial interview, I asked Leah what she has been thinking about most in the last two weeks since school began. We had the following conversation:

> L: I'll tell you one thing--we have ten identified kids--those are my best kids.
>
> R: Identified as...
>
> L: I have an emotionally handicapped kid, four with learning disabilities, three who are mildly mentally handicapped and two who have English as their second language. But having those kids, and it scared me to death at the beginning, but they're just the best behaved. They smile and believe it or not, they're the first ones to raise their hands to offer information. I remember the first time this girl Veronica, I mean she's LD you know and she raised her hand and my gosh I've never called on her when she hasn't given me a correct answer and I just feel really good about it. She works very hard. Her handwriting is very neat and she tries really hard on her spelling words. She just concentrates. My learning disabled kids seem to concentrate more and really try. (9-5)

Leah continued this conversation by talking about a particular child whose needs seemed to stand out in the classroom:

> L: This one kid, he's not identified because his mother won't let him be tested but what happened is that she took LSD when she was pregnant and if you see him, he's trippin' and it pisses me off but I just love the kid. He's almost like autistic actually. They're trying to talk to his mother again and test him for autism.
>
> R: What kind of work does he do?
>
> L: If you give him an assignment, you have to set the timer. It he hears the clickin' he can get it done in a second. If you don't have a timer he doesn't move. It's really weird. We were talking about complete subjects, complete predicates, simple subjects, simple predicates this week. Well, that's hard for me. I have a hard time with it and I asked a question about a simple predicate. In this case it wasn't one word, it was two words--have been. He was just begging to be called on. His eyes wouldn't leave mine. So I called on him. He got it and I was like YES! I was so excited. It was great. So anyway, these kids that I have who are supposed to be my inclusion kids, I'd rather have a whole room of them, you know. They're much easier for me to work with.
> (9-5)

Leah also talked about the fact that there were some students who thought differently than she did. For an example, she related an incident where a student took her question very literally, instead of in the way she intended for it to come across:

> Differences in thinking. It was so funny--yesterday one of the girls who is LD and has a hard time reading--we have a blue sheet for her that she puts on her book and it makes the words appear better for her--she left it at home. I asked her, "Julie, is that blue sheet doing you any good at home?" She said. "Yes." I had to sit there and laugh because she just, the way I asked it, she was being very honest. So I had to think about that. (9-5)

At other points along the way in student teaching, Leah talked and wrote about various strategies used to include everyone in the learning process. One example is cooperative learning:

> Cooperative learning for a variety of students, that works. I found that my stronger achievers are very quick to help with the children who are MIMH (mildly mentally handicapped). I've tried to help them work at feeling comfortable in groups. It would be easier for me to stand up and teach and have them do things independently. But groups are a better way to do it. (9-17)

Another example came from a journal entry written after the camping trip. A particular incident reinforced for Leah that concrete, hands-on activities are needed for many students to be successful in the classroom:

> One of the neatest things that happened was at the archery range. I was the instructor for this activity and Nicki's group came for their turn. We gave her help at every attempt and she did quite well. With ten points being a bullseye, Nicki shot an arrow in the seven point range, beating many of her peers. We all screamed!! It was great!! She had so many successful experiences there, more so than I've seen her have with the resource teacher at school or anything I've adapted to my curriculum. I realize that in working with Nicki, LEA (Learning Experience Approach) and hands-on activities are a must. (9-17)

One dilemma that arose for Leah during the semester was how to handle grades for those students whose work she modified because of their learning needs. We had the following conversation at the end of October:

> L: One problem I had with modifying the grade--when it came time to talk with parents--like Joey was so high in reading--he got A+ because he read so many books. I almost felt like the parent thought he was not going to be MiMh anymore--like he was going to grow out of it. I had a really hard time with that--because he's doing very well for his potential but...we have to be thinking about what is going to happen in junior high.
>
> R: Was there any indication on the report card of a modified grade?
>
> L: Yeah, she wrote on the side, this grade is modified so the parents knew, but still they're confused--I cold just tell.
>
> R: There certainly are some dilemmas with that whole situation. Do you expect the same behavior from all of the children?

> L: If all my kids could act like my inclusion kids, I would have been fine. They worked so hard. There were times where they had different spelling words--they had high frequency words like *Don't Walk*, *Walk* and *Caution.* They were very well behaved. If you would ask them to hold the cafeteria door--"oh, yes and you have a good lunch, Mrs. Harper."
> (10-29)

Leah seemed to have high expectations for all the children in her classroom. She adapted curriculum to meet their needs and established the kind of learning environment where they could feel successful.

(E) Gender

In her first journal entry on September 13, Leah wrote that

> the kids this year really seem like a family. I was in this classroom last year for field experience and felt tensions and groupings, especially with the girls. I really don't see that here yet this year. I don't see the kind of boy/girl relationships like I saw last year. The boys and girls this year really aren't aware of each other in a relationship aspect as I witnessed last year. I am beginning to lead Girl's club in October at Chambers and I hope to get a better insight on my fifth grade girls on a personal level. I think things may arise here that I don't see in the class. (9-13)

Nearly a month later, in an October 15 journal entry, Leah wrote about her concern for the low self-esteem among the girls in her classroom:

> It is sad to see kids with such low self-esteem. These are the ones I am trying to hit. I found great success with "Girl's Club." I am planning on continuing through the year with this activity because so many of my low self-esteem girls are in this club. I don't want to let them down and I think I could get to them after a long period of time. I have to say, I had many more girls with a low self-image than boys. I'm not sure why...possibly because the girls are so horribly mean to each other...they are relentless!!! And so many of the girls take the "catty" remarks to heart. I found out that is a big part of fifth grade...taking care of spits and spats that don't even happen in the classroom. (10-15)

In addition to taking on the Girl's Club, Leah sought out resources that particular addressed the academic needs of girls. She wanted to use the curriculum to

encourage girls to have high expectations for themselves. Two of the resource books she used were specifically related to planning successful educational experiences for girls, especially in the areas of math and science.

During an interview in late October, Leah talked about the differences that she noticed in developmental stages between these fifth grade boys and girls:

> The girls seemed to be so much more grown up than the boys. I could just see the girls sitting in groups smiling and doing things with their hair. Some of the girls were so developed. I mean, I was just amazed. The boys, they didn't even notice. They're clueless to what is going on--they just care about football! (10-29)

Leah recognized that the girls in her classroom needed special support in gaining self-esteem. She not only recognized this need, but took specific actions in an attempt to help them develop in how they perceive themselves and their abilities. Leah took time to work with the girls in an after school club and planned curriculum that would also positively impact their lives.

(F) Family Patterns

Leah lived with her mother after her parents divorced when she was in third grade. She thinks of her mother as being very supportive throughout her growing up years. Leah went to church regularly, had grandparents close by and finished her last two years of high school at a private Christian school. Her oldest son now attends a private Catholic elementary school and her younger son is not yet in school. Leah is currently a single parent.

Working as a parent helper in her own son's kindergarten class and spending time with a Dominican family were two diverse settings that helped Leah realize in

concrete ways that her own family and school experiences were quite different from those of many others:

> When I was working in my son's kindergarten and realized that 10 students out of 25 who were kindergarten age didn't get read to at home even 15 minutes a week, that's when I realized there are some children who don't get read to. American children don't get read to? (9-5)

During my initial interview with Leah, she talked about how helpful it had been to live with a family in the Costa Rican culture. Our conservation about getting to know the values and actions of families from other cultures follows:

> L: During my field experience at Hathaway (during the pilot study), I really didn't think about the cultures of the children when they left school and went home. I don't know enough about the African-American culture at home to know what would be different. But I learned a lot about what happens in the Latin American home that's different, just different, the way things are.
>
> R: Tell me about the family you stayed with.
>
> L: It was excellent! She was a single mother--well, she was married but her husband was living with another woman and had more of his kids--she was really separated. She was thirty-four and had a five-year-old and a three-ear old. So it was just us.
>
> R: Could you communicate in Spanish fairly well with her?
>
> L: I had to. I had to learn really quick. She didn't speak or understand any English. And she was lonely. She had a Master's degree in Social Administration from Puerto Rico but she didn't work. She would stay home with those kids until they were grown and then she would work when they were old enough. Her life was those kids.
>
> R: How did she support herself financially?
>
> L: He pays for everything. He's an architect. He's pretty well off. He pays for her apartment, food clothing, he pays everything. I know that's how their culture is, at least in the capital. In the country most of the men stay with their families but in the capital many men have several families. But understanding that, even the first day, I was with her, I was trying to talk her into getting a divorce. I mean, you gotta leave this guy, he's no

> good for you. Finally I understood that all the other women in this apartment complex were single and their men were paying for it. Why shouldn't she have her life paid for too? Okay, I understand now, no problem. But that was a cultural thing. (9-5)

Even though Leah didn't particularly agree with the lifestyle of this Costa Rican women, she learned to accept these differences without judging her. She began to understand that she couldn't superimpose her own belief system on someone who has a different cultural understanding of family.

The second week in September, Leah went on a camping trip with fifty-four fifth graders from Chandler school. She spent three days and two nights at the camp and slept in a cabin with seven of the girls from her classroom. In a journal entry, Leah wrote about a fifth grade girl who was in her cabin. She told about her attempts to deal with a sensitive issue related to Nicki's personal hygiene:

> Nicki bunked in my cabin and the poor child did not have any socks. She said there were none clean the day she left. She is very small and couldn't borrow anyone else's and fit into her shoes. She never complained about being cold and always said her feet were warm.
>
> At school in the classroom, Nicki is often messy in dress and often smells like cat urine. We have even had to tell her of this because it was disturbing to the other children. She is also in kind of a "la-la" land and often wanders in thought.
>
> At camp, Nicki seemed like a different person. I made sure each night the girls in my cabin went to the community bath house and took a shower. They had to walk into the shower with soap and shampoo. We probably could have bathed only once but I know they do not bathe everyday at home and I wanted to instill the importance of this and how they have to SCRUB their bodies all over. I took a shower as well and told them I took one every day. I told them it was real easy and they should continue to bathe every night at home as well. I don't think Nicki does and I hope the small routine helped instill this in her. (9-17)

Again, Leah's notion of an appropriate lifestyle didn't match up with the way Nicki's family took care of themselves. In this case, Leah seemed to feel that Nicki did need to make some changes so that she could better equip herself for acceptance among her peers. Through modeling and conversation she was able to provide some instruction that could benefit Nicki without attacking the family's lifestyle.

