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Vera L Stenhouse Date

Mission Possible?

An Analysis of the Intended and Implemented Diversity Content of a Teacher Education Institution

By

Vera L Stenhouse
Doctor of Philosophy

Educational Studies

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Mission Possible?

An Analysis of the Intended and Implemented Diversity Content of a Teacher Education Institution

By

Vera L Stenhouse

Advisor: E. Vanessa Siddle Walker, Ed. D.

A dissertation submitted to the Faculty of the Graduate School of Emory University
in partial fulfillment of the requirements for the degree of
Doctor of Philosophy
In Educational Studies
2009

Abstract

Mission Possible?
An Analysis of the Intended and Implemented Diversity Content of
a Teacher Education Institution

By Vera L Stenhouse

Current research in teacher education focuses on a single unit of analysis rather than an investigation of a whole teacher education institution. Additionally, although a substantial body of literature focuses on teacher education in urban settings, less attention has been directed towards the teacher educators in these locations. Lastly, a disconnect exists between diversity courses offered in a teacher education program and the accompanying coursework in other courses within the same program. This study addressed these limitations by examining an urban southeastern United States teacher education institution and its teacher educators. Teacher educators' understanding of and the manner by which they implemented diversity and multicultural education concepts across a program of study was investigated. The institutional context in which teacher educators work was also examined. Guided by Zeichner, Grant, Gay, Gillette, Valli, and Villegas'(1998) design principles for multicultural teacher education, this case study used interviews, focus groups, observations, and institutional documents to address the following research questions:

1. What were the backgrounds, philosophies of education, training, and experiences of teacher educators in a program whose mission explicitly defines diversity as a component of teacher preparation?
2. What was the relationship between teacher educator training, backgrounds, and experiences and the ways they defined and implemented

concepts, theories, and frameworks regarding diversity and multicultural education?

3. What individual or institutional factors advanced, limited, or prevented discourse and practices regarding diversity in a teacher education program?

Findings revealed that teacher educators possessed unique narratives yielding common themes regarding their backgrounds, philosophies of education, training, and experiences regarding diversity. Teacher educators' diversity discourse mirrored their narratives by centering primarily on race, ethnicity, and socioeconomic status, less so gender, language, and ability. Collectively teacher educators' pedagogies reflected their definitions of diversity and multicultural education terminology; however, their individual implementation varied in form, content, and consistency. Furthermore, factors influencing discourse and practices were individual, structural, and institutional. Finally, findings substantiated the institution's viability as a multicultural teacher preparation institution; however, findings suggest a need for more intricate examinations of what constitutes an institution's permeation of critical attention and observed implementation of diversity and multicultural education tenets.

Mission Possible?

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Acknowledgements

Wisdom is the reflection of the company you keep.

I have known and I have come to know innumerable wise, witty, and wonderful human beings along the paths *de vida* I have traveled and the multiplicatus journeys I have taken.

You are one of them.

It has been an honor, a pleasure, and a joy.

My gratitude is infinite.

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Introduction

In the current public discourse on public school education and the preparation of teachers, the effectiveness and necessity of teacher education institutions have been called into question (Sindelar & Rosenberg, 2000). Contested discussions and debates on the role of institutions in the preparation of teachers are not new (Anderson, 1988; Warren, 1985; Wisniewski & Ducharme, 1989). As in the past, divisions, schools, and colleges of education are faced with persistent political, social, and economic, challenges, including varying degrees of institutional and policy support and financial constraints (Cochran-Smith & Zeichner, 2005; Hollins & Guzman, 2005; Labaree, 2007).

Research in teacher education has been similarly challenged. Research designed to expand the knowledge base in teacher education typically focuses on one course or field experience rather than the whole institution, ignores the background and training of professors who teach in teacher education departments (i.e., teacher educators), and fails to examine the ways in which critical issues, such as diversity, are disseminated throughout curricular offerings. Moreover, teacher education research often fails to explore these issues in a specific institutional context (Cochran-Smith & Zeichner, 2005). In response to these challenges and limitations in teacher education research, this study focused on three distinct yet related problems present in the research on teacher education and diversity: (a) university, college, department, and program contexts; (b) demographic and experiential information on teacher educators; and (c) cohesive diversity-content curricula within a teacher preparation program.

The intent of this study is to provide a more nuanced understanding of teacher educators while constructing a more contextualized understanding of the fields of teacher education and multicultural education. The research extends the literature by considering three distinct questions: First, how is a teacher education program's intended curriculum implemented? Second, what are the backgrounds, philosophies of education, training, and experiences of teacher educators in a program whose mission explicitly defines diversity as a component of teacher preparation? Third, what are the factors that advance, inhibit, or prevent discourse centered on issues of diversity within a teacher preparation program?

Statement of the Problems

The following three issues in teacher education germane to this study are discussed below: (a) institutional context, (b) teacher educators, and (c) diversity.

Institutional Context

One major finding from Cochran-Smith and Zeichner's *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education* (2005) is that research in teacher education fails to include the institutional environment that informs the work of teacher education programs. Instead, according to the authors, research focuses primarily on individual components of a program such as a single course, field placement, teachers' urban or rural school placement, or experiences of pre- and in-service teachers (Hollins & Guzman, 2005; Zeichner & Conklin, 2005). These studies on teacher education program components typically lack discussion of their institutional contexts. As such, these teacher education studies seldom extend beyond the program level of analysis (Zeichner & Conklin, 2005). Research suggests that the unit of analysis at the programmatic level constrains the findings to a localized setting.

Therefore, a programmatic analysis inadequately addresses the additional intersecting institutional facets of the university, college, and department that influence a teacher education program (Zeichner & Conklin, 2005).

To forward a more comprehensive analysis of teacher education programs, researchers and educators should recognize that courses and programs do not operate in a vacuum. Instead, courses and programs are subject to formal and informal constructs within the institutional environments in which they are situated. Cochran-Smith and Zeichner (2005) underscore this point when they conclude that "teacher preparation in the United States is enormously complex. It is conducted in local communities and institutions where program components interact with one another as well as … [under] local and state political conditions" (p. 3). The institutional layers of a teacher education program from the smaller to larger governing entity place a single course within a program, a program within a department, and a department embedded within a college or university. To date, research on how the parts relate to the whole teacher education program is limited (Zeichner & Conklin, 2005).

Teacher Educators

In addition to the limited research on a contextual analysis of teacher education programs, minimal literature exists on teacher educators within the complex terrain of teacher education programs. Teacher educators operate in a multilayered organizational culture beyond their individual courses that include the respective departments in which they work, the colleges in which their departments are embedded, and the state and federal prescriptions for educational practice. Each of these multiple institutional levels informs and dictates the intended curriculum and instruction that comprise teacher

educators' work. In an institutional hierarchy, such as those that house teacher education programs, the explicit intentions, for example, found in mission statements, are often distributed from the top-down **(**Bolman & Deal, 1991). At the same time, how the intended curriculum is implemented in reality is a function of the individuals who work within the hierarchy. As such, teacher educators are the conduits of a teacher education program's institutional and programmatic dimensions and its curriculum.

At the curricular dimension, teacher educators are responsible for the preparation and implementation of courses and accountable for the development of pre- and in-service teachers (Bakari, 2003; Church, 1998; Dee & Henkin, 2002; Garmon, 2004; Groulx, 2001; Pettus & Allain, 1999; Sachs, 2004). The courses that education faculty teach include such listings as social studies, mathematics, language arts, and science methods courses as well as philosophical and historical foundations of education, psychological development, and classroom management (Clift & Brady, 2005). Additionally, teacher education programs may offer specific courses focused on culture and diversity (Hollins & Guzman, 2005).

In addition to teaching content as listed above, teacher educators are also charged with teaching pedagogy. Using a variety of methods such as case studies, portfolios, reflective journals, technology, practitioner research, laboratory experiences, and microteaching (Grossman, 2005), teacher educators assist pre- and in-service teachers in developing their skills, knowledge, and behaviors to teach to the changing and challenging demands of today's schools and student populations.

Teacher educators are integral to the implementation of institutional, programmatic, and curricular expectations as they relate to the preparation of teachers.

Given their importance to the successful development of K–12 teachers, knowledge of their backgrounds and experiences is needed to further understand teacher education institutions.

Diversity

The changing demographics and the growing diversity of K–12 student populations are the most difficult challenges faced by both teacher education programs and teacher educators (Hollins & Guzman, 2005; Villegas & Lucas, 2002). Teacher education organizations and accreditation agencies have identified diversity as a necessary element within teacher preparation (AACTE, 1972; Carter, 2003; NCATE, 2000). However, evidence suggests (Ladson-Billings, 2001; Sleeter et al., 2005) that although diversity goals appear in the mission statements of NCATE and non-NCATE institutions, as Hollins and Guzman (2005) reported, "issues of diversity have generally been separated from the rest of teacher education. Often diversity has been addressed in optional or add-on diversity or multicultural courses (Ladson-Billings, 1995a; Zeichner & Hoeft, 1996;) whereas the rest of the teacher education curriculum has remained unchanged (Gollnick, 1992; Villegas & Lucas, 2002)" (p. 480).

The call for additional attention to the institutional environment in which teacher education programs operate, the extent to which issues of diversity are integrated into a multicultural teacher education program, and an understanding of the training, backgrounds, and experiences of teacher educators within said teacher education program reflect three distinct yet interrelated problems in the teacher education research literature in the United States. Hence the purposes of this study are to examine an urban teacher education program; to explore the narratives of its teacher educators; and to determine the

personal, individual, or institutional factors that advance, limit, or prevent discourse and practices regarding diversity in a teacher education program. Additionally, the study investigates the congruence between the institution's implemented diversity goals and the background, training, and experiences of teacher educators in a program that defines diversity as a central tenet. The research questions that guide this study are directed at an urban institution of higher education in the southeastern United States. The questions are as follows:

1. What are the backgrounds, philosophies of education, training, and experiences of teacher educators in a program whose mission explicitly defines diversity as a component of teacher preparation?
2. What is the relationship between teacher educator training, backgrounds, and experiences and the ways they define and implement concepts, theories, and frameworks regarding diversity and multicultural education?
3. What personal, individual, or institutional factors advance, limit, or prevent discourse and practices regarding diversity in a teacher education program?

Significance of the Problems

This study extends each of the areas in teacher education discussed earlier: (a) institutional context, (b) teacher educators, and (c) diversity. Specifically, I discuss the significance of these areas towards facilitating an understanding of their salience within my research.

Institutional Context

An analysis of teacher education programs beyond the programmatic level is one step towards understanding the multilayered organizational cultures within which teacher education programs are situated and strive to meet diversity standards (Carter, 2003; NCATE, 2000). Considering that programs are held accountable to institutional and policy mandates, a programmatic analysis alone is not sufficient to capture a contextualized understanding of teacher education programs (Sleeter et al., 2005; Villegas & Lucas, 2002). Zeichner (2005) noted that research tends to be decontextualized and "many studies conducted within individual courses did not situate the courses within the programs, institutions, and state policy contexts in which they were embedded" (p. 741). In the final analysis, Zeichner (2005) urged that "greater attention to contexts in the reporting of research will enable a better understanding of the conditions under which teacher education and its components relate to various outcomes" (p. 741).

Several studies have explored the relationship of particular components of a teacher education program such as field work, foundational courses, accountability, recruitment and retention and their respective influences on preservice teachers (Zeichner & Conklin, 2005).-However, these components are merely pieces to a much larger puzzle. How the individual pieces of a teacher education program connect and intersect has seldom been addressed. Adding to the dimensions of teacher preparation is the fact that the faculty are charged with executing their work within institutional prescriptions.

Teacher Educators

Some teacher educators use their own courses as sites of research to better inform their pedagogy, practice, and the knowledge base of the field. Such research underscores the important role that teacher educators have in teacher preparation and their

contributions to the literature. However, practitioner research has been critiqued for its tendency to be void of context and only accessible to small sample sizes (Zeichner, 2005). Despite its limitations, practitioner research is viewed as viable and valuable to furthering information on the influence of teacher education on candidates. Practitioner research provides a glimpse into the pedagogy and practice utilized by teacher educators; however, less is known about who these practitioners are and under what conditions they work.

Teacher educators are subject to institutional and personal expectations regarding the preparation of teachers. Cole's (1999) research characterized teacher educators as each having "his or her own goals, interests, perspectives, experiences, and issues shaped and driven by personal and career histories, values, beliefs, and commitments, and by the contexts in which he or she lives and works" (p. 282). Several studies echo Cole's statement (Robinson & McMillan, 2006; Weber, 1990) and support the understanding of teacher educators as possessing a key role in developing teachers. However, the aforementioned studies (Cole, 1999; Robinson & McMillan, 2006; Weber, 1990) were conducted on teacher educators outside of the United States. Similar studies are rare in the teacher education literature within the United States (Cadray, 1995; Wisniewski & Ducharme, 1989). This observation of the literature is reflected by Zeichner's (2005) call for studies on teacher educators and their characteristics.

In an effort to provide a broader understanding of teacher education programs, an analysis of teacher educators' attributes, roles, and experiences will provide needed information to enhance the knowledge base of teacher preparation. A composite of teacher educators is particularly salient for teacher education programs that focus on

preparing a teaching force capable of responding to diversity issues and are pedagogically responsive to schools' mosaic of students.

Diversity

Demographic shifts in P–12 student populations have been a nationwide reality (Irvine, 2003). The numbers of students of color, English language learners, and documented and undocumented immigrants have steadily increased within the borders of the United States (Sleeter & Grant, 2007). Notably, this trend is of particular import considering the persistent systemic school failure of ethnically and linguistically marginalized communities (Carter, 2003; Irvine, 2003; Ladson-Billings, 1994 Nieto, 2004). In conjunction with examining pedagogies and practices of teacher educators, understanding their roles and competencies to prepare teachers for ethnically, culturally, and linguistically dynamic populations is a critical aspect of teacher education. Villegas and Lucas (2002) and others stress the importance of sound pedagogical approaches to enhance the disciplinary and multicultural competence of teacher candidates in teacher preparation programs.

Significant to this study and teachers' preparation to work with diverse students is the domain of teacher education research that focuses on a program or singular course critique of a program whose explicit content involves dimensions of diversity and multicultural education. Researchers have examined diversity and multicultural education courses to determine their effectiveness in developing preservice teachers' knowledge, dispositions, and skills as they are prepared to meet the needs of students from various cultural, linguistic, socioeconomic, ability, and religious backgrounds (Hollins & Guzman, 2005). This body of research often exposes a disconnection between such

content and its infusion in other subject matter disciplines. Teachers' attitudes and the value they place on the relevance of diversity in teaching and learning in their practice are often a reflection of how integrated, multicultural education is addressed in teacher education programs (Hollins & Guzman, 2005). Consequently, P–12 teachers are less likely to experience necessary changes in attitude and practice that are sustained beyond their experiences in one class focused on diversity (Cadray, 1995; Hollins & Guzman, 2005). Courses on culture and diversity are offered as part of a comprehensive teacher education curriculum, particularly within programs with an explicit mission to address such issues. Given programmatic expectations and persistent curricula detachment, an examination of the cohesive address of diversity issues across a program's courses is warranted.

Instrumental in the preparation of culturally conscious teachers are the education faculty who teach pre- and in-service teachers. Equally important are the articulated criteria that guide teacher preparation institutions and the program of study afforded to prospective teachers. Melnick and Zeichner (1998) astutely noted, "the work of teacher educators and the institutional environment in which teacher education is embedded are critical in determining the success of efforts to prepare teachers to work with diverse populations" (p. 88).

This study intends to extend the small body of research that provides a contextual analysis of teacher education programs and its teacher educators by investigating a teacher education program in the southeastern United States whose institutional and programmatic missions consider diversity to be a key aspect of research and teaching. In examining an urban college of education in the southeastern United States, the results of

this research extend the findings of a previous study focused on determining the following: (a) the institutional intentions with regard to diversity and multicultural education through the examination of mission statements; (b) intended program curriculum; and (c) teacher educators' backgrounds, training, and experiences in relationship to the courses they taught (Stenhouse, 2007). The current study seeks a deeper understanding of teacher preparation as well as individual and institutional capacities towards implementing institutional and programmatic missions.

Framework and Guiding Principles

Several scholars forward concepts and theories tangentially relevant to addressing facets of the posed research questions. Different frameworks in multicultural education take into account levels of curriculum integration, typologies of cultural content, characteristics of K–12 institutions, levels of school reform, and features of teacher education programs (Banks, 1988, 1993; Cochran-Smith, 2004; Hollins, 1996; Murrell, 2001; Nieto, 2004; Sleeter & Grant, 2007; Wiedeman, 2002). For purposes of this study, the design principles of Zeichner et al. (1998) will be utilized. Zeichner and the other contributing scholars have collectively contributed to the understanding and analysis of the field of teacher education and of programs that prepare K–12 teachers. Zeichner et al.'s principles clearly delineate between the institutional, personnel, curricula, and instructional facets of a teacher education program including an assessment of the integration of multicultural education.

The design principles posited by Zeichner et al. (1998) account for an assembly of literature relevant to the synthesis of multicultural education and teacher education. This synthesis, framed for developing effective multicultural teacher education programs,

presents a set of design principles ideal for examining the embedded organizational structure considered in this study. According to Zeichner et al., the principles were subject to expert review and collaboratively developed by senior scholars in the fields of teacher education and multicultural education.

Significant to the design principles is their collective design by noted scholars and the consideration that they encompass three overarching components of teacher preparation integral to this study: (a) institutional and programmatic, (b) personnel, and (c) curriculum and instruction. Stated design principles are offered for each component delineating how a multicultural teacher education program should be enacted. The design principles are intended to assess multicultural teacher education programs and serve as the framework used in this study to analyze an institution's expressed desire to address academic, social, and political issues with regard to diversity. The foci of the design principles will be further detailed.

Zeichner et al. (1998) indicate three design principles that accompany the institutional and programmatic components. The first and second guiding principles argue that the value and commitment to diversity must be aligned with the mission, policy, and procedures of the institution. The third principle posits that the institution should also model the views of multicultural education in transparent ways. Issues of multiculturalism presented sporadically, or offered in isolation within specific programs, or rendered the sole responsibility of select faculty are examples of less than ideal models that spark concern regarding an institution's effectiveness. Ideally, fulfilling the expressed mission is the responsibility of all faculty members throughout programs. All members are involved consciously and consistently to enact in practice the mission,

vision, and values espoused on paper. Restated, at the crux of the institutional and programmatic principles, Zeichner et al. demand systemic attention to multicultural teacher education in action as well as words. For example, a program whose stated mission stresses the importance of culture would emphasize this tenet in all disciplines within the program of study, rather than the explicit focus of a single course. (For further details, see Appendix A.)

The personnel principle purports two guided statements reflective of the criteria for teacher education constituents to possess understanding, commitment, and competency in multicultural education. (For further details, see Appendix A). Personnel, including janitorial workers; front desk staff; and full-time, part-time, and adjunct faculty, also play a fundamental role in fostering multicultural education. Racial and ethnic representation among personnel is a common consideration within this principle; however, attention is also given to other characteristics of faculty, staff, supervisors, and prospective teachers in teacher education programs such as academic proficiencies, dispositions, skills, capacities, and affiliations. For example, a faculty search would identify high standards for an academically successful candidate in conjunction with demonstrated experiences learning a second language or teaching in a cross-cultural setting. In turn, such assets could strengthen the faculty's ability to be culturally responsive in their curriculum and instruction, the third and final design principle.

Zeichner et al.'s (1998) curriculum and instruction include nine principles that underscore the need for multicultural education to be a pervasive aspect of teaching and learning for faculty and students. Multicultural education opportunities are the places whereby teachers and students work to apply multicultural pedagogy in their teaching

practice. Similar to the institutional and programmatic principles, addressing multicultural perspectives should be comprehensive within a given curriculum, throughout all disciplines. Students should extend content knowledge by having opportunities to develop skills and explore dispositions reflective of the sociopolitical issues of schooling. (For further details, see Appendix A).

In sum, the combined 14 principles capture the purposes and intentions of a multicultural teacher education program within an institutional context. For purposes of this study's emphasis on the intentions of a teacher education institution, all three levels described above will be addressed with respect to the intended and implemented curriculum. A study, building on Zeichner et al.'s (1998) principles, forwards the articulated need for a research agenda "focused on particular questions … [built] on prior research and accumulate[d] knowledge over time" (Cochran-Smith & Zeichner, 2005). In response to this proposed need, my study applies a framework currently established in the literature to investigate the institutional environment of a teacher education program.

Literature Review

The literature review is organized thematically and is chronologically centered on the following broad categories of investigation:

1. How are diversity and multicultural education reflected in teacher preparation expectations for teacher education institutions?
2. Who are teacher educators in the current landscape of teacher education? What are the backgrounds, training, and experiences of teacher educators?

Literature Search Strategy

Literature for this review was secured by conducting a manual, Internet, and Web site search (ERIC—US Department of Education, Google search engine, JSTOR, and Sociological Abstracts) to locate articles and publications relevant to multicultural education and teacher educators in the US, respectively. The following local and national teacher education organizations were also utilized to secure data and publications: the Association of Teacher Educators (ATE), the Georgia Association of Teacher Educators (GATE), the American Association of Colleges for Teacher Education (AACTE), and the American Educational Research Association (AERA). I sought case study research implemented in the south/south east region of the United States. Articles and texts for this review of the literature were selected by using keywords such as *teacher education*, *teacher education programs*, *teacher educators*, *multicultural teacher education*, *multicultural teacher educators*, *multicultural education and diversity, multicultural education and teacher preparation, and diversity and teacher education*. Based on my research questions, I excluded literature that addressed specific content areas and undergraduate preservice teachers' experiences in their P–12 training in teacher education programs. I selected search terms designed to reflect the intersection between graduate teacher education, teacher educators, and institutional and programmatic attention to diversity as defined beyond demographic representation of personnel in an institution of education. To date, I have located twelve studies specific to the research I am pursuing.