There were several specific instances where Leah became involved with parents during student teaching. From the camping trip with the fifth graders came an example that highlighted differences in family systems. In her journal entry of September 17, Leah again wrote about Nicki:

> Nicki came to school with her father Monday morning not ready to take off on the bus as scheduled. Nicki lives with father only and both are on seizure medicine for epilepsy. What I found odd was that Nicki's father gave me the meds, he said it was just his prescription and they both take the same thing. He didn't have a separate one for her. So, basically she just takes her dad's medicine. Her dad has a brain tumor that I have been told is malignant. Nicki's father said that she didn't have a sleeping bag and asked if I could provide blankets. I didn't have any and asked him to run home and at least get some blankets because it would be cold at night where we are going. He only lives across from the school and he agreed. I wouldn't say her father is mildly mentally handicapped but he is very hard to communicate with. I don't believe he works, I think he is on some type of disability. (9-17)

Another camping trip instance, illustrating a difference between Leah's family patterns and that of her students, involved a student named Carmen. In this same journal entry, Leah wrote that

> Carmen is pretty overprotected. Her mother did not want her to come on the camping trip. She had NEVER been apart from Carmen for more than 8 hours!!!!!!!!!! Carmen is a mix of cultures, but I'm not sure what. Her mother is white with a Russian background and they live with the grandmother who only speaks Russian. Apparently, Carmen's first language is Russian... I believe her father is African-American or another dark-skinned culture. Carmen's mother did come to the camp for three

> hours on Tuesday night, our second night there. She just sat from afar and watched. The grandmother came as well. Carmen didn't seemed concerned that they were there and kept playing games with her friends and enjoyed herself. Mother watched just like a hawk. When it was dark, mother had to see where Carmen slept before she left and leave a glass of water for her to drink in the middle of the night. It had a lid on it in case it spilled. The water was warm because cold water gives Carmen bronchitis. (!!!). (9-17)

In this situation, Leah seems to be somewhat critical of the way in which Carmen's mother intervened. However, it appears that this way of handling a child's overnight trip was so different than her own experiences that it was difficult to understand.

Other kinds of differences in family patterns were noted by Leah. On October 6, after my first observation in Leah's classroom, she talked about a child named Richard who had been identified as having Attention Deficit Disorder. Leah was frustrated with Richard's mom for being resistant to putting him on medication:

> L: I had a conference with Richard's mom. Last year they finally talked mom into putting him on Ritalin. His writing, I can't read his writing, he's just so sloppy. He doesn't understand consequences. If I ask him to do something he'll just say no. He has no friends. When we called him in I didn't realize how many friends he didn't have. Mom doesn't want him on Ritalin. She took him off Ritalin this year.
>
> R: Do you know why she took him off?
>
> L: She doesn't want him to be on Ritalin because she had talked to so many nurses and these nurses say that this is a horrible thing. So I talked to her and told her, well, this is what I've found with my son. She said Richard doesn't eat when he's on Ritalin and la-la-la. I said, "you know what--my son is on Ritalin and he eats from 7 o'clock at night until he goes to bed nonstop. At first I thought that was bad but he's not fat you know and that's when he's hungry so I just allowed it. We eat healthy things. I don't let him eat donuts and stuff. Make sure Richard has a good breakfast, then give him Ritalin, and you're going to be okay."
>
> R: What was her response?

> L: She goes, okay, we'll do that. She didn't want to give him two pills, she wanted to give him just the pill in the morning. That will cover him until about 1:30. Monday morning came. I asked Richard, "did you take your pill?" "Nope." Tuesday morning --"Richard, did you take your pill?" "Yeah." Different kid. He got 97 on his spelling work, I could read everything. He was just 100% different. Today I asked him in the middle of the spelling test, "did you take your pill?" "No", so I don't know what it's going to be. I mean I had called his mom and laid everything on the table and she doesn't follow through! (10-6)

It's clear that Leah found it frustrating that parents did not respond in ways that she thought they should. However, she continued to work with parents and used her own experiences to try and relate to them. She addressed issues directly when she believed that a student's success in school was at stake.

After my third observation in Leah's classroom, on October 16, I asked Leah to talk a bit about the parent conferences that had been scheduled for the previous week. I asked her if she learned anything about the children and their families that she did not know before. She responded by saying:

> Oh, lots! Miguel Hershey! You talk about an automobile accident--he says "cool." You talk about somebody getting hurt -- he says, "cool." He's very graphic. Yeah. We had to approach this subject with his mother at parent conference. The whole time mom was holding her purse like this big wall between us. She must have known it was going to be bad. But I mean, just like a big wall. She was like, "well, you know, I'm having problems with him at home and when I beat him he cries and when he cries, I beat him more" and she was going on and on. We told her that he just needs attention and love--that's what he needs. He has to stay in almost every recess. And I actually think he wants to be with us and that's why he's doing it. So I'm trying to work at this with his mom. (10-16)

In addition to working with single parents and parents from different cultural backgrounds, Leah also had a child in her classroom who lived with foster parents.

She used an example from a Language Arts lesson to describe a situation involving a student's writing about her biological home situation.

> Terri--we did a lesson on figurative language. She wrote this story about someone who had been molested--about telling her brother a secret--and it was a really big secret. But he went ahead and told somebody--he let the "cat out of the bag." That was the figurative language she used. I felt bad but she loves her foster mom. This is the second foster home she's been in I believe. (10-16)

During the last interview with Leah, she spoke about an incident that impacted her thinking about differences in family values:

> One of the biggest dilemmas we had was with Patty, a small Hispanic student, whose mother speaks very little English. It was concerning her trip to camp. She did not want to let Patty go, which would include a two-night sleepover. We sent letters home and finally had our resource teacher contact the mother to get the situation straight. Apparently, Patty's little sister would be celebrating her birthday during that time and she could not miss the party. The family was not willing to change the date of her party and Patty HAD to be there. I understood the importance of birthdays after my experience on SST. But I understood much more during parent/ teacher conferences with Patty and her mother. Patty was very important to her, I really saw the tradition there was in their family as the mother spoke of both her girls. Patty had also done a personal timeline for me in class and a very important occasion for her was her lst birthday. She decorated this on her timeline with cake and candle. I understood then, that there was no way that Patty could have gone to camp and missed her sister's celebration. (11-9)

Leah developed in her understanding of differences in lifestyles and values as she entered into personal contacts with families. Even though she did not always agree with the way families interacted, she accepted the fact that differences do exist. These differences did not seem to become a barrier to the expectations she had for these children in terms of school success.

Development of Multicultural Attitudes and Behaviors

Leah came to student teaching with attitudes and behaviors about diversity that had been recently influenced by her study service semester in Costa Rica. She was able to make connections between this cultural venture and her student teaching in a classroom of diverse fifth graders. The development of Leah's multicultural attitudes and behaviors in these areas of differences were analyzed adapting Nieto's (1992) framework. See Figure 6 for a summary of the development of Leah's multicultural attitudes and behaviors during student teaching.

(A) Racial and Ethnic

During the pilot study, Leah wrote about needing to know more about herself and her own culture before she entered classrooms where there were a variety of backgrounds among the children. During this time she also focused on how she could be the kind of teacher who would actively work towards creating the kind of environment where all children and their families were affirmed. Between the pilot study and student teaching, Leah went to Costa Rica for her intercultural service term where she experienced first-hand living in an unfamiliar cultural setting. Three weeks after returning from Costa Rica, she began student teaching. There were a number of backgrounds represented in Leah's classroom including Anglo, Hispanic, Cambodian, and Appalachian. This diversity brought a variety of home, school and community experiences together into a classroom community. Leah seemed to be at Level Three

(Respect & Esteem) of the adapted Nieto (1992) framework for development of multicultural attitudes and behaviors.

During student teaching, situations arose that challenged Leah's thinking about beliefs and values stemming from the children's' home, school and community experiences that were different from her own. It was clear, however, that Leah considered diversity in a positive light. At many points along the way she expressed through speaking, writing and actions that she affirmed differences in the way children had been brought up and the communities they came from. In her first journal entry, Leah wrote that

> it's almost the diversity in my class that brings the kids together. They all know each other's stories by now and they support each other. When I had the kids do a collage of themselves I was amazed at what they shared with the class and me. Not just their personal lives and wishes, but real things that happened to them. One girl cut out a picture of a "mixed" little girl and said she cut that out because she had a mixed little sister. She said in matter-of-factly and went right on to the next picture in her collage. We are beginning a week where we are talking about heroes/heroines and I'm sure more diversity will arise.

Leah spent a great deal of time in student teaching thinking about how to connect the curriculum to the children's' prior knowledge. She expressed the belief that "teachers have to know their kids and what is relevant to them--they have to know the content but let other things fall into it." At the same time, she strongly believed that she needed a relationship with the children that was based on mutual trust. She felt that the camping trip was a turning point for her in developing this kind of bond with the children in her classroom:

> They saw me as just a real person who still has to--wake up in the morning with her hair sticking up--likes to have her hair brushed and braided and likes to sit around a campfire and eat popcorn and sing songs...I think you

> have to have a working relationship with the kids--then a lot of things can come out--what they say is just as valid as what you say. (11-9)

There was evidence throughout student teaching that Leah worked hard at finding specific ways to take action so that her students could feel accepted and valued. Leah developed multicultural attitudes and behaviors at Level Four (Affirmation, Solidarity & Critique) by the end of student teaching.

(B) Language

Leah's positive experience in Costa Rica right before student teaching gave her a clear picture of what it is like to be understood in a culture whose language is different from your own. It seems that she entered student teaching with multicultural attitudes and behaviors that correspond to Level Three of Nieto's frame. Three children in Leah's class knew little English. She talked and wrote about these children several times but at no point did she seem frustrated by the differences in language between herself and the students. She found humor in the ways that she miscommunicated ideas or expectations. She involved them in all aspects of classroom life. Leah seemed to continue at this same Level Three (Respect & Esteem) throughout student teaching

(C) Socioeconomic

Leah's experiences in Costa Rica and her own socioeconomic circumstances gave her a feeling of solidarity with children in the classroom, especially in relationship to financial issues. She seemed to be at Level Three in her development

of multicultural attitudes and behaviors. At the end of student teaching, during the final interview, Leah commented that she

> didn't really think about economic differences very much during student teaching. I could really tell the kids who came to school in warm clothes that were nice and the kids who came to school in horrible clothes. I just wanted to take this one girl home--it was freezing and she just wore shorts.(11-18)

It seems as if Leah continued to be at Level Three (Respect & Esteem) throughout student teaching. Her own experiences with limited financial resources and her visit to Costa Rica seemed to impact her understanding of socioeconomic differences.

(D) Exceptionalities

Leah knew before student teaching began that she would have a number of students in her classroom with diverse social, emotional and academic needs. She noted that this fact "scared me a little" at first. At this point, Leah seemed to be at Level Two of the adapted Nieto (1992) model of multicultural attitudes and behaviors (Acceptance of Diversity).

Throughout student teaching, however, Leah found many ways to form relationships with these students and to include them in the classroom community. During the final interview, Leah commented that she was

> just amazed as far as the inclusion kids--the help that everybody else gave to them. I would give a writing assignment and maybe my MiMh kids would have to write at least one or two sentences and then draw a picture. And then we'd come together in small groups and trade ideas. And they were never made fun of or ridiculed--it was like "look at what Joey did" and they brought it out positively in the classroom environment. Or if somebody would finish early first, instead of looking for something specifically to do, they would offer to help of the three they knew needed help. (11-18)

In this same interview, I asked Leah how she managed to deal with differences in terms of instruction and classroom management in relationship to children with these special learning needs. She replied that

> I didn't. I just expected them to do what everybody else did. There were some things that were modified--spelling was modified, for example. If I ever gave a language assignment out of the book, I would maybe have them do half of the assignment. (11-18)

Leah was actively involved with students who had special needs as she encouraged them individually, worked at including them in the classroom community, adapted curriculum to their needs and had high expectations for their success in school. The level of multicultural attitudes and behaviors of Leah towards differences in social, emotional and academic needs among her children seemed at the end of student teaching to be in Level Four (Affirmation, Solidarity and Critique) of the adapted Nieto frame. She highly valued children with special needs in her classroom and worked hard at adapting curriculum so that they could be successful.

(E) Gender

Throughout student teaching, Leah's interest in gender issues focused on the self-esteem of the fifth grade girls in the classroom. In the beginning of student teaching, she talked about the need for finding ways to work at nurturing females so that they could develop to their potential. Leah's multicultural attitudes and behaviors seemed to be at Level Three (Respect and Esteem) at this point. As the semester continued, Leah took action in this area by volunteering to lead the after school club for girls and by searching out curriculum that specifically addressed the academic

needs of girls. Leah's attitudes and actions best fit into Level Four of the adapted Nieto frame (Affirmation, Solidarity and Critique).

(F) Family Patterns

Leah had personal experience with growing up in a family with a single parent. She was currently also a single parent with two sons. In addition, she had been in other situations where she became acquainted with differences in who made up a family and in family systems. Entering student teaching, it seems that Leah was in Level Two (Acceptance) of the adapted Nieto frame.

In the final interview, Leah referred back to two situations involving families that happened during student teaching. One was with Richard--when his mom did not want to put him on Ritalin and the other was the dilemma with Nicki's hygiene.

> I even had Richard's mom talk about me at a meeting called Moms-in-Touch--how I helped her. She also ended up coming to visit in the classroom on a regular basis and we got along wonderfully. She had many concerns with her son and we got him started on Ritalin which made a world of difference in his behavior and school work. At first I had found her threatening, but eventually we gained a mutual respect for one another and she came to my party on my final day of class. I think it helps that I am a parent too and have many of the same concerns as parents of the children in my classroom.
>
> We talked to Nicki again about the odor of her body but the problem persisted. It was time...we had to talk with dad. He was very embarrassed but at this point he was not handling all the responsibility very well. He appreciated any help we could offer. Come to find out, there were not clothes hangers in the home. She we sent home a grocery bag full of hangers and hopefully, the clothes will be hung and the cat will stay away. It was a delicate issue, but it came off quite well. Dad really is trying to do the best he can. (11-18)

It's clear that Leah developed relationships with parents that were based on concern for the children involved. Through specific actions she indicated that she

affirmed parents for who they were even though she didn't always agree with the way they took care of their children. She also used her own position as a parent to identify with dilemmas parents faced. It seems that Leah's level of multicultural attitudes and behaviors developed to Level Three (Respect & Esteem) during the student teaching semester.

Summary

During student teaching, Leah identified differences in all of the areas of diversity focused on in this study: racial and ethnic; language; socioeconomic; exceptionalities; gender; and family patterns.

The data suggests that Leah expected all students to be successful. In the category of racial and ethnic diversity, Leah highly valued the prior knowledge of students and used a wide variety of instructional strategies to further their own learning. During student teaching she seemed to grow even more in her ability to connect curriculum to students' interest and prior knowledge. In addition, she also showed respect and esteem for differences in language as well as in areas related to socioeconomic diversity and family patterns.

In two other areas of diversity, exceptionalities and family patterns, Leah seemed to move forward in her level of multicultural attitudes and behaviors. At the beginning of student teaching, she accepted students with special needs into her classroom and did not lower her expectations for them. However, by the end of student teaching, she had developed many strategies to aid these students in their

educational progress and had developed a sense of community among teachers and students in the classroom.

Finally, while Leah went into student teaching with high expectations and respect for both females and males in the classroom, she recognized special social and curricular needs of the fifth grade girls. She did not accept the status quo but took specific action to address these needs.

AREAS OF DIVERSITY	(0) LACK OF TOLERANCE	(1) TOLERANCE	(2) ACCEPTANCE	(3) RESPECT & ESTEEM	(4) AFFIRMATION, SOLIDARITY & CRITIQUE
RACIAL AND ETHNIC					
Expectations for Behavior					
Communicative Style					
Prior Knowledge				X	O
Physical Characteristics					
LANGUAGE					
English Language Dialects					
Non-English Languages				XO	
SOCIOECONOMIC					
Financial Resources				XO	
EXCEPTIONALITIES					
Classroom Placement			X		O
Curriculum Adaptations			X		O
GENDER					
Stereotyping of Roles					
Concern for Gender Groups				X	O
FAMILY PATTERNS					
Perceptions of "Family"			X	O	
Social Patterns andValues			X	O	

(Adapted from Nieto, 1992)

Student Teaching Semester: August (X) November (O)

Figure 6. Leah: Levels of multicultural attitudes and behaviors

CHAPTER 5

SUMMARY OF THE FINDINGS, CONCLUSIONS AND IMPLICATIONS

The first chapter of this study presented the fact that students in classrooms across the United States are rapidly becoming more culturally diverse. Teacher candidates, however, remain mostly white, middle-class, monolingual and female. A problem for teacher educators is how to prepare prospective teachers for the differences they will confront between themselves and their students in today's classrooms. Chapter one introduced this study with the following guiding research questions: (1) What differences did these teacher candidates confront between themselves and their students as they engaged in the personal process of constructing meaning about diversity? and (2) What development took place regarding the multicultural attitudes and behaviors of these teacher candidates as they confronted differences between themselves and their students?

This research study was based on the assumption that multicultural education must be a salient component of the teacher education program. It also assumed that in order for perspectives to change from monocultural to multicultural, diversity issues must be integrated throughout preparation for teaching and must include as many experiences as possible with children who come from different cultural backgrounds. Another assumption was that becoming a multicultural teacher involves a continual process that consists of more than acquiring certain skills, knowledge and dispositions. Chapter one also discussed results from the data collected during a pilot study which provided rich background information on the teacher candidates.

The second chapter reviewed the available literature related to the preparation of teacher candidates for culturally diverse classrooms. In the past few years, the door to research in this area has been cracked open but there is no doubt that there exists a need for further study. The chapter also described how this study approached the problem, adopting the perspective that teacher candidates actively construct meaning about diversity as they organize and reorganize the experiences they bring from their own home, school and communities in the context of teaching in culturally diverse classrooms. Previous research confirms that the majority of teacher candidates come into teacher education programs with little or no experience with others outside of their own culture; there is little argument that multicultural education needs to be a part of teacher education preparation both in theory and in practice. Other research has shown that it takes more than a course, workshop or seminar on multicultural issues to make a meaningful impact on a teacher candidate's perspective and that field experiences in culturally diverse classrooms constitute a necessary part of teacher preparation.

The concept of "multicultural education" is complex. It is difficult for teacher educators to know where to begin the process of providing opportunities for teacher candidates to become multicultural teachers. This study was designed to give a clearer picture of what actually takes place as teacher candidates are in the process of constructing meaning about differences between themselves and their students. It looked closely at the experiences of four student teachers for the two-fold purpose of identifying the kinds of differences that actually emerge between the teacher candidates and their students in daily classroom interaction as well as tracking the development of each student teacher's multicultural attitudes and behaviors over the student teaching period. While the complex nature of multicultural education will remain, this study will contribute to the literature that focuses on building teacher

education programs that prepare teacher candidates for culturally diverse classrooms and will also provide areas of focus for further research.

Data were collected by observing student teachers in their classrooms; taking detailed field notes during these observations; interviewing student teachers after the observations; and reading reflective journals written by the student teachers. Themes emerged from the various data sources which were then developed into interconnected patterns. Data were analyzed by using the constant comparative method (Glaser and Strauss, 1967) and by triangulating the various data sources. Nieto's (1992) model for categorizing levels of multicultural attitudes and behaviors was then adapted as a starting point for individual and cross-case analysis.

Individual case study data in the fourth chapter were presented in three sections. The first section provided background information on each teacher candidate that was gained through the pilot study and from additional information obtained through an initial guided interview with each student teacher at the beginning of the student teaching semester. The second section told the story of each student teacher within the context of six particular forms of diversity that impact teaching and learning. These include differences in (1) race and ethnicity; (2) language; (3) socioeconomic background; (4) gender; (5) exceptionalities and (6) family patterns. The third section described the development of each student teacher's multicultural attitudes and behavior over the semester, adapting Nieto's (1992) model as a framework.

This fifth chapter is divided into four sections. The first section discusses the findings from the individual case studies and across the case studies in relationship to the two major research questions. A summary of the conclusions of the study is provided in section two. Section three explores the implications from the study for teacher educators who are working to prepare teacher candidates for culturally diverse

classroom settings. The final section suggestions directions for further research in this area.

Summary of the Findings - Research Question #1

Findings from the analyzed data related to the following two major research question will be discussed in relationship to individual case studies as well as across case studies.

Research Question #1 *What differences did these teacher candidates confront between themselves and their students as they engaged in the personal process of constructing meaning about diversity?*

Individual Case Studies

Tamara

Findings from the data collected during student teaching suggest that Tamara confronted differences between herself and her students in the areas of race and ethnicity, language; socioeconomic background; exceptionalities; gender; and family patterns.

In the area of race and ethnicity, Tamara was challenged by the kind of verbal interaction that emerged between herself and the students. Her students were much more interactive than she was used to and she struggled with knowing how to manage this different style of communication.

As Tamara taught her interdisciplinary thematic unit on "farms," she quickly recognized that she came with background knowledge on this topic that was completely different from her students. Her rural orientation was not like the urban one that her students brought to the classroom.

In addition, racial issues were present for Tamara as she became involved in classroom situations that highlighted differences in color between herself and the

students as well as between students. These differences often arose in the conversations of the children as they worked on projects or talked with one another in the classroom.

In the area of language differences, Tamara discovered dilemmas related to her students' use of unfamiliar terms and grammar usage. She also was puzzled by the way her students did not respond directly to questions asked by adults in the classroom.

The biggest issue for Tamara in the area of socioeconomic status related to the financial means of families to provide lunch for their children. Students whose families qualified because of a certain level of income received lunch at reduced or no cost. At times, Tamara would refer to these children according to their lunch status: for example, "Mario is a free lunch student." When Tamara went to school, having lunch or lunch money was never a concern for her and it was difficult for her to accept the fact that needing to get a free lunch was a reality for many students at Hathaway.

The subject of children with special needs was brought up frequently by Tamara. All of the classrooms were "inclusion" classrooms in the sense that those children with special education needs were included in the regular classroom for as much of the day as possible. Tamara found this to be a frustrating aspect of teaching and considered the situations with these students as problematic--not knowing how to "handle" the behavior or how to adapt curriculum to meet individual needs.

Although not an area that seemed highly significant to Tamara, she identified several situations during student teaching when gender issues rose to the surface. She reflected on the way she reacted differently to the behavior of boys and girls in the

classroom. In addition, she observed differences between the response of male and female students to the curriculum.