The subsequent literature review addresses a brief history and development of multicultural education and studies examining multicultural teacher education programs, followed by the current demographic knowledge about teacher educators.

Multicultural Education and Teacher Preparation Programs

According to James Banks, a pre-eminent and founding scholar of multicultural education, Black studies provided the foundation for multicultural education. Banks' (1992) article, *African American Scholarship and the Evolution of Multicultural Education*, chronicled several phases linked to the historic development and scholarly beginnings of the multicultural education movement. These include African American scholarship, ethnic studies, multiethnic studies, intergroup education movement, and the 1950s Civil Rights Movement (Gollnick & Chinn, 2006; Sleeter & Grant, 2007). While the transitions from African American scholarship to ethnic studies and to multiethnic studies were progressive, the intergroup movement ran parallel to multiethnic studies. The transition from African American scholarship to multicultural education resulted in the expansion of recognition of experiences other than Anglo-European perspectives in the curriculum. Issues of curricular equity and school reform were also raised by women, the differently abled, indigenous populations, peoples of the Americas, and Asians, including Chinese, Japanese, and others, all of whom participated in fundamental ways in the history of the United States (Banks, 2009; Takaki, 1993). These issues continue to be points of advocacy and debate within multicultural teacher preparation (Ladson-Billings, 2001).

The field of multicultural education, as described by Banks (1992) and others (Banks, 2009; Sleeter & Grant, 2007), has had a significant influence on the curriculum and implementation of teacher preparation. The advent of literature focused on multicultural teacher preparation is a testament to scholars' attempts to investigate diversity and multicultural education specifically in the domains of teacher education and teacher preparation. Literature offering conceptual models, frameworks, and key

considerations for how diversity or multicultural education are addressed on institutional and curricular dimensions of K–12 teacher preparation are prevalent (e.g., Ambe, 2006; Banks, 1988, 1993; Banks, Cookson, Gay, Hawley, Irvine, Nieto, Schofield, & Stephan, 2005; Bennett, 2006; Campbell, 2000; Cochran-Smith, 2004; Gay, 1997; Irvine & Armento, 2001; Ladson-Billings, 2001; Lee, 2007; Nieto & Bode, 2008; Ooka Pang, 2004; Shor, 1992; Sleeter & Grant, 2007; Valentín, 2006; Vavrus, 2002). An ever increasing number of investigations of undergraduate multicultural teacher preparation are well represented (Cochran-Smith, 2004); however, specific studies undertaken to comprehensively detail the role of diversity and multicultural education on a graduate level for teacher preparation have been limited.

In 1996, the National Commission on Teaching and America's Future (NCTAF) pursued research to locate and describe successful teacher education programs that prepared teachers for diverse classrooms. Seven programs—two undergraduate, two five-year programs, and three graduate-level institutions—were identified. These programs spanned the United States, including public and private institutions, and each was unique in structure and implementation. As reported by Darling-Hammond (200b), executive director of NCTAF, the representative sites were selected after a variety of sources of evidence were compiled and reviewed, including, but not limited to, representational sampling of practitioners, researchers, and scholars, and surveys of program graduates and principals.

In 2000, Darling-Hammond edited a text entitled *Studies in Excellence in Teacher Education: Preparation at the Graduate Level* on behalf of the American Association of Colleges for Teacher Education (AACTE) detailing the findings of NCTAF's descriptive

research on the graduate level. Contributors to the text presented their findings for three extraordinary teacher education programs whose aims included preparing teachers to "teach in ways that are responsive to individual students' intelligences, talents, cultural and linguistic backgrounds, needs, and interests; … [and] proficient performances on the part of their students" (Darling-Hammond, 2000, p. v). The central question posed in the studies was how teachers should be prepared to meet 21st century goals as articulated by standards set by NBPTS, INTASC, and NCATE as well as by policy rhetoric regarding school reform. Data for each case study site consisted of collecting program documents, conducting interviews, observations, and surveys with a variety of school-related personnel. The specifics of the data collection methods were presented for each independent case study site. The case study sites were Bank Street College of Education, located in New York, NY, University of California-Berkley, located in Berkley, CA, and University of Southern Maine, located in Portland, ME.

Bank Street College of Education provided six educational opportunities for individuals interested in earning a master's degree, three of which were the focus of this study (Darling-Hammond, 2000b): early education, elementary education, and young adolescents. Two researchers collected data from fall 1995 to spring 1996 while 214 students were enrolled. They conducted interviews with members of the college administration, students participating in the program, and graduates of the college and convened three sets of focus groups: one with faculty and college administration, one with advisors, and a third with cooperating teachers. Additionally, observations of courses and shadowing of students throughout the daily course of their day were also

completed, and survey data was collected from 62 former students and 11 school administrators.

The University of California-Berkley's Developmental Teacher Education (DTE) Program was a small two-year master's program that recommended 20 students a year for certification. One researcher collected data during the fall, winter, and spring of 1995–1997. The fall visit centered on the structure and daily workings of the program. Data were gathered through an unspecified number of interviews with faculty, staff, cooperating teachers, and administrators. Observations of all the students' courses and their field placements were also included. During the winter, data collection focused on the perspectives and implementation of graduates in the program. In the spring, students' perceptions were garnered through focus groups and observations. The researcher secured institutional documents, research about the program, and samples of student work were secured as well.

University of Southern Maine's Extended Teacher Education Program (ETEP) recommended 75 students for certification in grades K–8 and 7–12. Three researchers collected data from August 1995 to August 1996. The Program is a collection of five sites, one of which, ETEP-Gorham, was presented as being representative of the integrated learner-centered focus of all the ETEP programs. Similar to the previously detailed case study sites, researchers secured program documents, observations of program and school-based courses, interviews with teachers, faculty, administrators, student interns, and graduates of the program. Distinctly, one student was followed throughout the entire year.

Learner-centered, integrated, and collaborative were indices of the exemplary programs offered at Bank Street, the University of California-Berkeley, and the University of Southern Maine. Findings across all sites confirmed their respective differences in articulated philosophies of education and implementation of curriculum; however, Darling-Hammond (2000b, p. x) offered the following identified common features:

1. A common, clear vision of good teaching that is apparent in all course work and clinical experiences.
2. Well defined standards of practice and performance that are used to guide and evaluate course work and clinical work.
3. A curriculum grounded in substantial knowledge of child and adolescent development, learning theory, cognition, motivation, and subject matter pedagogy, taught in the context of practice.
4. Extended clinical experiences (at least 30 weeks) which are carefully chosen to support the ideas and practices presented in simultaneous, closely interwoven coursework.
5. Strong relationships, common knowledge, and shared beliefs among school- and university-based faculty.
6. Extensive use of case study methods, teacher research, performance assessments, and portfolio evaluation to ensure that learning is applied to real problems of practice.

Use of mixed quantitative and qualitative tools, provisions for establishing an institutional context, and a comprehensive examination of the intended, implemented,

and received curriculum are notable merits to this study. The representative components of teacher education programs are competently addressed. However, an instructive investigation of how personnel work to coalesce around the established mission of the institution to produce such exemplary programs was not conducted. A further understanding of the ways in which the work established by the mission is engaged would add additional breadth to the current details describing the intricacies of teacher preparation.

Jenlick and Jenlick's (2005) edited text *Portraits of Teacher Preparation: Learning to Teach in a Changing America* used portraiture to frame a series of case studies detailing the form, substance, and ideology of nine teacher preparation programs in urban settings. Four of the portraits are germane to this literature review. In similar fashion to Darling-Hammond's edited work (2000b), Jenlick and Jenlick's (2005) case studies were independently written by different authors each offering a context and data sources couched in an overall analysis. The goal was to provide a descriptive case narrative of programs that did the following: (a) challenged traditional approaches to teacher preparation, (b) wove the strands of diversity, multicultural education, social justice, and equity, (c) wed theory and practice, and (d) promoted democratic inquiry and action within the learning process. Jenlick and Jenlick stated in their overview that "the need for increased attention to infusing multiculturalism in the curriculum pedagogy and political imperatives [are] necessary to prepare future generations of teachers" (p. 7). Responding to the need for multiculturalism were the University of California, Los Angeles' Center X (Olsen, Lane, Metcalfe, Priselac, Suzuki, & Williams, 2005), Boston College's Lynch School of Education (Donnell, Stairs, & Guttenberg, 2005), Roosevelt

University's Metropolitan Elementary Teachers Academy (META) program (Burney, Carter, Meadows, Philion, 2005), and San José State University's Teacher Education 20% Internship Program (Markowitz, Swanson, Whittacker, & McDonald, 2005). Researchers from each school crafted a portrait of their school's formation, tensions, and outcomes. Karen E. Jenlick provided a summative, thematic analysis of the schools in the form of a composite portrait of their defining characteristics.

The University of California, Los Angeles' Center X was formed in the crucible of the aftermath of the 1992 Rodney King uprising. Between 1994 and 1995 Center X emerged as a two-year Masters in Education (M.Ed.) program for elementary and secondary education. Center X was shifted from what was once a one-year M.Ed. program. Center X's new foci included an "activist commitment to social justice" (Olsen, Lane, Metcalfe, Priselac, Suzuki, & Williams, 2005, p. 34) and the recruitment of teacher candidates interested in social change and reflective of the Los Angeles communities it served. The researchers posed three research questions focused on determining the emphasis of social justice in the program. These questions examined the program's reflecting on its integrated commitment and explored the ways it maintained its "integrity" within a political climate centered on testing and standardization (Olsen, Lane, Metcalfe, Priselac, Suzuki, & Williams, 2005, p. 36).

Data collected for the study included the personal experiences of the six authors of the chapter, purposefully selected interviewees representing a cross section of program functions (i.e., graduates, program administration, past and current faculty), and program documents. The methodology described indicated that the data were coded. Analysis led to a description of the program and its beliefs, the ways social justice was defined and

implemented, the role of assignments in promoting an "iterative" process of teacher preparation, and the use of research to stem the tides of educational politics counter to the work and ideology of the program.