Tamara had difficulty thinking about "family" beyond the traditional two-parent perspective. She felt uncomfortable responding to the situations that arose among students and their families. From her perspective and experience, parents were generally considered to be non-supportive of school efforts and viewed as the adversaries in the parent/teacher relationship.

Jeremy

Findings showed that during student teaching, Jeremy experienced differences between himself and his students in the areas of racial and ethnic diversity; socioeconomic background; exceptionalities; gender and family patterns. Differences in language did not emerge from the collected data.

In the area of racial and ethnic diversity, Jeremy's expectations for behavior did not match the kind of behavior he was experiencing from the children in his classroom. He was aware that some of the behavior may have been culturally based but he had difficulty in thinking about possible ways he could work at bridging these differences.

The interdisciplinary thematic unit Jeremy planned was on "communities." He thought of community in terms of his own experiences and never was able to figure out how to find out what his students knew about the concept of community so that he could build on this knowledge. As a result, what he taught and how he taught did not connect with his students' prior knowledge.

In addition, Jeremy's unpleasant experiences in Costa Rica with persons whose skin color was black seemed to have a significant impact on his student teaching experience where the majority of the children were African-American. Jeremy admitted that he had prejudiced feelings towards black persons but at the same time wanted to do something that would erase those feelings. He chose to student teach at Hathaway as a means to accomplish this goal.

In the category of socioeconomic background, Jeremy often referred to children in relationship to their lunch status at school. His perception seemed to be that the financial resources of the people in this community were not used in the same way that he used his own financial resources.

Jeremy spent time thinking about the area of exceptionalities in terms of the placement of children with special needs. Although he talked about making adaptations for children, there was little evidence that he was able to carry out his plans. He seemed to think about adaptations for children with special needs as "special treatment" and worried about how this treatment was regarded by the other children in the classroom.

In terms of gender differences, Jeremy used particular terms in describing boys and girls. He seemed to have stereotypes of what differentiated male and female characteristics and behaviors. At times, for example, boys were often characterized as "noisy" and girls were "angel-like." He had difficulty believing that the boys in his classroom held hands on a field trip and noted that he associated this type of behavior with females.

In the area of family patterns, the expectations Jeremy had for his students often seemed to be based on assumptions he made about the values and behaviors of children and their families. He considered single parents a "problem" and viewed his students at Hathaway as coming from "rough neighborhoods and home situations."

Nancy

Findings indicated that the differences Nancy confronted during students teaching were in the areas of race and ethnicity; socioeconomic status; exceptionalities and family patterns. There was no evidence collected during this time indicating that she confronted language or gender differences.

The expectations Nancy had for student behavior did not match her own experiences as a student in the classroom. She found that the students at Chambers didn't "obey" her and treat her with the kind of respect that she was used to giving her own teachers. She did have a strong desire for her students to be interested in and connected to the thematic unit she was teaching on "plants." The hands-on ways that she approached teaching and learning was an attempt to help students construct their own knowledge about the topic. Nancy, however, focused so much on her own role in terms of how she was doing as a teacher, that student learning almost seemed to became a secondary issue.

Although the area of socioeconomic status was noted infrequently by Nancy throughout student teaching, she did refer to the stereotype she had of parents who had limited financial resources and lifestyles that were different from her own. She

associated these characteristics with a lack of cooperation with the school and with the progress of their children.

Throughout student teaching, Nancy stressed her desire to reach the children with "problems." She did plan for children with special needs and worked hard to use a variety of methods and materials that would help them be successful at learning. Her overall perspective, though, continued to be one of a "problem"--wanting but not knowing how to "reach" them.

Nancy described the homes of her students as being "chaotic, inconsistent and with negative discipline." She tended to associate behavioral problems with what she perceived as negative home situations. Single-parent homes were also considered to be problematic.

Leah

From the data collected, it was found that Leah confronted differences between herself and her students in the areas of racial and ethnic diversity; language; socioeconomic background; exceptionalities; gender; and family patterns.

Leah had just come away from a summer of intercultural experience with a new self-understanding in addition to high respect for the Costa Rican culture and the persons she learned to know. She looked forward to Chambers Elementary as another setting where she could learn more about diverse populations. She worked hard at building on the prior knowledge that students brought to the classroom so that she could help them connect school learning to what they already knew.

In terms of socioeconomic background, Leah felt a kinship with families who had limited financial resources. As a single mother, Leah had many of the same financial concerns as they did. Also, her recent experience in Costa Rica gave her the perspective that being "poor" is a relative concept. While she knew that the children at Chambers had fewer resources than children at other schools in the area, she did not consider them to be handicapped by this fact.

Leah also had a strong interest in the area of exceptionalities. Leah viewed the children with special needs in her classroom as an integral part of the classroom community. She expected them to succeed and worked to provide curriculum adaptations to meet their needs.

In the area of gender differences, the low self-esteem of the girls in her classroom became a special area of interest to Leah. Her concern prompted her to lead the after-school girls' club and to search out resources which helped her plan ways to meet the special academic needs of females.

Leah focused on working with parents rather than against them. She passionately took on issues regarding children and parents in a way that did not judge parents, but rather actively worked at ways to unite with them for the success of the students.

Across Case Studies

Each teacher candidate had an individual story to tell growing out of his/her past experiences in the context of home, school and community. However, in analyzing the data across the four case studies, findings suggest that several patterns

emerged in six defined areas of diversity that impact teaching and learning: (1) racial and ethnic; (2) language; (3) socioeconomic; (4) gender; (5) exceptionalities; and (6) family patterns.

First, data sources revealed that all four student teachers confronted differences between themselves and their students in the area of ethnic and racial diversity. Within this category, three findings emerged: (1) three of the four student teachers confronted differences between themselves and their students in terms of expectations for appropriate school behavior as well as expectations for the type of interactions between student and teacher. Tamara, Jeremy and Nancy all struggled with their need to feel "in control" of the classroom. The common theme seemed to be that all three had come to the classroom with an image of "teacher talking and children listening." When this scenario did not happen, disequilibrium, confusion and anxiety emerged. Tamara had particular dilemmas with the kind of verbal interaction between herself and her African-American students. Jeremy described this area in terms of respect--or lack of respect--for him by the students. He experienced the most conflict between himself and black males in the classroom. Nancy thought in terms of children "obeying" the teacher. Leah, on the other hand, viewed interaction between herself and her students as one of a developing, ongoing relationship built on trust and dialogue; (2) all of the student teachers recognized differences between the kind of knowledge their students brought to the classroom in comparison to their own. However, the ways in which they viewed this diversity resulted in different approaches to teaching and learning; and (3) issues pertaining to race, especially that of color,

became a major focus for the two student teachers who were in classrooms where the majority of the students were African-American. Tamara and Jeremy were the minority race in the classroom. They both had the sense that they were in unfamiliar territory and had many questions about how to deal with situations that arose in the classroom regarding color differences. Nancy and Leah's classrooms had a number of students from a Hispanic background as well as many Anglo children from the Appalachian culture. They, however, did not seem to confront dilemmas related to racial issues.

Second, in this study, differences in language referred to English dialects or languages other than English. It also included other aspects of language, particularly terms used that are unique to a specific culture. From the data collected, it was found that across the case studies, differences in language did not emerge for two of the student teachers and only appeared in a minor role for the other two student teachers.. Leah and Nancy both had several students who spoke little English. Nancy seldom referred to these students. Leah, however, related several specific instances where language between her and the students was a barrier to communication but the results were always portrayed in positive and/or humorous terms. Tamara had a number of concerns with the English dialect spoken by her students, mainly in terms of not being able to understand specific terms they used and of grammar usage that was unfamiliar to her.

The only indicator of socioeconomic status that emerged in this study related to the differences in financial resources available to the students and their families. It

was found that all four student teachers confronted differences in this area. However, their perspectives regarding these differences differed from one another. Tamara and Jeremy approached the issue of financial resources in a way that cast negative associations with "free lunch" students and their families. Leah, on the other hand, spoke of financial resources in a matter of fact manner without portraying judgment on these students and their families. Nancy reflected primarily on the stereotypes she held of families who had limited financial resources in relationship to their interest in the school lives of their children. Data collected on Jeremy showed no evidence that socioeconomic differences emerged for him during the student teaching experience.

For the purposes of this study, "exceptionalities" included physical, intellectual, social and emotional conditions that require special education adaptations. From the data collected, it was found that all of the student teachers confronted differences between themselves and their students who had exceptional learning needs. Two of these student teachers, Tamara and Nancy, viewed differences in students with special physical, intellectual, social and emotional needs as "problems." Jeremy's main concern was that he was giving "special treatment" to students with special needs when he made adaptations for them in the classroom. Leah assumed that children with special needs would be a part of the classroom community and she expected them to succeed.

For three of the four student teachers, gender issues emerged from their classroom experiences. However, these differences were approached in contrasting ways. Leah was concerned for the development of the females in her classroom,

especially in terms of self-esteem. Tamara thought about gender issues in terms of the differences in her own behavior towards boys and girls in the classroom and on the way each gender responded to certain aspects of the curriculum. Jeremy tended to stereotype certain actions of his students according to female and male behaviors.

Finally, the category of family patterns includes differences in how a family is defined--who is in a family; how families interact; and what is valued by the family and the community. From the collected data it was found that all of the student teachers confronted differences between their own home, school and community experiences and that of their students. Three of the student teachers perceived the family life of students as problematic while the fourth one regarded families as an integral part of a child's school success. (See Figure 7 for summary of differences identified across case studies).

AREAS OF DIVERSITY	TAMARA	JEREMY	NANCY	LEAH
RACIAL AND ETHNIC				
Expectations for Behavior		X	X	
Communicative Style	X			
Prior Knowledge	X	X	X	X
Physical Characteristics	X	X		
LANGUAGE				
English Language Dialects	X			
Non-English Languages				X
SOCIOECONOMIC				
Financial Resources	X	X	X	X
EXCEPTIONALITIES				
Classroom Placement	X	X		X
Curriculum Adaptations		X	X	X
GENDER				
Stereotyping of Roles		X		
Concern for Gender Groups	X			X
FAMILY PATTERNS				
Perceptions of "Family"	X		X	X
Social Patterns and Values	X	X	X	X

Figure 7. Summary of differences confronted

Summary of the Findings - Research Question #2

Research Question #2 *What development took place regarding the multicultural attitudes and behaviors of the teacher candidates as they confronted differences between themselves and their students?*

Individual Case Studies

Tamara

At the beginning of student teaching in August, Tamara experienced racial and ethnic differences between herself and her students, especially in the area of verbal interaction with her African-American students. Differences in communicative style were tolerated but not necessarily accepted as appropriate ways to learn. Uncomfortable feelings about how to handle specific situations related to color differences were also present at the beginning of the semester. In addition, Tamara was uncertain about the kind of prior knowledge her students were bringing to the classroom that differed from what she knew about the world. However, as the student teaching semester progressed, she began to feel more comfortable with the kind of communication that had emerged and she started to realize that perhaps the way she learned how to behave in the classroom was not necessarily the only way. She learned to accept the fact that there were color differences and that she could talk with the children in positive ways about these differences. Tamara also began to acknowledge and accept the prior knowledge children brought to school and thought about how to plan curriculum that would build on these experiences She built on what they did know by planning experiences such as a field trip to a farm to give them hands-on opportunities to construct knowledge. She also made attempts to integrate materials

and methods that tied in to the ethnic and racial heritage of her African-American students. Using Nieto's frame (1992), Tamara developed from a Tolerance (One) Level to an Acceptance (Two) Level of multicultural attitudes and behaviors in the areas of communicative style, prior knowledge and physical characteristics during this particular student teaching situation.