Boston College's Lynch School of Education's programs in Boston, Massachusetts, were contextualized by the authors, who foregrounded their insider and outsider positions as sources of perspectives on the program. The portrait specifically painted an image reflective of the program's "commitment to diversity, constructivism, and social justice" (p. 54). The researchers examined two graduate programs with a specific focus on urban education: the Donavan Teaching Scholars Program and the Urban Catholic Teaching Corp. Few details on data sources, collection, and analysis were provided; however, a description included the context of the programs' theoretical commitments, instances of collaboration, and structured opportunities for inquiry.

Roosevelt University's Metropolitan Elementary Teachers Academy (META), a program situated within a non-religiously affiliated private school in Chicago, Illinois was named after former United States President Franklin Delano Roosevelt. The META program began in the spring of 1998 to provide an elementary education master's degree using a cohort, field-based model. Data specific to this program consisted of the researchers' interviews with two students who graduated from the program. The nature of the interviews cultivated the graduates' perspectives on a being in a cohort as a structure for building "cohesive learning communities" (p. 129).

Finally, a two-year program, San José State University's Teacher Education 20% Internship Program, had its genesis between 1996 and 1997. No specific details on data sources, collection, or analysis were provided, but a picture was painted describing the

ways collaboration, commitment to equity, and resiliency formed the Teacher Education (TE) Collaborative. The TE Collaborative was initially designed to meet the needs of the partnering school districts. Adopting a partial internship process, candidates started as part-time and moved to full-time teachers with the purpose of ameliorating a teacher shortage. Between 1990 and 2002, the program turned to a specific focus on equity and closing the achievement gap with the help of Annenberg funding. The third phase of the program described was between 2003 and 2004, when the school remained resilient despite a revised credentialing system that constrained the program's previous efforts.

The presented, aforementioned studies did not evenly present their data sources, data collection, and research questions; however, each study sought to describe key contexts and features of their respective programs as a means of sharing the considerations and contentions in learning to teach for social justice (Center X, Lynch School of Education), learning to teach in a democracy (Roosevelt University), and learning to teach through social consciousness (San José State University). I also found the programs' consistent self-critiques and actions grounded in their mission statements and conceptual frameworks to also be evenly representative of the studies.

The thematic findings unifying the case studies' complexity included a composite portrait offered by Karen E. Jenlick that consisted of the following: (a) a context for inquiry and collaboration and (b) sociocultural patterns in pedagogical change. Karen E. Jenlick observed that reconceptualization of preparation programs in each of the colleges and universities was generated by inquiry. Inquiry took the form of specific questions regarding teacher preparation that served as guides for thinking and rethinking about the processes in place at a particular site. Inquiry was internally driven through programs

such as those at UCLA and Roosevelt, or by external forces (i.e. reform initiatives and social economic challenges), such as those facing San José State University. Inquiry was also evident in a conceptual shift in thinking about teacher preparation, as was the case for Boston College's Lynch School of Education. In addition to purposefully creating a space for inquiry, actualizing the process in the form of collaborations through dialogs, problem solving, and partnerships was another facet of the programs.

A second aspect tying the experiences of the programs together was sociocultural patterns in pedagogical change. Within this finding, Karen E. Jenlick posed the following themes: (a) rethinking role and stance for teacher preparation in urban settings, (b) creating space for critical conversations, (c) constructing alternative pedagogies for urban populations, (d) constructing pedagogies of difference and social democracy and (e) adopting constructivist approaches to teaching and learning. The first finding—rethinking the role and stance for teacher preparation—entailed a shift in thinking and approach by the orchestrators of the programs. The shift went from what was classified as traditional teacher preparation to programs purposeful and committed to developing change agents and engaging social justice.

The second finding—creating space for critical conversations—took the form of dialogs between and among constituencies such as faculty, students, and teachers. The voices of faculty, students, and teachers were used to inform and animate feedback for the mission, content, and structure of the programs.

The third finding—constructing alternating pedagogies for urban populations—was also achieved through dialog designed to critique practices and ideological norms affecting the program. A result of shifted philosophical thinking prompted changes in

pedagogical approaches to teacher preparation. For example, co-constructed learning opportunities, synthesizing of theory and practice, engaging diversity as an asset, and reflection were select features of alternate pedagogies.

The fourth finding—constructing pedagogies of difference and social democracy—was explained by valuing diversity and fostering democratic practices. Valuing diversity meant interrogating inequities within the larger social order or working collaboratively rather than maintaining a hierarchal system of governance within a program. Fostering democratic practices was a result of attempts to democratize learning experiences for students within their programs and as a facet of designing experiences in urban environments.

The final finding—adopting constructivist approaches to teaching and learning—carried three themes consistent across programs: (a) reflection through writing, (b) action research through the use of inquiry groups between and among students and faculty, and (c) performance-based assessment (such as portfolios) to capture and critique students' learning and preparation.

In sum, Karen E. Jenlick noted the elements of social democracy, renewal, and resiliency as macro elements indicative of all the teacher preparation portraits. The studies offered by Jenlick and Jenlick (2005) provide additional texture to the processes embedded in their respective programs beyond those described in Darling-Hammond's (2000b) studies. All the studies contribute an understanding of the components and complexities of teacher preparation indicative of addressing diversity and multicultural education.

Nonetheless, despite the growing literature on the topic, teacher preparation in general and multicultural teacher preparation specifically are persistently critiqued for shortcomings linked to the inability to appropriately prepare the current national teaching force to teach their students with a strong foundation in content knowledge and critical consciousness (Fraser, 2005; Walsh, 2006). Both collections of research initiatives presented here are a response to such unfavorable criticism on the graduate level; however, ongoing rigorous comprehensive inquiries regarding the preparation of teachers must continue to be produced (Cochran-Smith & Zeichner, 2005).

Teacher Educators

Current research directs more attention at understanding the institutional characteristics of teacher education programs and conceptual issues for teacher educators to consider. Within these institutions, education faculties play a significant role in implementing programs to prepare individuals to enter the teaching force. Scholars of multicultural education predominantly work in teacher education institutions. These individuals have noted and storied careers, often covering decades of research and teaching, which sustain and promote the work of the movement. However, these educators work in select institutions across the nation. Ladson-Billings (2005) provided a glimpse into some teacher educators of African heritage in her text *Beyond the Big House: African American Educators on Teacher Education.* She explored the personal and professional stories of seven noted scholars and teacher educators. Using prominent historical figures as representations of her findings, Ladson-Billings presented a portrait of the experiences that shaped their lives. Common among the participants was the influence of family, mentors, and spirituality. Ladson-Billings also noted the lack of

research in the area of knowing teacher educators and the saliency of furthering the literature in this area. Ladson-Billings' work notwithstanding, there has yet to be comprehensive data detailing who teacher educators are in relationship to their work in teacher education institutions, particularly in those institutions that prepare teachers for diverse students. While several researchers (Cadray, 1995; Melnick & Zeichner, 1998; Merryfield, 1996; Taylor, 1999; Villegas & Lucas, 2002; Warren, 1985; Zeichner, 1999) have studied the composition of teacher educators, their findings reflect a limited understanding of this group.

Zeichner (1999) and Villegas and Lucas (2002) suggest that the current pool of teacher educators is predominantly White and female, reflecting the dominant racial and gender composition of K-12 schools (Zumwalt & Craig, 2005) . Melnick and Zeichner (1998) also express a similar observation that, "[teacher educators] are overwhelmingly Caucasian" (p.88). An important reality that may explain the phenomenon of dominant White representation is the overall racial and ethnic composition of the faculty population in higher education. Villegas and Lucas (2002) state that in 1995, faculty of color comprised only 12% of the full-time, tenure-track teaching personnel. In 2005, faculty of color in degree-granting institutions, including instructors and professors at all levels, accounted for 16.5% of the faculty (NCES, 2007). Under these circumstances, it is not unreasonable to conjecture why teacher education institutions are aligned with this national trend with respect to faculty representation.

Confounded within the data regarding the racial identities of teacher educators are issues of gender that also merit consideration. Traditionally recognized as a male-dominated field, teacher education has progressively feminized (Melnick & Zeichner,

1998; Warren, 1985). Male and female scholars from ethnic groups other than African American are also beginning to have a presence in teacher education faculty, albeit limited (Banks, 1992; Zeichner,1999). Such representation, however, does not account for other identified sexes or gendered identities. Despite the increasing racial and ethnic trends, the dominance of Whiteness in public teacher education institutions and curricula is reflected in the faculty population as well (Sleeter, 2001).

Warren (1985) offered a history of the teaching force and the education that prepared teachers during the 19th and 20th centuries. He created a demographic composite of Black and White individuals entering the teaching profession, including an overview of entrants' ages, levels of economic compensation, and educational backgrounds. In his work, Warren did not specifically address schooling segregation or provide information on racial and ethnic groups other than Black and White. However, he did detail the feminization of the field and the influence of geographic locations of teacher placements in urban and rural as job sites for early teachers. He also offered the progression of teacher training sites of normal schools and their development into colleges and universities. Unfortunately, Warren's (1985) work did not provide a similar profile of formal teacher training of teacher educators. Instead, he chronicled the nature of teacher preparation and the institution. For instance, preparatory institutions could be categorized as a liberal arts or teachers' college (Warren, 1985).

Contrary to Warren's (1985) work, Ducharme and Agne (1982) offered what is considered one of the first comprehensive explorations of its kind for the education professoriate. As part of a larger compilation of separate studies on education professoriate (teacher educators), Ducharme and Agne (1982) administered a 39-item

questionnaire to 32 Schools, Colleges, and Departments of Education (SCDE) faculty encompassing a range of regional representations, at private and public institutions. They achieved a 70% return rate, which equated to nearly 1,200 participants. The questionnaire was used to synthesize data around four areas related to the professors: social and educational backgrounds (i.e., college, education of family members, institutions where they received their degrees), gender and racial characteristics, K–12 teaching backgrounds, and institutional support as measured by money and respect. The essential purpose of the study was to expose the underlying strengths of teacher educators in order to belie the persistent low status ascription felt and given to professors of teaching in academia. Findings concluded that faculty behaviors and beliefs about status in the academy are predicated on personal and professional backgrounds. Ducharme and Agne's (1982) research provided a needed perspective regarding the personal and professional backgrounds of teacher educators. Although their work established a foundation that could have been extended, only limited other studies continued their specific work for over 20 years. Merryfield (1996) is one of the few researchers that ventured a study similar to that of Ducharme and Agne (1982).

Merryfield's (1996) study investigated teacher educators' characteristics by examining solicited self-reports and documents to capture the professional knowledge, motivation, experiences, teaching, and research that guide educators' work. She additionally inquired about their respective personal and professional backgrounds and theoretical frameworks. Merryfield's participants were purposefully peer-selected as highly effective in making connections between multicultural and global education for K–12 teachers. At the time of her ongoing study, she acquired 77 profiles of teacher

educators from the United States and Canada. Responses varied; however, Merryfield utilized the background information and supplemental materials (e.g., syllabi and articles) to assess the nature of pedagogy and practices employed by teacher educators. Background profiles of teacher educators revealed a variety of data regarding family experiences, home life, community environment, theoretical orientation, and job position within their respective institutions. Merryfield (1996, p. x) concluded that there was "remarkable diversity in the lived experiences and thinking" among the teacher educators. The study presented a view into teacher educators' early childhood experiences and choices of materials and pedagogy in their courses. Her study also provided insight into the institutions in which these educators teach teachers; however, the research emphasis did not explore to the reciprocal relationship between the teacher educators and their institutional context.

Taylor's (1999) study investigated one institution's teacher educators and teachers. Characteristics of teacher educators, such as years of experience, degrees earned, years teaching in K–12 classrooms, and the number of years as a university teacher were garnered quantitatively. Taylor administered surveys to both preservice teachers and teacher educators, including a comparative analysis of multicultural knowledge between the two groups. One of the key conclusions of Taylor's study was that teacher educators are likely to have limited background knowledge, if any, in the area of multicultural education. This finding supports Melnick and Zeichner's (1998) contention that teacher educators are bound by the extent of their cross-cultural experiences; when these experiences are limited, teachers are left "culturally encapsulated" (p.88). Taylor's study further exemplifies an awareness of the importance

of determining the knowledge teacher educators bring to their profession. Taylor's research did not include the nature and composition of teacher educators' understanding of and training in multicultural education.

Despite the paucity of data on the philosophies, training, experiences, and backgrounds of teacher educators, researchers in the field of teacher education and multicultural education seem to agree that teacher educators are not fully preparing K–12 teachers to navigate the sociocultural maze of public schools and their students (Banks, 1993; Cadray, 1995; Gay, 1997; Melnick & Zeichner, 1998; Quezada & Louque, 2002; Villegas & Lucas, 2002). Warren (1985) and others (Carter, 2003; Cochran-Smith & Zeichner, 2005) note that over time, teacher education became increasingly formalized and reforms were often instigated by outside politics and policies, spurned by public opinion, and local and national discontent with student performance (Sindelar & Rosenberg, 2000; Warren, 1985; Zeichner, 1999). The lack of comprehensive data on teacher educators suggests that enhancing available knowledge in this area would be instructive for teacher education institutions. In order to advance a contextual understanding of teacher education programs, this research focused on one teacher education program and its teacher educators in the United States, specifically a focus on a program that has an espoused mission that supports an agenda related to diversity and multicultural education.

Definition of Terms

The following terms are defined to clarify the meaning of key concepts presented in this study: diversity and multicultural education.

Diversity

Diversity includes similarities or differences based on one or more visible or invisible characteristics of culture, including race, gender, socioeconomic status, ability, religion, sexual orientation/identity, nationality, geographic location, age, and language. Characteristics of diversity are aspects of culture that are socially constructed and include general indicators endemic to cultures such as time, customs, humor, and roles. Culture may be examined from intra-, inter and cross cultural perspectives. Multicultural education is informed by the various dimensions of diversity.

Multicultural Education

The meaning of multicultural education in this research mirrors Nieto's (2004) definition. Nieto articulated that

> Multicultural education is a process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers reflect. Multicultural education permeates the schools' curriculum and instructional strategies, as well as the interactions among teachers, students, and families, and the very way that schools conceptualize the nature of teaching and learning. Because it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action (praxis) as the basis for social change, multicultural education promotes democratic principles of social justice. (pp. 436–437)

Methodology

This research used a case study to a) understand the implemented curriculum of a teacher education institution and the training, backgrounds, and experiences of its teacher educators; and b) determine the factors that advance, limit, or prevent discourse concerning diversity and multicultural education. Merriam (1998) supported the strength of using a case study approach in this instance when stating, "by concentrating on a single …entity (the case), the researcher aims to uncover the interaction of significant factors characteristic of the phenomenon" (p. 29). In this study, the case was bounded by structure (Merriam, 1998). The phenomena under study within this case are teacher education institutions, teacher educators, and diversity and multicultural education.

Three main criteria established by the research and literature were applied to the selection of the case with respect to the stated phenomena. That is, according to the literature, diversity is an important consideration in the development of teachers. First, the institutional and programmatic mission statements of the case reflected attention to aspects of diversity. Second, as part of developing proficient K–12 teachers, the case site uses nationally recognized teaching standards such as Interstate New Teacher Assessment and Support Consortium (INTASC) and National Board for Professional Teaching Standards (NBPTS). Both organizations' standards note attention to the importance of new and certified teachers' acknowledgement of diversity in their teaching. The case site is also an NCATE-accredited institution. NCATE recognizes diversity as a key strand that accredited educational institutions should address. Finally, the case under study is one of the largest public, urban universities in the state and offers several paths to teacher certification and degrees in education for grades P–12.

Setting

The setting for this study involved four institutional levels, which included the university, college, department, and program. (See Appendix B for complete organizational structure.) The pseudonyms for the various institutional levels are noted by level with the first letter being capitalized to indicate a proper noun (e.g., the Program).

The University

State University is an urban university located downtown in a southeastern city in the United States that posits diversity as an element of its mission. Offering traditional four-year programs and various non-traditional teacher education programs, State is part of the annual resource of newly hired PK–12 teachers in the state totaling 44% for the 2005 academic year (PSC, 2005).

State is a public institution founded in 1913 and one of 34 colleges and universities that comprise the state's university system. Through six distinct colleges, State offers 52 degreed programs and 250 fields of study. From an institutional standpoint, the nested cultures within this university, from the largest to smallest governing, consists of the university, college (of education), department (for particular disciplines within education), and specific programs within each department (see Appendix B). In 2004, State's total enrollment was 27,267 students. Of its total, State's student population consisted of 27% graduate students, 60% women, 91% in-state residents, and 10% international students coming from over 145 countries. The identified "minority" population totaled 46%, specifically 28% African American, 3% Hispanic/Latino, 11% Asian, 0.2% Native American, and 4% multi-ethnic. The faculty (not including staff) comprised 1,052 full-time and 629 part-timers. Doctoral holders

numbered 85%, and 49% currently have tenure. The president had the following to say on the University's Web site about diversity at State University in 2005:

> State is the most diverse campus in [our state]. Our enrollment reflects the diversity of our state with more than 45 percent minority representation in our student body. Our students come from every county in our state, every state in the nation and more than 140 countries around the world.
>
> Faculty and student diversity offers educational benefits for all students that challenge stereotypes, broaden perspectives and sharpen critical thinking skills. Because State is in the heart of [metropolitan], our faculty and students will continue to reflect the diversity of our city's international population.

As indicated in the president's statement, State represents itself as inclusive of ethnically diverse students. State's diversity was posed as reflecting the city's demographics and enhancing the interactions between faculty and students.

The College

The College in this study is one of six colleges under the leadership of the university president and provost. The College houses six programs geared towards research and teaching in the field of education. The programs available consist of bachelor's, master's, educational specialist, doctoral, add-on certificate, and non-degree. As reported by the Dean's office for the 2004–2005 academic year, full-time, tenure-track faculty totaled 152 professors, of which 97 were female and 55 were male. Racial and gender categorizations were as follows: Asians and Hispanics (specific ethnicity not

reported) totaled three each, two female and one male. Blacks totaled 26: 17 females and nine males. An *Other* category amounted to five: four female and one male. Whites were the numeric majority consisting of 72 females and 43 males, a total of 115. This study's focus department reflects a similar demographic composition as the College.

The Department

During the 2004–2005 academic year, full-time faculty totaled 18: 17 females and 1 male. The racial composition consisted of Black, White, and Other. Four Blacks and 1 Other were female; 1 White was male and 12 were female. Under the current leadership several new faculty had been hired, thereby altering the full-time faculty cohort demographics to include the addition of one Black male, two White females, a female of Asian (Chinese) heritage, and one White male.

Headed by a Chair who reports to the Dean of the college, the Department in this study is one of six departments housed on different floors of the education building. Since 2004, the Department has been under the leadership of the current chair. During the previous three years, the leadership changed four times, twice with an interim chair, and twice with a candidate search and hire. The interim and Chairs, including the current leadership, were selected from within the College. The current Chair was selected from within the Department.

The emphasis of teacher education for this department is PK–5 certification, master's, and doctoral degree programs. Five programs facilitate these foci. The programs offered consist of a four-year Bachelor's of Science Education program; a two-year collaborative master's program; an education specialty degree; a doctoral program;

and a two-year, post-bachelors, traditional certification to master's program with a primary emphasis on urban schools.

The Master's Program

I selected this particular master's program to focus on in the case because it specifically reflects the urban education emphasis of the university, which, according to its Web site, presents itself as the only urban research institution in the state. Additionally, the Program was chosen for its typicality as a traditionally based, two-year master's program for prospective teachers who possess a non-education/al degree. The program of study consists of two phases over two years.

The first year encompasses a total of 51 credit hours of course work leading to initial teacher certification. Teacher candidates work as interns during this first phase in K–5 public schools in urban settings. Teacher candidates' field work is accompanied by a mentor teacher, in whose classroom they are interning, as well as a supervisor from the Program. University course work is taught by faculty (tenured, untenured/clinical professors, and part-time instructors) who may or may not also be the candidates' field supervisor. Coursework and field placements are distributed over an intensive three-week mini-session prior to summer courses that does not exclude interning in a classroom, followed by the summer semester when the candidates are first placed at an urban school. Subsequent field placements and course work are carried through a full fall and spring semester, culminating in certification.

During the course of the certification year, teacher candidates have two opportunities, identified as "role reversal," to be solely responsible for the total operation of the classroom in which they are interning. Their responsibilities include classroom

management, lesson plan development, instruction, and assessment. The first role reversal for the preservice teachers lasts for two weeks during the 13th and 14th week of their urban public school placement. The second role reversal occurs during the spring semester over a 3-week period in a similar school setting but in a different grade level. In the first year of the program, all course objectives are aligned with the INTASC standards. However, in the second year, which culminates with a master's degree, NBPTS propositions are utilized.

The second year of the Program continues once the teacher candidates have completed and passed (with a grade B average or higher) the necessary pre-requisites taken in the first year and then, in turn, become master's degree candidates. Year two entails 30 hours of combined course and field work. During phase two, the master's candidates are newly certified and subsequently must be hired as full-time teachers in K–5 urban public schools in order to continue in the Program. The master's candidates are supported by a university supervisor and are responsible for meeting the total needs of their students and school obligations while continuing to fulfill the Program's coursework requirements. The sequence of courses taken by the teacher candidates and master's candidates (hereafter referred to collectively as candidates) is outlined in Table 1 below. The Program's urban focus and attention to culture is a part of its mission and written beliefs.