Tamara found language differences between herself and her students, particularly in the form of an English language dialect. She noted these differences and addressed her anxiety about this particular area but did not seem to develop beyond the Tolerance (One) Level in terms of her multicultural attitudes and behaviors during student teaching.

In the area of socioeconomic diversity, Tamara acknowledged differences particularly related to financial resources of children and their families. Most frequently her comments focused on children who received free or reduced lunch from the school. It was uncomfortable for her to think about the inequity among her students in terms of financial resources. While she certainly was beginning to reflect on socioeconomic factors, she began and basically remained at the Tolerance (One) Level regarding socioeconomic diversity throughout student teaching.

Tamara seemed to begin student teaching with the acceptance of the idea that all children could be and should be included in the regular classroom setting. These differences were important considerations in planning and teaching. However, as student teaching continued, she began to feel frustrated with those children who had special needs and seemed to develop lower expectations for their classroom success.

She questioned their classroom placement and also began to question the concept of "inclusion." By the end of student teacher, she had shifted in her level of multicultural attitudes and behaviors from an Acceptance (Two) Level back to a level of Tolerance (One) in the area of exceptionalities.

While gender issues were not prominent on the data collected on Tamara during student teaching, she did identify several instances related to gender. She seemed to begin and end student teaching at a Tolerance (One) level in this area.

Tamara's concept of "family" was challenged throughout student teaching as she experienced differences in the composition of many of her students' families in comparison to her own. However, as student teaching progresses, she began to accept the fact that "families" may be defined in a variety of ways. She seemed to move from a Tolerance (One) level to a level of Acceptance (Two). Tamara also experienced uncomfortable feelings about the differences in the social patterns and perceived values of her students and their families. She entered and remained at the Tolerance (One) level throughout student teaching. At the end of student teaching during the final interview, Tamara was asked the following question: What is your understanding of what it means to teach culturally diverse children? Tamara responded by saying that

> it means for me that just my language and my background and what I care about and what I know about is a lot different than what people at college know about...I know a lot about Appalachia that they don't know. I know their language and their customs. I just think I know more about that--and more about how our people--how they came here and Hoosiers didn't take to them very well...so being aware that people are culturally different from me and that they're probably culturally different from each other and trying to bring those things together...I don't know how to explain it but the people from my culture are like "down-home" I guess...When you invite people

> over there's a specific way you're supposed to do things. It's working out those things...Another thing is religion...it is so hard to deal with cultural issues--how to talk about them without causing conflict and being sensitive to things.
>
> I feel more comfortable about people who make fun of my culture who are from my culture than people who don't. I think that's true of like the Black people. It's okay if they make fun of their own culture but it's not okay, so you know, just being sensitive to that and knowing where the kids are coming from. .I guess I saw a lot of those things in the classroom but I just didn't know how to deal with them. It's okay to be different and I never really shared where I was from and what I understood I guess. It just seems like it's hard.

Tamara's statement about what it means to teach children who are culturally different from herself focused on language and customs. She also connected her own experiences in the Appalachia culture with her experience in the classroom. However, it still wasn't clear to her how she could relate her own experiences to the differences she observed in the classroom between herself and her students.

Jeremy

Jeremy entered student teaching with some uncomfortable feelings towards people of color. He also expressed a desire to shift these feelings. However, the experiences he encountered during student teaching in relationship to behavioral expectations, skin color and the kind of knowledge his students brought to the classroom only seemed to intensity his biases and anxiety. He began and ended at a Lack of Tolerance (Zero) level of multicultural attitudes and behaviors in terms of expectations for behavior and prior knowledge of students. In the area of physical characteristics, particularly skin color, he seemed to begin and remain at the Tolerance (One) level through student teaching.

In the category of socioeconomic differences, Jeremy questioned the way his students and their families used their available financial resources. He seemed to find it difficult to look beneath the surface of a family's economic status to understand what might be the reasons that certain choices were made. Jeremy seemed to begin and remain at a Lack of Tolerance (Zero) level.

From the collected data, it was found that Jeremy was tolerant of the students in his classroom who had special needs. He noted the social benefits for having all children included in a regular classroom setting but did raise concerns concerning academic learning. In terms of classroom placement of children with special needs, he began and ended at a Tolerance (One) level. However, Jeremy had difficulty planning for and making adaptations for these students in the regular classroom. He thought in terms of "special favors" for students with exceptionalities rather than building on their strengths to give them opportunities to move ahead in the learning process. He seemed to begin and end student teaching with attitudes and actions at the Lack of Tolerance (Zero) level in regards to curriculum adaptations.

Gender issues emerged for Jeremy during student teaching in relationship to specific situations he observed. He seemed surprised and very uncomfortable when he saw two of his male students holding hands on a field trip. The language he used also indicated that he stereotyped the behavior of boys and girls. He seemed to remain at a Lack of Tolerance (Zero) level throughout student teaching in this area of gender diversity. Expectations of a particular student were often tied to Jeremy's perception of that child's family, their social patterns and values. From time to time he predicted

the future of a certain student based on his/her family system. Jeremy entered and remained at the Lack of Tolerance (Zero) level during this August to December time period.

During the final interview after student teaching, I asked Jeremy the following question: What is your understanding of what it means to teach culturally diverse children? Jeremy responded by to this question by saying that if he ever would get into a teaching situation like at Hathaway he would

> definitely talk with people from the community, parents of my students and just ask them, and people in the school, just ask them--what type of culture is this? What is expected? What do parents expect? I guess I'd get more of a sense of the culture and not just make assumptions. I'd actually go out and see, possibly even visit homes of my students. I think that would be good, to actually see where they live, see where they are coming from. Relationships with the kids should come first and then the curriculum.

Jeremy's statement indicates that he was in the process of thinking about his student teaching experience in relationship to diversity. He focused his understanding on the idea that he needed to find out more about his students' communities and families. Jeremy also seems to separate relationships with children from the curriculum, indicating that he is not reflecting at this point on what his students are bringing to the classroom that would help him know how to plan curriculum that builds on their cultural backgrounds.

Nancy

In the area of racial and ethnic diversity, Nancy entered student teaching with the notion that there was a particular way to establish a learning environment--the

teacher talking and the children listening. She clearly articulated her frustration when this kind of scenario did not take place in the classroom. She struggled with her own feelings of uncomfortableness with the differences she perceived between herself and her students in terms of expectations for behavior. Although Nancy did seem to make some progress in this area, she remained at the Tolerance (One) level throughout the student teaching period. In relationship to the prior knowledge of children, Nancy seemed to accept their ways of understanding the world and considered them important as she planned for learning. In this area she seemed to enter and stay at the Acceptance (Two) level of multicultural behaviors and attitudes.

Although socioeconomic diversity was not a major area that emerged for Nancy during student teaching, several instances arose in which her stereotypes of families with limited financial resources were challenged. She noted that she sometimes thought of these families as not having much concern about the school lives of their children. However, she found that as she observed certain situations where families who had a very different socioeconomic background than her own were very interested in the academic progress of their children. Her multicultural attitudes and behaviors seem to stay within the Tolerance (One) level during student teaching.

Nancy focused much of her attention on children in the classroom who had special needs. She accepted them into the classroom and in most cases expected them to succeed. Adapting curriculum to these students became a major emphasis and she continued to develop in her ability to plan for meeting these special needs. She shifted from an attitude of Acceptance (Two) into a level of Respect and Esteem.

Family patterns is an area of diversity that Nancy acknowledged but had difficulty understanding and embracing. She tolerated the kind of differences she saw between herself and her students in terms of family upbringing and patterns but her basic stance continued to be that the home lives of a number of the children were problematic and therefore, less could be expected of them. For Nancy, her level of multicultural attitudes and behaviors in the areas of perception of "family" and family social patterns and values seemed to remain at a Tolerance (One) level throughout student teaching.

To the question, "What is your understanding of what it means to teach culturally diverse children? that was asked during the final interview, Nancy responded by saying

> It would definitely mean kids who spoke another language...I guess in order to define culturally different children I have in my mind a culture that is status quo--my culture...Culturally different kids--in this area it would be Hispanic. I would also take into consideration the Appalachian culture that would definitely influence the way kids perceive...I don't take it down to individual family differences being separate cultures--I suppose maybe--I think that's too extreme for me.

Nancy considered race and ethnicity as well as language differences when she thought about teaching children who are culturally different from herself. She was aware that differences in cultural background have an impact on how and what her students understand and how they perceive the world.

Leah

Leah made several shifts during student teaching. Leah entered student teaching with a high regard for the knowledge her students brought with them to the

classroom. As the student teaching semester continued, she embraced this prior knowledge of her students as valid vehicles for learning and she committed herself to providing numerous experiences that would build on this knowledge. In this area of race and ethnicity she moved from Nieto's (1992) level of Respect and Esteem (Three) to the Affirmation, Solidarity and Critique (Four) level.

Findings from the collected data suggest that Leah entered student teaching at the level of Respect and Esteem (Three) in the area of language diversity (non-English languages) as well as socioeconomic diversity There were several students in Leah's classroom who spoke English as a second language. Leah acknowledged and valued these differences as part of the classroom community. Leah's personal experiences with limited family resources seemed to give her a clearer understanding and respect for those children and their families who also had limited financial resources. In these two areas, Leah seemed to remain at the third level of Nieto's model, Respect and Esteem for differences.

In Leah's classroom, there were quite a number of children who had been identified with special learning needs. Leah seemed to enter student teaching with an attitude of Acceptance (Level Two) concerning the placement of curriculum adaptations to meet the needs of these children. During student teaching, she continually developed in the ways she responded to them and in the instructional strategies she used to teach them. She expected all students to learn and she connected curriculum to student's strengths, interests and prior knowledge. In these areas she ended student teaching at the Affirmation, Solidarity and Critique level (Four).

Issues of gender were highly important to Leah as she observed the females in her classroom having experiences which lowered their self-esteem. At the beginning of student teaching, she had a deep respect for gender differences and planned to provide opportunities for both males and females to build on their strengths. As student teaching progressed, she took quite an active role in addressing the needs of the girls in her classroom, particularly by leading an after school girls' club and by choosing curriculum that expanded their thinking about themselves and their futures. She developed in multicultural attitudes and behaviors from a level of Respect and Esteem Three) to Affirmation, Solidarity and Critique (Level Four).

Leah made numerous contacts with parents during student teaching. Even though she didn't always agree with the way parents were raising their children, she accepted the fact that there were differences but that these differences didn't lower the expectations she had for them to succeed in school. She took a proactive stance in communicating with parents so that she and the parents could both work towards the success of the child. After entering at an acceptance level, she shifted to the third level of respect and esteem.