Table 1

Program of study for candidates in years one and two

	Summer	**Fall**	**Spring**
Year I	Culture I	Culture II	Culture II continued
	Classroom Management	Critical Issues I	Critical Issues II
	Literacy Foundations	Reading/Language Arts I	Reading/Language Arts II
	Math Foundations	Math I	Math II

	Technology	Child Development Student Teaching I	Science/Social Studies Student Teaching II
Year II	Psychology Social/Cultural Foundations Action Research	Math/Science Integration Mentorship I (Field) Critical Theories/Research I	Literacy/Social Studies Integration Mentorship II (Field) Critical Theories/Research II
Year II	Capstone Seminar		

Pilot Study

Utilizing primarily documents, I conducted a pilot study examining the teacher education institution described above in relation to several factors. First, my aim was to determine the diversity and multicultural education content of the mission statements at the various institutional levels: university, college, department, and program. In other words, what did the mission statements say explicitly about the characteristics and institutional expectations with respect to diversity and multicultural education? Mission statements are composed by institutions or organizations and made visible to the public as a means of communicating their intent and purpose (Cole, 2002; Morphew & Hartley, 2006; Rozyck, 2004). Weiss and Piderit (1999), who conducted an empirical study of mission statements and their meaning within public agencies, posited that one function of a mission statement is to "communicate organizational values to the employees in ways that engage their commitment and encourage them to identify with the organization" (p.196). In addition, mission statements can provide an understanding of the uniqueness of an agency's goals, which can help garner the support of its constituencies (Meacham, 2002). The importance of having a mission statement in colleges and schools is underscored by accreditation standards that include the need for an institutional mission (SACS, 2006).

Second, I focused on the curricular content within a program with regard to issues of diversity and multicultural education. To that end, documents that represented the expressed, written intent of the curriculum, such as syllabi, were solicited. Third, the training, backgrounds, and experiences of teacher educators were garnered from their vitae. (For further details of the research design, see Appendix D.)

Documents for analysis on the university, college, department, and program levels fell predominantly in what Gall, Gall, and Borg (2003) identify as records generated for official purposes, also noted as official documents by Bogdan and Biklen (2003). The following types of official public documents and records were selected as being representative of the institution's written intentions supporting teacher education: mission statements, strategic plans, program descriptions, course descriptions, assessment reports, syllabi, and vitae. Villegas and Lucas (2002) supported the use of an institution's formal statements to determine its explicit intentions, particularly regarding issues of diversity. A total of 68 documents were accessed electronically or secured from participants. (For further details, see Appendix D.)

As the primary researcher, I addressed document analysis in two phases. In the first phase, documents were initially analyzed for *diversity*, *multicultural education*, and related content and terminology. I noted the presence and absence of terms in addition to the ways they were characterized and further qualified. I subsequently developed three mutually exclusive categories to reflect the range of visibility of diversity and multicultural content expressed in the documents. From least to most visibility, the categories were opaque, transparent, and translucent. The categories were subsequently applied to all documents. (For content analysis flow chart, see Appendix E.) Of particular

note, each of the program syllabi contained a standard paragraph detailing the expectation of diversity being addressed in courses. The continuum was used to assess program syllabi without the inclusion of the diversity paragraph in order to illuminate the visibility of diversity without the benefit of the paragraph.

In the second phase, documents were analyzed using Zeichner et al.'s (1998) design principles on the institutional, programmatic, personnel, and curriculum components of teacher preparation. Sources of evidence were identified based on examples posed by Zeichner et al. as representative of indices of multicultural teacher preparation, and subsequently applied to data. (For further details, see Appendix F.)

Findings from the pilot study revealed that all but one of the institutional mission statements addressed diversity on some level. Similar to the findings for diversity, aspects of multicultural education were reflected throughout the levels of the institution by attending to the representation of faculty and students as well as faculty and student pedagogy. The examination of the program of study illuminated findings that the program of study presented to the candidates was persistent but not uniform in its presentation of diversity and multicultural education content and terminology. Findings also showed that teacher educators had strong content knowledge relevant to the courses they taught; however, less was conclusively evident and consistent regarding their background, training, and experiences in the areas of diversity and multicultural education. Lastly, with respect to Zeichner et al.'s (1998) design principles framework, the institution has promising indicators of functioning as a multicultural teacher preparation institution. (For further details of pilot study findings, see Appendix G.)

While the data demonstrated the established intentions of a teacher education program and institution, they did not account for the verbalized intentions and actual implementation by the personnel (i.e., teacher educators). Additionally, although the data provided an initial understanding of training, backgrounds, and experiences of teacher educators, they did not reflect the actual narratives of the teacher educators with regard to their knowledge and preparation to teach matters of diversity and multicultural education. By extending the study, I hoped to determine the ways the intended curriculum is constructed and implemented in a teacher education program and to expand the current data on the program's teacher educators. Simultaneously, I expected to continue to build an understanding of the institutional context in which teacher educators work.

Data Sources

The current study examined the professed intentions and implementation of a teacher education institution's stated intentions on its University, College, Department, and Program levels. Participants were directly informed of the research purpose and the expectations for their participation by letter of invitation and in person. Participants were also offered opportunities to query the researcher regarding the study, review their data and the researcher's analysis, or share any concerns. The process for informed consent, as stipulated by the Institutional Review Board (IRB), was followed, and I obtained written consent from the participants.

As the primary researcher, I was solely responsible for conducting the data collection and analysis. All data were stored electronically or in hardcopy and placed in secure physical and electronic storage locations. Identifying information, such as participants' names, were replaced by pseudonyms to maintain confidentiality and

anonymity. The data for this study were gathered from five sources: (a) interviews, (b) observations, (c) focus groups, (d) documents not previously used in the pilot study, and (e) field notes.

Interviews

Interviews served as a means to deepen the understanding of the phenomena under study by eliciting the accounts of participants regarding their understanding of diversity and multicultural education as institutionally defined. A second function of the interviews was to solicit data that revealed teacher educator demographic information, perceptions of their curricular intentions, and subsequent implementation.

Two sets of interviews, differentiated by the institutional and programmatic levels, were conducted for this study. One set of institutional interviewees (N=11) was identified from a pool of participants (heretofore referred to as faculty and staff) relevant to the university, college, department, and program documents analyzed in the pilot study; therefore, participants involved in the development of the department's mission such as the Chair, senior staff, or teacher educators were interviewed. Deans on the college level were also interviewed regarding the College's mission.

I interviewed each of the institutional participants once. I used a structured interview guide (Merriam, 1998) designed to pose specific questions that pertained to the content, construction, context, and use of the documents used in the analysis. (For institutional interview protocol, see Appendix H.) I followed this interview with a department presentation at a faculty meeting for a member check and with individual participants, which served as an opportunity for additional clarification of content raised in the initial interviews.

In addition to the institutional interviews, a second set of program interviewees (N=10) was comprised exclusively of teacher educators (heretofore referred to as teacher educators to distinguish from program, department, college, and university personnel). Three interviews were conducted with participating teacher educators to solicit their training, background, experiences, and perceptions regarding diversity and multicultural education. The first interview focused on particular documents generated by the teacher educator, such as course syllabi. Questions were posed to solicit participants' use and understanding of targeted terms, the means by which they conceived of their courses, and the nature of their pedagogy as well as their philosophies, training, background, and experiences. Participants were also prompted to discuss institutional factors affecting their work and life. They were additionally asked to select their own pseudonym and self identify demographically for this study. Interviews were semi-structured (Merriam, 1998) to allow for "structure and flexibility" (Legard, Keegan, & Ward, 2003, p. 141). (For program interview protocol, see Appendix I.) The interview guide for the second interview was developed after reviewing the data of the first interview to target information specifically relevant to the teacher educator and content not covered during the first interview. The second interview served as a member check to clarify and extend the collected data of the first interview. A third interview was initiated on a case-by-case basis to clarify, confirm, or solicit information further from participants and was conducted in person, by phone, or via electronic mail.

All in-person interviews were conducted at a site mutually determined by me and the participant. Interviews were arranged in person, by phone, or by electronic mail. The ensuing one-on-one interviews were recorded by an analog or digital device (tape

recorder or digital recorder). Each interview was labeled with the name of the participant, date, time, and location. Subsequently, transcription of the interviews took place as immediately as possible in order to maintain the integrity of the data collection. A copy of the transcription was offered to the participants and shared with participants for review upon their request.

Observations

Observations, as defined by Arthur and Nazroo (2003) and Merriam (1998), and documents, as classified by Bogdan and Biklen (2003) and Gall, Gall, and Borg (2003), addressed the ways the intended curriculum was implemented by teacher educators in the teacher education program. Coupled with interviews, observations aided the establishment of the relationship between teacher educators' training, experiences, and backgrounds and the manner by which they defined and implemented diversity and multicultural education.

Ten teacher educators were observed three times over the course of the spring 2008 semester: the beginning, midway, and the close of the semester. Conducting more than one observation allowed for increased opportunities to note patterns in instructors' teaching, and conducting observations over the course of the semester minimized a one-time, potentially static view of teacher educators' pedagogy. Observations for each course lasted the duration of the scheduled class time, which averaged 2.5 hours. The only exception to the average hours was the course that occurred in May, which averaged 6.0 hours per session.

Observations took place at the University site in two classrooms where the courses were taught. Date, time, and place of the observations were predetermined by the

pre-established Program and College schedule. I digitally video recorded observations, typically utilizing two cameras to minimize potential gaps in data collection. Each observation was labeled with the name of the course, date, time, and number of tape(s) used during the course. A researcher-created observation form included a space to indicate the name of the participant, course, date, time, location, and number of tapes used for each observation. (See Appendix J for observation protocol and form; see Appendix K for participant observation form.)

The primary focus of the observations was to determine how the intended curriculum, established by the program and the syllabi of the participants, was implemented. Merriam (1998) suggests that observations be structured or less structured in nature. For purposes of this research, observations were less structured but focused on capturing several elements germane to this study, including the class setting and activities, and participants' behaviors, verbal and nonverbal discourse (Merriam, 1998). I developed two observation forms. The first observation form (see Appendix K) consisted of a detailed cover sheet where I noted the name of the observed participant, day, date, time, location, course name, an indication of whether or not the observation was recorded, and a notation indicating the level of researcher participation (Spradley, 1980). Given the occasions that two courses happened simultaneously, a cover sheet was completed for observations whether or not I was physically present in the classroom. In addition to the cover sheet, I also allotted space to facilitate data collection (Lodico, Spaulding, & Voegtle, 2006) to scribe the discourse, actions, and setting being observed. A second observation form (see Appendix L) was crafted after an analysis of the participants' interview data. I developed the form based on participants' respective

responses reflecting the ways they spoke about their course development, pedagogy, and philosophy. Utilizing the second observation guide, I reviewed the recorded observations (transferred onto DVD-R disks), transcribed the participants' discourses, and wrote descriptive and reflective memos. In order to develop an understanding of the participants' intended and implemented curriculum, I compared and combined the information collected from the videotaped observations with the information gathered from the initial observation form.