During the last interview with Leah, I asked her the following question: What is your understanding of what it means to teach culturally diverse children? Her response was that she thought of culture

> not only as their ethnicity but their home environment, their economic environment, where they grew up, their community and family--because there are different cultures of kids from Kentucky and kids from here. I think it's really important not to develop fear. I think if you can take some of those fears away about differences--at least it's a step toward wanting to learn more about other cultures--wanting to experience more, wanting to research more.

Leah's response focused on racial and ethnic differences, socioeconomic backgrounds and family experiences. She expressed the need to have an attitude that does not fear differences among her students and indicated a desire to actively participate in experiences that would help her learn more about and understand cultures different from her own.

Across Case Studies

From the data collected across case studies, there are four main findings that seem most significant in relationship to any shifts in multicultural attitudes and behaviors that may have occurred during the student teaching semester in culturally diverse classrooms. First, some shifts did occur from one level to another during this time period for two of the teacher candidates. However, for the other two, there was no movement from one level to another. In other words, change does not come quickly or easily. Tamara made a shift from a Tolerance level to one of Acceptance in the area of racial and ethnic differences. Over the student teaching semester she began to realize that her way was not the only way to think about classroom interaction. She came to accept differences in ethnicity and race as she planned curriculum and responded more positively to the high exchange of verbal interaction in the classroom. Leah made several shifts in multicultural attitudes and beliefs. Certainly Leah had the most distinctive patterns of change in multicultural attitudes and behaviors out of the four case studies. She entered at higher levels of multicultural attitudes and behaviors and was able to move ahead in taking a proactive stance towards differences she was confronting.

Second, shifts in multicultural attitudes and behaviors do not necessarily move in the desired direction. Tamara made a shift in multicultural attitudes and behaviors in the area of exceptionalities; however, this time she shifted from a level of acceptance back to a tolerance level. She found it difficult to work with the "inclusion" children and was disillusioned by all the scheduling problems and general attitude of other teachers towards including children with special needs in the regular classroom.

A third finding is that, in general, a teacher candidate who is at the beginning levels of multicultural attitudes and behaviors in one area of multicultural attitudes and behaviors tended to be at those same beginning levels regarding other areas of diversity as well. Also, if a teacher candidate exhibited attitudes and behaviors at higher levels in a particular area of diversity, s/he tended to be at higher levels in other areas.

Finally, teacher candidates are at very different levels of readiness in terms of becoming multicultural in their approach to teaching and learning. This study was conducted on the assumption that adopting multicultural attitudes and behaviors is an individual process. This assumption was confirmed in the study. These four teacher candidates who had all participated in the same teacher education program came with very different experiences that led them to their particular levels of readiness to explore and develop as a multicultural teacher. (See Figure 8 for a summary of multicultural attitudes and behaviors across case studies.)

AREAS OF DIVERSITY	(0) LACK OF TOLERANCE	(1) TOLERANCE	(2) ACCEPTANCE	(3) RESPECT & ESTEEM	(4) AFFIRMATION, SOLIDARITY & CRITIQUE
RACIAL & ETHNIC Expectations for Behavior					
Tamara					
Jeremy	XO				
Nancy		X O			
Leah					
Communicative Style					
Tamara		X	O		
Jeremy					
Nancy					
Leah					
Prior Knowledge					
Tamara		X	O		
Jeremy	XO				
Nancy			X O		
Leah				X	O
Physical Characteristics					
Tamara		X	O		
Jeremy		XO			
Nancy					
Leah					

(Adapted from Nieto, 1992)

Student Teaching Semester: August (X) December (O)

Figure 8. Summary of levels of multicultural attitudes and behaviors

Figure 8. (cont'd)

AREAS OF DIVERSITY	(0) LACK OF TOLERANCE	(1) TOLERANCE	(2) ACCEPTANCE	(3) RESPECT & ESTEEM	(4) AFFIRMATION, SOLIDARITY & CRITIQUE
LANGUAGE					
English Language Dialects					
Tamara		XO			
Jeremy					
Nancy					
Leah					
Non-English Languages					
Tamara					
Jeremy					
Nancy					
Leah				XO	
SOCIOECONOMIC					
Financial Resources					
Tamara		XO			
Jeremy	XO				
Nancy		XO			
Leah				XO	
EXCEPTIONALITIES					
Classroom Placement					
Tamara		O	X		
Jeremy		XO			
Nancy					
Leah			X		O
Curriculum Adaptations					
Tamara					
Jeremy	XO				
Nancy		X	O		
Leah			X		O

Figure 8. (cont'd)

AREAS OF DIVERSITY	(0) LACK OF TOLERANCE	(1) TOLERANCE	(2) ACCEPTANCE	(3) RESPECT & ESTEEM	(4) AFFIRMATION, SOLIDARITY & CRITIQUE
GENDER					
Stereotyping of Roles					
Tamara					
Jeremy	XO				
Nancy					
Leah					
Concern for Gender Groups					
Tamara		XO			
Jeremy					
Nancy					
Leah				X	O
FAMILY PATTERNS					
Perceptions of "Family"					
Tamara		X	O		
Jeremy					
Nancy		XO			
Leah			X	O	
Social Patterns and Values					
Tamara		X O			
Jeremy	XO				
Nancy		XO			
Leah			X	O	

Conclusions

As noted in the review of literature related to the preparation of teachers for culturally diverse classroom settings, much of the previous research has been focused on obtaining data on the attitudes of teacher candidates before entering a multicultural course, seminar, workshop or field experience. Data were again gathered at the end of these experiences to note any shifts in multicultural attitudes. This dissertation study also provides information on attitudes at both ends of the student teaching experience. However, in addition, it contributes toward the present literature by focusing on the middle section that is often neglected--what happens in-between the beginning and end of this multicultural course, seminar, workshop or field experience. This study focused on specific situations in real classrooms that give some sense of the realities that exist when differences are confronted by teacher candidates on a daily basis over a four month period of time. Data was gathered on what kind of diversity these teacher candidates confronted as well as what they said and what they did in response to specific situations regarding differences between themselves and their students.

Several conclusions can be drawn from the findings. First, not surprisingly, the study confirmed that trying to understand how people perceive and deal with differences between themselves and others is complex. It seems that there are many more questions after the study than before it began. In this study, six types of diversity were identified that significantly impact teaching and learning. In addition, multicultural attitudes and behaviors were placed in categories within a particular model in order to get a sense of how teacher candidates were meeting the challenges of

diversity as they student taught in settings where children came from very different backgrounds than their own. However, it is quite clear that there are many forms of diversity that interact and overlap and as a result, multicultural attitudes and behaviors cannot be neatly placed in the boundaries of these categories Added to the complexity, diversity issues are not unique to teachers, students and schools but are set within the context of a much larger social, political and economic system.

Second, this study confirmed in concrete ways that each teacher candidate comes to a teacher education program with his/her own story. Teacher candidates individually construct multicultural attitudes and behaviors over time as they bring together their past histories, present experiences and visions for the future. While teacher candidates often appear to be homogeneous--white, middle-class and monolingual--they are certainly heterogeneous in how they view the world and how they respond to differences. Experiences from family, school and community certainly impacted how Tamara, Jeremy, Leah and Nancy thought about diversity and how each responded to specific situations.

The study also suggests that it is valuable to place teacher candidates in culturally diverse classroom settings so that there is opportunity to confront and explore differences. However, the study also suggests that there are student teachers who are not ready to be placed in a setting where there is too wide of a gap in the differences between themselves and their students. There may be too much disequilibrium for the teacher candidate to grow as a teacher.

Third, it was encouraging to note that prospective teachers in this study did talk a lot about diversity. All were certainly aware of differences between themselves and their students. However, it was discouraging to realize that diversity was mostly talked about in very basic terms (ie. skin color, family life styles) rather than addressing the core issues which include equity, power and justice. In addition, there is a huge leap in moving from talk to action. In this study, it was rare that the teacher candidate could initiate change. Leah, however, did transform her talk about the self-esteem of girls in her fifth grade classroom into leadership of an after school club for them.

Finally, the data suggests that becoming a multicultural teacher is more than prescribing certain knowledge, skills or dispositions. although there do seem to be particular kinds of knowledge, skills and dispositions which certainly are more characteristic of a multicultural teacher than one who has a monocultural perspective. As noted in an earlier chapter of this study, Canning (1993) suggests that becoming a multicultural teacher involves a "way of being" that values diversity among persons and promotes equity of opportunity. Fenstermacher (1992) conceptualizes this "way of being" by using the term "manner," meaning that behavior of an individual is consistent across circumstances, indicating a relatively stable disposition. Analysis across the four case studies provides evidence that some teacher candidates are much further along than others on this path called "way of being" or "manner." There were definite differences between the "manner" brought to the classroom by the four student teachers.

Implications for Teacher Educators

The above conclusions from this study have significant implications for teacher educators in guiding prospective teachers towards multicultural attitudes and actions. Even though teacher candidates personally construct meaning about diversity from their home, school and community cultures which frame their understanding of the world and their actions, teacher educators do have the opportunity to impact this process in a number of areas. These include (1) an understanding that constructing meaning about diversity is a complex and individual journey that diverts into many side paths as new situations are confronted; (2) careful consideration of field placements in culturally diverse settings; (3) a focus on the key concept that all children can learn and succeed; and (4) active participation in critiquing and changing multicultural attitudes and actions.

First, teacher educators must understand that constructing meaning about diversity is a complex and individual journey that diverts into many side paths as new situations are confronted. Marilyn Cochran-Smith (1995b) used the metaphor of "building a boat" as a way to describe the complexity and uncertainty that prevails in the area of construction of knowledge about diversity. This metaphor aptly portrays the process undertaken by the four student teachers in this study. It also provides a way for teacher educators to think about the struggles that happen along the way during this construction.

> I use the term 'construct' as I describe the student teachers' knowledge of race and teaching in order to suggest that the process was not simply a matter of grasping or understanding ideas--full-blown and clear--that already existed. It was instead a labor-intensive and in some cases protracted process of students' invention of the issues in ways that

> made sense for them, given their own prior experiences with families, schools and communities, their own status as raced and gendered persons in the world and their own fieldwork situations as student teachers. The construction of knowledge, however, was not like the process of constructing a house, wherein one stands outside the basic structure and places each brick or board so that it rests on the ones beneath and in turn supports the ones yet to be mortared or hammered in and from which, when the roof nicely overarches everything, and the house is finished, the constructor can walk away or move inside.
>
> The process of constructing knowledge about race and teaching was more akin to building a boat while sitting in the old one, surrounded by rising waters. In this kind of construction process, it is not clear how or if the old pieces can be used in the new 'boat,' and there is no blueprint for what the new one is supposed to look like. It is also not clear whether the new boat will float, hold the weight of its builder, or hold back the water. And, of course, as one is trying to build the new boat, one is stuck inside the old one, struggling to negotiate tricky waters, not to mention rapids, hidden rocks and unpredictable currents (Cochran-Smith, 1995b, p. 553).

As a teacher educator, I must acknowledge the difficulty of the journey and continually remind myself that all teacher candidates are at different places along the way. This means that I must provide varied opportunities at different levels on which to build on what prospective teachers bring with them to the teacher education program. Teacher candidates must be given multiple ways to examine and reflect on classroom diversity. Identifying and reflecting on particular instances of diversity that these teacher candidates were actually confronting from day to day was helpful to me, as a research and as a teacher educator, so that I could focus on "real" situations of confronting diversity in culturally diverse classrooms as opposed to imagining what kinds of issues might arise. Prospective teachers must be able to identify these differences that are emerging for themselves so that they can begin to examine the dynamics of their interactions with those who are different from themselves. Teacher

educators must provide support for teacher candidates as they examine their thinking and actions in relationship to these differences.

In addition, in order to help prospective teachers sort out the complexities, teacher educators need to help them gain knowledge about the different areas of diversity as well as the process involved in moving from a monocultural to a multicultural perspective. This may mean that a particular model, like Nieto's (1992), be introduced to teacher candidates as a way to identify the continuum of multicultural attitudes and behaviors that lead to becoming a multicultural teacher. Teacher candidates must know what a multicultural classroom might look like; the kind of relationships that are developed; the way curriculum is thought about and implemented and the attitudes that promote success for all students. From my own work as a teacher educator, I now realize that I need to be more explicit about these goals. At the same time, there also needs to be realistic expectations for what can be accomplished in a teacher education program. It does not seem realistic to achieve significant changes in the multicultural attitudes and behaviors of all prospective teachers within the relatively short time that teacher candidates are in a teacher education program. Findings from this study indicate that expectations in growth for individual prospective students will be different for each. Teacher educators must provide a variety of opportunities for growth that meet individual needs.

A second implication for teacher educators focuses on the past experiences of prospective teachers with cultural diversity that greatly influence the personal process of becoming multicultural in perspective. In addition, fieldwork and student teaching

placements in culturally diverse classroom settings personally engage prospective teachers in a way that theoretical examples cannot. However, all experiences are in a context and that context is very important to the experience. Some of these experiences will serve as a foundation for future encounters that will further the individual's intellectual, social, emotional and moral growth. In contrast, some experiences limit the access and amount of control that individuals have in regard to future experiences that will be beneficial to themselves and others (Dewey, 1938/1963). In Jeremy's situation, it seems as if it was detrimental to his growth to be placed in a classroom setting where there was too much dissonance at the time between his cultural understandings and the cultural setting at Hathaway Elementary.

Another crucial element related to placement in diverse settings is the cultural understandings of the mentor teacher. In this study, mentor teachers were an integral part of the teacher candidate's experiences even though this particular aspect was not documented. It was clear from informal conversations with the mentor teachers of the student teachers in this study that they were at very different places in their readiness to adopt multicultural perspectives. Even though it is a personal process that is involved in adopting multicultural attitudes and behaviors, there still needs to be support from others who can model and help think through particular situations related to diversity. Teacher educators must be selective in finding classroom placements for teacher candidates which will further their growth in multicultural attitudes and actions. In addition, teacher educators must recognize that the desire to work in a

setting that presents cultural challenges is not enough for some teacher candidates who are not ready for the complexities such a situation might bring.

Finally, questions emerge concerning the expectations of teacher candidates to challenge the status quo in order to enact change. Teacher candidates need to be encouraged to become active in critiquing situations in schools and classrooms where there are injustices related to differences among teachers and students. It has become clearer that what separates the beginning levels of multicultural attitudes and behaviors from more developed levels is some kind of action. It is not enough that teacher candidates tolerate or accept differences. They must become active participants in various ways in order to make changes so that the status quo of inequality does not continue. For Leah, this meant getting involved in the after-school club for girls in order to develop relationships with them. It seems that teacher educators need to find ways for active involvement to happen throughout the teacher education program, providing opportunities for teacher candidates to realize that they can take a proactive stance in making changes in the school environment and in the lives of students. Liston and Zeichner (1990) suggest that "teacher education programs can serve to integrate prospective teachers into the logic of the present social order or they can serve to promote a situation where future teachers can deal critically with that reality in order to improve it" (p. viii).

Suggestions for Further Research

Researchers and educators are beginning to gather information on how teacher candidates construct meaning about diversity. However, further research is necessary

as schools and classrooms continue to grow more diverse. The following suggestions for further research emerged as this study progressed.

First, it has become clear that this study serves only as an initial step in the process of ascertaining how teacher candidates construct meaning about diversity. In this study, I gathered data to identify instances where student teachers confronted diversity between themselves and their students. Further research could move beyond this phase by documenting the ways in which the teacher candidates themselves are identifying diversity and documenting their own development in terms of multicultural attitudes and behaviors. The design of this study as well as the findings from the research may serve to aid teacher educators in establishing programs that move research in this area to the stage where teacher candidates are reflecting more deliberately on constructing meaning about diversity.

Second, it seems necessary to research how teacher educators construct meaning about diversity. Where are teacher educators in the process of acquiring multicultural attitudes and behaviors? Are teacher educators in a position to teach others about diversity? Are there particular experiences that help teacher educators gain multicultural perspectives?

A third area of further research focuses on the need to begin a study of this kind earlier in the teacher candidates program so that there would be more time for the development in multicultural attitudes and behaviors to be documented. If the data collected on these student teachers had been gathered earlier, there would have been the opportunity to find ways to address the particular areas of diversity that individual

teacher candidates confronted and opportunities to develop their reflective practices. The study could have moved from researcher identification of the areas of diversity that were being confronted to recognition of these differences by the teacher candidate.

Another component to be added to further research includes interaction between teacher education candidates and teacher educators regarding diversity. How do their interactions impact one another as they construct meaning about differences? Adding this piece to the study would certainly add a helpful dimension in the area of determining how the development of multicultural attitudes and behaviors may be impacted by those around us.

In addition, further research needs to be conducted on the impact of the cooperating classroom teacher as well as other members of the school community on the multicultural attitudes and behaviors of teacher candidates. Some data were informally collected during this study from the classroom teachers, but the focus of the study did not allow another component to be introduced into an already complex frame. However, adding to the research the way in which cooperating teachers construct meaning about diversity could definitely have implications for field and student teaching placements as well as for collaborations between colleges/universities and schools. For instance, how might have Jeremy's experience at Hathaway been different if he would have been with another cooperating teacher.

In addition, it would also be beneficial to gather data from secondary schools as well as elementary schools--secondary classroom teachers, secondary teacher education candidates and secondary pupils. While similar issues may arise between

younger and older children and youth, the particular situations encountered in culturally diverse secondary schools would likely be quite different from those in elementary schools.

Finally, it would be helpful to have input from children and youth from culturally diverse classrooms to add to the data sources. It would be helpful to know what differences students are identifying between their teachers and themselves and how they are making sense of these differences. Comparison of data collected from classroom teacher, student teacher and the student in the classroom would provide helpful insights into the kind of perceptions each are bringing to specific situations involving differences among them.

APPENDICES

APPENDIX A

APPENDIX A

ELEMENTARY CURRICULUM STUDIES COURSE SYLLABUS
Winter 1993

Anita Lapp
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John Smith
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COURSE DESCRIPTION

This course focuses on understanding the content areas of science, social studies and mathematics and on teaching these content areas to students in elementary classrooms. We will explore the major questions, themes, concepts, processes and ideas associated with each content area. These content areas will be approached from a developmental perspective and connections between these three content areas will be examined through a course focus on interdisciplinary teaching. Emphasis will be on the relationship between content and student's backgrounds, interests and needs. Broadening multicultural perspectives will also be a focus. The course will be divided into five major sections:

I. Science, Math and Social Studies
- A. What is Most Worth Knowing/Learning in Each Content Area
- B. Planning for Learning
- C. Implementing Lessons
- D. Evaluation

II. Issues Related to Teaching
- A. Multicultural Perspectives
- B. Safety And Teacher Negligence
- C. Classroom Management/Discipline

III. Making Meaning Through Integrated Units
- A. Choose A Theme Or Topic With Your Cooperating Teacher In Student Teaching Placement
- B. Plan An Interdisciplinary Unit On This Theme Or Topic Which You Will Implement During Student Teaching

IV. Field Work
- A. Designed For Students to Explore the Teaching of Math, Science and Social Studies in a Specific Classroom
- B. Individuals/Pairs of Students Teach Lessons In Science/Social Studies/Math To Whole Group, Small Group, And Individual Students
- C. Emphasis Placed On Thorough And Developmentally Appropriate Lesson Planning And Thoughtful Evaluation Of Each Lesson
- D. Placements Arranged At Two Urban Schools in Elkhart: Hawthorne Elementary And Roosevelt Elementary

V. Student Teaching Placement
- A. In Early February, Initial Requests For Student Teaching Placements Will Go Out To Area Classroom Teachers
- B. You Will Spend Two Full Days Or Four Half Days With Your Cooperating Teacher In The Classroom At The End of March

APPENDIX A Cont'd

These five major areas of concentration during the course grow out of the guiding principles of the teacher education department at Goshen College. These principles serve as a framework for connecting students, teachers and content in the building of knowledge, compassion and commitment for living responsibly as world citizens and for inviting teacher education students to

(1) Comprehend the content disciplines to be taught so as to draw relationships (a) within disciplines; (b) across disciplines; and (c) to student's lives.

(2) Build a learning community based on the diversity of student's backgrounds and the ways in which they learn by (a) starting from each individual's strengths and cultural resources; (b) sharing responsibility for teaching and learning with all students; and (c) advocating for alienated and powerless students.

(3) Flexibly employ a variety of teaching and evaluation strategies that enable students to make meaning of content disciplines.

(4) Manage a classroom effectively and considerately in a wide variety of settings.

(5) Sense a strong call to serve and to nurture students with patience and humor.

(6) Develop a sense of self as an educational facilitator and leader who continually reflects on her/his teaching in reference to her/his own guiding principles.

REQUIRED COURSE TEXTS

Burns, Marilyn (1992). *About Teaching Mathematics*, Math Solutions.

Liquid Explorations (1987). A unit of the curriculum: Great Explorations in Math and Science. University of California, 1987.

Kozol, Jonathan (1991). *Savage Inequalities*, Crown Publishers, Inc.

Paley, Vivian (1989). *White Teacher*, Harvard University Press.

Pappas/Kiefer/Levstik (1990). *An Integrated Language Perspective in the Elementary School*, Longman.

One unit of your choice from Project AIMS

Minisubscription (January, February, March, April) to Arithmetic Teacher published by the National Council of Teachers of Mathematics.

TENTATIVE CLASS SCHEDULE

(A separate syllabus for each of the content areas of science, math and social studies will be available.)

CLASS SESSIONS (8:00 - 9:50)

FIELDWORK

Hawthorne - 7:30 - 11:30

Roosevelt - 8:00 - 12:00

APPENDIX A Cont'd

January 7
Introduction to the Course

January 11
Science
Discussion of Articles: I, Thou, and It" by David Hawkins

January 14
Science

January 18
Science

January 19 & 20
Observe in Classrooms

January 21
Science

January 25
Science

January 26 & 27
Teach Lessons - Science

January 28
Discussion of *White Teacher* by Virginia Paley and "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children" by Lisa Delpit.