The planned observations were purposefully interwoven with the interviews. Consequently, one set of observations took place first, followed by an initial interview; a second observation, a second interview; and a focus group (see details below), followed by the remaining third observation.

Focus Group

Whether framed as a "group discussion" (Ritchie & Lewis, 2003) or "focus group interviews" (Lodico, Spaulding, & Voegtle, 2006), focus groups are seen as an extension of the interview and defined as a "purposive conversation with a … group of persons" (Lodico, Spaulding, & Voegtle, 2006, p.121). Focus groups are designed to encourage dialog among participants on a particular topic. One two-hour focus group was initiated with the ten teacher educator participants to share initial findings and solicit feedback regarding the study. Because of scheduling conflicts, only eight teacher educators participated in the focus group. The two teacher educators who had to miss the focus group were not permanent members of the Program, as their teaching services were extended from other department programs and administrative obligations. The two teacher educators who missed the focus group were asked the same questions

individually during a separate interview. The focus group served as an additional means of data collection and a group member check for triangulating data (Finch & Lewis, 2003).

The focus group was conducted at a site mutually determined by myself and the participants: the department's main conference room. The focus group was planned and confirmed in person at a faculty meeting and a follow-up reminder sent by electronic mail. The main objectives of the focus group were to observe their interactions and publicly engage the participants as a collective in responding to questions asked during the interviews, to pose key issues in teacher education relevant to diversity and their roles as teacher educators, and to prompt verbal and visual responses to the ways they conceived of themselves as teacher educators within the context of their program's beliefs. The focus group was video recorded, and its proceedings were labeled with the pseudonyms of the participants, date, time, and location. (See Appendix M for institutional focus group protocol.)

Documents

Part of the data for this study included a content analysis from the pilot study. In that analysis, data were extracted from official institutional documents and a document analysis of an institution's formal statements was conducted (Villegas & Lucas, 2002) to determine the explicit intentions of a teacher education institution. In this study, the following types of official documents and records were reviewed to supplement an understanding of the program and institution: department strategic plan, program overview description, admissions criteria and interview protocols, evaluation/assessment tools, handbooks, teacher candidate manuals, course assignments, select course readings,

and texts. The new data sources built upon the pilot study's document analysis and forwarded the examination of a teacher education institution's intended and implemented curriculum and its teacher educators.

Prior to data collection, I used a department faculty meeting to inform participants and non-participants of the purpose of the study and the additional requested documented information. University and College documents, such as strategic plans, were gathered from three main sources: Web sites, staff, and participants. I electronically downloaded documents onto a data storage unit, such as a compact disc or other removable storage device and computer hard drive, for backing-up the data. In conjunction with downloading documents into electronic storage, I printed documents in hardcopy, categorized them, and converted them to an image file (such as a pdf), and electronically stored them on a removable storage unit (i.e., compact disc or other removable storage device and computer hard drive for backing-up the data. Departmental and program generated documents (strategic plan, admissions interviews, and so forth) were requested from administrative staff or faculty participants employed at the case study site. These documents were received in hardcopy. After receipt of the aforementioned documents, I aligned the documents with their respective sources (for example, Web site, staff, or participant), and cataloged them as representing the university, college, department, or program institutional level. Finally, all data sources were categorized as institutional, programmatic, personnel (teacher educators), or curriculum (syllabi).

I assessed all document data sources for their authenticity, as Merriam (1998) suggests, by determining "as much as possible about the document, its origins, and reasons for being written, its author, and the context in which it was written" (p.121).

Interviews were used to support the determination of the authenticity of the documents secured in this study.

Two additional documents were created by the researcher: an identity sheet and an *identity molecule*. The identity sheet was primarily formulated by utilizing the work of Cushner (2003), the definition of *diversity* used in the study, and then by considering Gardenswartz and Rowe (1994) and Wisniewski and Ducharme (1989). (See Appendix N for identity sheet.) Program participants were asked to self-identify along various dimensions of diversity and indicate their approval of noting aspects of their identity within the study. I noted information not provided as unspecified. The information was then transferred to an *identity molecule*, a graphic organizer corresponding to the information from the identity sheet (see Appendix O). I used an identity molecule for each participant as an additional confirmatory data point during analysis of interviews, observations, and field notes.

Field Notes

Bogdan and Biklen (2003) categorize field notes as either descriptive or reflective. Descriptive field notes are direct accounts of the phenomena being observed with no interpretation. Reflective field notes consider the researcher's thoughts, feelings, and interpretations of the observed data. I used descriptive and reflective field notes throughout the data collection, including interviews, observations, and focus group work (Merriam, 1998). Additionally, field notes were taken during program and departmental meetings. I labeled field notes to reflect the time, place, and circumstances of the content of the notes. As stipulated by Dewalt and Dewalt (2002), field notes were used to extend,

complement, and inform data analysis. For an overview of the full data collection process, see Table 2 below.

As detailed in the table, I reviewed 10 documents, completed 20 formal interviews of approximately 90 minutes each, and spent upwards of 140 hours of observations in order to provide an overview of the teacher education program at State University. I also interviewed 11 faculty, staff, and administrative personnel for 60 to 90 minutes, collected documents, and maintained field notes in faculty meeting to construct a profile of the institution. See Table 3 for an overview of the sources and collection procedures for the institution.

Data Analysis

The primary intention of the analysis was to determine whether or not the intentions articulated by the program and institution were being implemented by the personnel. All data sources were subject to the following recommendations of Miles and Huberman (1994). I created a matrix of codes, including definitions at the first level for each datum set. The research questions informed the initial coding matrix in conjunction with Zeichner et al.'s (1998) design principles. Second level codes evolved from emerging themes across data sets, including interviews, observations, and documents reviewed through an iterative process. I collapsed codes to reflect overarching themes. I clarified and explained the genesis of the codes and themes by maintaining an audit trail and by writing memos. During each phase, I clearly defined codes and linked them to the content of the interviews, observations, focus group, and documents (Miles & Huberman, 1994; Merriam, 1998; Ritchie & Lewis, 2003). Throughout the coding sequences, codes

Table 2

Program Data Sources and Collection

Program Data Sources and Collection					
Program Participants	Documents	Interviews Avg. 90 minutes each	Observations ~2 ½ hours each *~6 hours each	Identity Sheet/ Molecule	Focus Group
1. Bellraye	Vitae, Syllabus (Assignments)	2/8/08; 3/13/08	1/7/08;1/14/08	√	√
2. Chameleon	Vitae, Syllabus (Assignments)	2/12/08; 4/9/08	Yr. I: 1/30/08; 2/27/08;2/25/08; 3/3/08;4/23/08 Yr.II:1/14/08;1/28/08;2/25/08;3/3/08;4/14/08	√	√
3. Ciarra	Vitae, Syllabus (Assignments)	1/25/08; 4/5/08	A: 1/7/08; 2/25/08; 4/21/08 B: 5/5/08*; 5/7-9/08*; 5/13/08*; 5/15/08*; 5/16/08*; 5/19-23/08*	√	√
4. Erin	Vitae, Syllabus Assignments	1/15/08; 4/2/08	1/7/08;1/9/08; 1/14/08;4/24/08	√	√
5. Jamie	Vitae, Syllabus, Assignments	3/13/08; 4/9/08	1/10/08; 3/6/08	√	X
6. Kira	Vitae, Syllabus (Assignments)	1/29/08; 4/1/08	1/9/08; 2/27/08;4/16/08;4/23/08	√	√
7. Michelle	Vitae, Syllabus, (Assignments)	1/15/08; 4/1/08	1/9/08; 2/27/08;4/16/08;4/23/08	√	√
8. Puppet Lady	Vitae, Syllabus, (Assignments)	2/7/08; 4/8/08	1/10/08; 3/6/08notinclass	√	X
9. Sofia	Vitae, Syllabus (Assignments)	12/14/08;4/3/08	1/17/08;2/28/08;4/24/08	√	√
10. William	Vitae, Syllabus (Assignments)	1/25/08; 4/5/08	B: 5/5/08*; 5/7-9/08*; 5/13/08*; 5/15/08*; 5/16/08*; 5/19-23/08*	√	√
Program Meetings ~6.5 hours each	Agendas Field notes	na	1/11/08; 2/8/08; 3/14/08(interviews) 4/4/08; 5/7-9/08 orientation, and retreat		
Focus Group	Participant notes	4/7/08 (10am-12:15pm) (all participants except Jamie and Puppet Lady; Asked			

	Pictures	focus group questions during second one-on-one interview.
Program Documents	Recruitment brochure, admissions criteria/interviews, Year I and Year II Program Manuals	

Table 3

Institution Data Sources and Collection

Institution Data Sources and Collection	
Participant	Interview 60-90 minutes
1. Norma (department)	10/11/07
2. Babe (department)	12/13/07
3. Sofia (department)	12/14/07
4. Abuela (department)	12/14/07
5. Chair (department)	1/8/08
6. Dean I (college)	1/10/08
7. Corazón (department)	1/11/08
8. Dean II (college)	5/14/08
9. Oma (department)	1/13/09
10. Joyce (department)	2/16/09
Department Faculty Meetings	2/29/08 (cancelled); 4/18/08
Documents	1995 and 2005 Self-study reports Department and College Strategic Plan

were subject to peer review to ascertain the consistency between and among the generated codes for the data sets. In addition to these general analysis techniques, several other procedures specific to particular data sources were used.

Interviews

Regarding interviews, I initially open-coded the interview transcripts for general themes (Miles & Huberman, 1994; Merriam, 1998) and delineated on the basis of content relevant to the research questions. These categories served as headings for researcher-created matrices developed for each participant. Relevant data were transferred from participant transcripts to their matrices. This technique proved useful for organizing the data, noting absences in participant responses, and accounting for unexpected but viable points of interest to the study.

The secondary analysis targeted for *a priori* themes developed from initial first level codes, the research questions, and Zeichner et al.'s (1998) design principles (Miles & Huberman, 1994; Merriam, 1998). A third level of analysis synthesized representations and explanations of convergent and divergent data. I coded specific data regarding the planning, philosophy, and pedagogy of the participants that were then used to create an observation rubric specific to each participant to guide analysis of their videotaped observations.

Observations

Observations accounted for the ways the intended curriculum was implemented in a teacher education program, specifically in terms of its mission and matters of diversity and multicultural education. Following the recommendations of Miles and Huberman (1994) and Merriam (1998), I reviewed initial transcribed observations for patterns and

ascribed themes. Additionally, specific instances of participants implementing a professed aspect of their pedagogy as determined by myself as the researcher, program mission, and relevant literature (i.e., Zeichner et al.'s 1998 design principles) were also documented. Such instances, or lack thereof, were noted as evidence regarding participants' implementation of professed pedagogy and philosophy.