February 1
Science

February 2 & 3
Teach Lessons - Science

February 4
Science

February 8
Math

February 9 & 10
Teach Lessons - Science or Math

February 11
Math

February 15
Math

February 16 & 17
Teach Lessons - Math

February 18
Multicultural Issues

February 22 & 23
MID-TERM RECESS

February 24
Teach Lessons - Math

February 25
Math

APPENDIX A Cont'd

March 1
Social Studies

March 2 & 3
Teach Lessons - Math or Social Studies

March 4
Social Studies

March 8
Social Studies

March 9 & 10
Teach Lessons - Math or Social Studies

March 11
Multicultural Issues

March 15
Legal Issues

March 18
Interdisciplinary Teaching

March 22
Legal Issues

March 23 & 24
Student Teaching Placements

March 25 & 29
Unit Work

March 30 & 31
Student Teaching Placements

April 1
Reading Days

April 5
Unit Work
Student Teaching Issues

April 8
Unit Work
Student Teaching Issues

Wednesday, April 14 at 3:00 p.m.
Final Meeting of Elementary Curriculum Studies

COURSE REQUIREMENTS

1. Regular attendance and active involvement in class sessions and field experiences.
2. Completion of all assigned readings.
3. Completion of assignments related to class sessions or to readings. Further details will be available throughout the term and specific assignments will be listed in each content area syllabus.

EVALUATION

Credit/No Credit with written evaluation based on the quality of work on written assignments; projects; class discussions; fieldwork including planning, teaching and reflection of lessons; and other assigned work.

APPENDIX B

APPENDIX B

INTERVIEW, JOURNAL AND OBSERVATION GUIDE

Initial Interviews with the Four Student Teachers

(1) Tell me something about your family and the community in which you grew up.
-urban/rural setting, family members, occupations in the community, what was important to members of the community.

(2) Describe your schooling experiences in that community -- elementary, middle-school and secondary school.

(3) Do you remember when you decided to become a teacher? Think back to what your image of a teacher was at that point. How does that image differ from the one you now hold?

(4) Describe your teacher education program up to this point. What stands out to you as having an impact on your views about teaching?

(5) Describe other parts of your college program which have contributed to you learning to teach.

(6) Think about the multiple factors in teaching all of your students. Describe what seems most important to you at this point. What do you think about the most?

(7) Describe the planning that went into your thematic interdisciplinary unit last spring. Now that you've met your students, how might you take a new look at this unit?

(8) How are norms for behavior established in your student teaching classroom? What is hard for students to do? to remember? Why? Are there individual students who seem to have some difficulty in shaping their actions to fit the evolving norms of the group? Describe them.

(9) What has been the nature of your experiences with persons outside of your own culture?

(10) Describe the children in your classroom. What ways are they alike? different? How do they relate to each other? to the teacher? to you?

(11) As you think about these past two weeks, what specific instances stand out in your mind in dealing with differences among children?

(12) If you are teaching from your thematic unit, how did you plan for diversity among your students?

APPENDIX B Cont'd

Initial Interviews with the Four Cooperating Teachers

(1) Tell me something about your family and the community in which you grew up.
-urban/rural, family members, occupations in the community, what was important to members of the community

(2) Describe your own schooling experiences - elementary, middle and secondary. Are there particular instances which stand out in your mind during those years?

(3) Do you remember when you decided to become a teacher? Think back to what your image of a teacher was at that point. How does that image differ from the image you now hold?

(4) Describe experiences which have had an influence on your teaching and your views of what it means to be a teacher.

(5) What was your first teaching position? Other positions? How many years have you been teaching? How has teaching changed for you since that first position?

(6) Think about the multiple facts in teaching all of your students. Describe what seems to be the most important to you at this point as you plan and teach.

(7) Describe the children in your classroom.

(8) How are norms for behavior established in the classroom? What is hard for students to do? to remember? Why? Are there individual students who seem to have some difficulty in shaping their actions to fit the evolving norms of the group? Describe.

(9) What is the nature of your experience with persons outside of your own culture?

(10) What kinds of diversity do you observe among your students? Does this diversity enter into your planning and teaching? If so, in what ways?

APPENDIX B Cont'd

Journal Entry Guidelines for Student Teachers

Journal Entry #1 - Due September 10

(a) The first weeks of school are a critical time in laying the foundation for a classroom learning community. How does your cooperating teacher orient students to routines, procedures and expectations? What did your teacher say and do during the first days of school to let students know what he/she wanted the classroom to be like? How do students respond? What is hard for students to do? to remember? Why? Are there individual students who seem to have some difficulty in shaping their actions to fit the evolving norms of the group? What seems to get in the way?

(b) Orientation Activities: How does your teacher begin the year in getting acquainted with the students? How does the teacher get to know the children -- names, interests, family, friends...? How do the children get to know each other?

(c) What can you infer from the arrangement and use of space about your teacher's hopes, values and expectations for children in the classroom?

(d) How does the teacher gather information about the student both formally and informally? What specifically does the teacher learn about students' knowledge and skills (e.g. math, reading, writing). How does the teacher find out the student's attitudes towards learning and of themselves as learners?

(e) Describe the relationships in the classroom:
Teacher/Student; Student Teacher/Student
Teacher/Student Teacher; Student/Student
Other adults in the classroom/teacher/student/student teacher/student
Describe specific interactions which stand out in your mind as ones which were particularly valuable to you in learning about students.

(f) As you planned particular lessons to teach during these beginning weeks, what did you think about as you planned? Give specific examples.

(g) If you were teaching lessons from your thematic unit, what emerged as the most important issues for you?

(h) What kinds of teaching/learning issues did you deal with these beginning weeks? Describe how you handled them?

(i) What questions/issues are emerging for you as you teach?

(j) Did diversity among your students enter into your planning/teaching? If so, in what ways?

APPENDIX B Cont'd

Journal Entry #2 - Due September 24
(a) One of the goals of the student teaching program is to help you become "kidwatchers". Good teachers learn about their students and use that information in planning curriculum, assessing student understanding and communicating with parents. Have lunch with at least three students to learn to know more about them. Try to pick students who seem different to you in interesting ways. After the lunch, make some notes about what was learned about the students -- their family, their backgrounds, families, friendships and interests. What kind of information did you elicit from these lunches and what impressions did you form? Be descriptive. Provide specific examples of speech and behavior that stand out to you.

(b) What kinds of studies or activities seem most interesting to your classroom or students? How does this interest enter into how you think about your planning and teaching?

(c) As you planned particular lessons, what kinds of things do you really need to work on beforehand?

(d) If you were teaching lessons from your thematic unit, what emerged as the most important issues for you? Describe any responses from individual children which stand out in your mind.

(e) Did diversity among your students enter into your planning/teaching these last two weeks? If so, in what ways?

(f) What questions/issues are emerging for you as you teach?

Journal Entry #3 - Due October 11
(a) "Inclusion" is a common word heard in school these days. What does this concept seem to mean in your school, in your classroom, to you? Describe the children in the classroom who are a part of this program. How do they enter into your planning and teaching? What sort of dilemmas arise for you as a result of "inclusion"?

(b) From the article by Carl Grant that you read for student teaching workshops, The Persistent Significance of Race in Schooling?":

The nation's school population is not homogeneous but, rather, a collage of male and female students of different colors, from parents with different incomes and educational levels. Teachers daily encounter concerns related to students' race, class and gender.

Think about your own classroom. Describe the ways in which your students are not homogeneous. How do these differences enter into your planning, teaching and interactions with students? Give specific examples.

(c) In what ways or areas do you see instruction and/or materials that take into account students who are not homogeneous as learners?

(d) What issues continue to emerge for you as you teach? What is the most difficult about teaching? What seems to be getting easier?

APPENDIX B Cont'd

Journal Entry #4 - Due October 25

(1)at books and/or resources do you find most helpful or that you use most often as you plan and teach? Why are they helpful?

(b) If you were planning your thematic unit again, what would it look like now? Would it be different from the one you planned last spring? Is so, in what ways? What have you learned from teaching this unit?

(c) Are there children who, from their responses/behavior seemed to learn more or make more connections to their previous experiences during your unit than others? If so, who were these children and why might they have made more connections? Are there those who didn't seem to make very many connections between what you were teaching in your unit and their previous experiences? If so, who were these children and why might these connections have been limited?

Journal Entry #5 - Due November 9

(a) How have your conceptions of teaching changed over the past thirteen weeks as you were involved in student teaching?

(b) Which students in your classroom are the most different from you? In what ways? Which students were the most similar? In what ways? How does your culture -- the way you grew up, your schooling experiences, your beliefs and values, your language, the way you respond to instruction...compare to the culture of students in your classroom? Are there dilemmas that arise as a result of differences in culture? Be specific.

(c) Does life inside and outside of the school seem to be similar or different for the children in your classroom in relationship to the norms for behavior, language and values. In other words, can children apply what they have learned at home in school and what they have learned in school at home? Give specific examples. If there are major differences between expectations at home and school, does this seem to impact the child's success at school? In what ways?

(d) What have been your experiences with parents during your student teaching experiences? What kind of communication have you had with them? Give specific examples.

(e) What do you think will be difficult during the first year of teaching? What are the areas in which you feel the most ready, the least ready?

(f) How has your cooperating teacher influenced your thinking about teaching? What seems most important to him/her in relationship to teaching? Are these same things important to you at this point or do other things rise to the top for you? Are there others in the school who have had an influence in how you think about teaching? Who are they and why?

(g) In what areas do you think if will be the most difficult to carry out your beliefs about teaching, about what is good for children? Why?

APPENDIX B Cont'd

Researcher Classroom Observations/Field notes

Classroom visits took place on the following dates:

Tamara
Thematic Unit: Farms
September 28, October 7, October 15, October 20, October 28

Jeremy
Thematic Unit: Communities
September 7, September 13, September 15, September 22, September 30

Nancy
Thematic Unit: Plants
September 15, September 24, October 5, October 16, October 25

Leah
Thematic Unit: Follow Your Dreams
October 6, October 11, October 20, October 27, November 1

APPENDIX B Cont'd

Interview with Student Teachers After Researcher Observations

(a) Were there any students whom you noticed got more or less out of the lesson than most of the others? If so, why do you think this happened?

(b) I noticed this -- how did you perceive the situation?

(c) Why do you think the child said this?

(d) (If a problem arises) what do you think might have been done differently?

Final Interview with the Four Student Teachers

(1) If the *Today* show called you one morning and asked you to tell - in 8 minutes or less - about your student teaching experience, what would you say? What were the highlights? What were some of the low points?

(2) In the first interview, I asked you to describe your students -- that was after you have been in the classroom for perhaps two weeks. Describe them for me again at this point.

(3) After having completed student teaching, what do you think are the most important things that teachers need to know?

(4) What are some of the things you want to work on when you get a teaching position?

(5) At the beginning of the term also I asked you to talk about the differences you saw among the children in the classroom. How would you describe those differences now?

(6) What did you learn about the culture of the students in your classroom?

(7) Talk about what it means to you to teach culturally different children - what would that mean to you?

LIST OF REFERENCES

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