I ascribed second-level codes that synthesized characteristics of the participants' pedagogy and developed a third level of codes by further collapsing categories. I used the third cluster of codes to represent participants' implemented pedagogy in conjunction with participants' articulated understanding of targeted terms and concepts with respect to diversity and multicultural education.

Focus Group

The focus group served as a public member check of the perceptions of teacher educators regarding several aspects of the research questions. Analysis included comparing the consistency of private (one-on-one interview) and public dialog regarding diversity and multicultural education (Finch & Lewis, 2003). I coded the focus group content for specific themes regarding the use and clarification of terminology, the perceptions of individual and programmatic implementation of diversity and multicultural education, and the role of the institutional context in executing the established university, college, department, and program missions.

An explanatory phase of analysis for the focus group in conjunction with interviews and observations concluded the iterative data analysis process. I used these representations and explanations to offer examples of convergent and divergent data.

Documents

Non-researcher-created documents were subject to a similar process of content analysis as implemented in the pilot study, consisting of creating an initial matrix of codes, including definitions and abbreviations, utilizing an established flow chart for analysis, tracking data collection via template, drafting analytic memos, and applying a continuum reflecting the visibility of diversity and multicultural education content. The content analysis of documents in conjunction with interviews, observations, and focus group data augmented the recursive data analysis process.

Field Notes

I analyzed descriptive field notes in conjunction with observations. The analysis process proposed for observations mirrored the procedures for field notes. Reflective field notes informed the analysis of the interviews, observations, and focus group. Field notes scribed at faculty meetings and a faculty retreat were particularly instructive. Overall, field notes aided in producing reliable and valid data analysis.

The relationship between the interviews, observations, focus group, documents, and field notes is described in Appendix P. The anticipated data sources and collection procedures are offered as mechanisms most conducive for executing the intent of this study.

Reliability

Two forms of reliability needed to be addressed, as they pertain specifically to two parts of this study: case studies and content analysis. Regarding the reliability of case studies, the central issues are whether or not this study may be replicated and whether the determined findings were consistent. Miles and Huberman (1994), Merriam (1998), and Stake (2005) offer several mechanisms for strengthening reliability within a qualitative

study. The primary mechanisms for fortifying this study's reliability (Stake, 2005) include member checks, peer review, an audit trail, and data protection. Member checking consisted of verifying appropriate documents with participants in addition to their review of interview and observation data. Peer and expert review were used to verify the consistency of codes in relationship to the data, particularly during the initial coding process for interviews and observations. An audit trail entailed maintaining documentation of changes in research materials, such as coding schema. Establishing an audit trail entailed labeling, dating, and offering a rationale for modifications. Aside from establishing an audit trail for data collection, analysis, and the generation of codes, an additional consideration for addressing reliability included securing an organized storage and retrieval system for all data.

I gathered data by hand and stored items on compact discs and other electronic storage and retrieval accessories. Hardcopies of document data were maintained as well as burned to a compact disc. Additionally, to maintain anonymity and confidentiality, I used pseudonyms for each participant and the case study site throughout the various data gathering and storage process.

Although the utility of triangulating data in qualitative research, as described above, has been challenged as being futile, fixed, and inflexible for the complexity of social science domains (Denzin & Lincoln, 2005; Richardson & St. Pierre, 2005), the process is nevertheless an instructive technique to discuss for this study. Given that this case study involved a content analysis of documents, reliability as it pertains to content analysis is a second consideration. Stemler (2001) and Weber (1990) stress two forms of reliability which are pertinent in conducting a content analysis: stability (intra-rater) and

reproducibility (inter-rater). Stability refers to whether or not the same coder arrives at the same results time after time. Reproducibility is concerned with whether or not different people analyzing the same text, code the text similarly. The main form of reliability accounted for in this study was stability, which entails enhancing the capacities of the sole researcher to code similarly and to achieve similar results when repeating analysis. To ensure intra-rater reliability (and account for coder drift), an *a priori* coding sequence was developed in the pilot study and was utilized on each document in the current study.

Validity

A resurging wave in research suggests that the quest for a singular "truth" is a limiting and unrealistic goal (Denzin & Lincoln, 2005). Instead, the reality of a given case (validity) is embedded in multiple perspectives and reflective of multifaceted interpretations by participants and researchers. A multifaceted construct best characterizes the reality of a teacher education institution; however, internal and external validity have been traditional markers of ascertaining truth and reality within a qualitative study.

Internal validity accounts for the means and manner by which data are being collected and measured and whether or not the research is designed to capture the actual data being sought (Haller & Kleine, 2001). Strategies attached to internal validity include member checking, peer examination, and accountability of the researcher's perspective. External validity focuses on generalizability that involves the "extent to which the [findings] of a particular study [apply] to other … settings" (Haller & Kleine, 2001, p. 104). Conceptualizations of external validity target providing thick-rich description and

addressing the typicality of the case. The constructs of internal and external validity, as they relate to this study, are shared in the next two sections.

Internal Validity

The strategies for strengthening the internal validity of this study consisted of several methods offered by Bogdan and Biklen (2003), Merriam (1998), and Stake (2005): articulation of the researcher's perspective, triangulation of data sources, member checks, and peer examination.

The articulation of researcher perspective is a critical element in the construct of internal validity. An accounting of the researcher's situated position in the context of the research is a viable component of research methodologies (Denzin & Lincoln, 2005). As the primary researcher on this project, my interest and perspectives played a role. Two main facets of my perspective most likely influenced my research: first, my role and responsibilities within the case under study, and second, my professional work and training in teacher education.

My role within the case study site has included being a part-time instructor teaching diversity and culture-focused courses, leading preservice teacher retreats, attending business and planning meetings, developing courses for a new certification program, and contributing to the program's portion of the department's NCATE report. Opportunities to co-present with colleagues at major educational conferences have also been afforded to me during my program tenure, rendering my relationships professional, collegial, and personal with the participants.

Additionally, I have participated on the departmental level in ongoing dialogs regarding research, facilitated multiple faculty and staff retreats, and conducted in-service

workshops on curriculum infusion of diversity for select faculty as well as engaged the entire faculty in explorations of various paradigms in multicultural education at faculty meetings relevant to their research and teaching. Furthermore I have forwarded formal and informal initiatives advocating for continuous discussions regarding culture and culturally responsive pedagogy on the program and department levels. Consistent throughout my involvement with the institution and program has been a focus on diversity issues, multicultural education, and urban education, including leading professional development for faculty and staff. The focus of the work I have conducted in the department and program mirrors my efforts in other educational and corporate settings.

In addition to my direct involvement in the curriculum and pedagogy at the institution I am studying, I am also influenced by my previous experiences in teaching, consulting, and professional associations. As a teacher educator for four years, primarily in the Southeast of the US, I have discussed issues of diversity and multicultural education with various teacher populations from PK–12, undergraduate, and postgraduate levels in public and private institutions. Within those educational settings, I have engaged a variety of demographic backgrounds and divergent experiences regarding culture and school learning. In my experience, teachers' and teacher educators' perceptions and understanding of the body of literature and practices that inform multicultural education and diversity encompass a continuum that is reflected in the field as well (Banks, 1988, 1993; Bennett, 2006; Gay, 1994; Gollnick & Chinn, 2006; Howard, 2006; Irvine & Armento, 2001; Nieto & Bode, 2008; Shor, 1992; Sleeter and Grant, 2007).

Contrary to a positivist view of researcher bias, I do not consider my insider and outsider perspectives to be a liability. Instead, I contend that my situated position in the research may uncover nuances rendered invisible to others (Denzin & Lincoln, 2005). To suspend my prior knowledge and involvement would be a disservice to the integrity of the research and invalidate the relevance of the relational connections I have developed in this case setting. The process of triangulation of data, member checks, and peer examination facilitated the necessary accountability for researcher perspective connected to my analysis. Additionally, I maintained a researcher journal, kept a researcher log, and drafted memos in order to account for my thinking and questions throughout the research process.

The triangulation of data sources enables comparisons of data across methods (Ritchie & Lewis, 2003) to further validate emergent findings from data analysis. As suggested by Merriam (1998), multiple sources of data, such as those collected in this study (i.e., interviews, observations, focus groups, and documents), enhanced confirmatory power regarding data interpretation. As data were being collected, I incorporated member checks to enhance validity.

Specifically, I employed member checks twice over the course of data collection and analysis to validate the authenticity of the data and the analysis results. As data were collected from interviews, observations, and documents, I provided participants with updates at monthly faculty meetings and requested commentary on my interpretation of the data. I also utilized an open data process in which data were always available and offered to participants for review. In addition to individual member checks, I convened a focus group as a public member check.

The process of member checks added the benefit of providing the participants opportunities to question and reflect on the data analysis I presented. Given that participants initially engaged my research as a means of improving their understanding of the Program, they were willing to respond to or solicit feedback from me at various times throughout the data collection and analysis processes. This allowed my overall research process to be bidirectional rather than solely unidirectional in nature. Thus, as I received and analyzed data, I was able to provide information that participants could use to enhance and refine documents and to refine communication and expectations of the teacher candidates.

Peer examination was also a part of confirming analysis and interpretation. Peer examination was used to verify codes as generated throughout the phases of analysis. I used peer examination to determine whether or not peers would code data similar to the researcher. Distinctions of coding between the researcher and peers were utilized to strengthen the coding process and categories.

External Validity

External validity primarily accounts for the typicality and generalizability of a study. A hybrid of Stake's (2005) notions of intrinsic and instrumental case studies characterizes this study's generalizability. According to Stake (2005), an intrinsic case is concerned with a "better understanding of [a] particular case … in all its particularity *and* ordinariness" (p. 445). Further, Stake defines an instrumental case study as "mainly to provide insight into an issue … The case may be seen as typical of other cases or not" (p. 445). The particularity and ordinariness of this case lay in its hierarchical structure typical of a teacher education institution and the composition of its available documents

(AACTE, 2005). Additionally, the case provided multiple, typical pathways to achieving an education in education, including a representation of traditional offerings towards teacher certification, master's, specialists, and doctorate programs.

Centering on the issues of teacher preparation within the context of multicultural education and diversity marks this research as an instrumental case study. Simultaneously, the typicality of this case cannot yet be ascribed to its intentions or implementation regarding diversity; however, the research has implications for teacher preparation and the actualization of institutional missions. Additionally, I solicited insights and perspectives regarding aspects of my data from noted scholars with an established record in research, teaching, and service in the field of Multicultural Education. Expert review also contributed to fortifying my analysis and interpretation.

Several measures were taken into consideration in order to produce a reliable and valid study that was simultaneously context-specific and applicable to similar cases. Nevertheless, potential limitations need to be considered.

Limitations

Three limitations should be considered in this research. First, although case studies are particularly effective in providing a personal view of the research questions (Merriam, 1998), they limit a complete portrait of the characteristics of the institutional climate over time. Specifically, data in this study might reflect perspectives and artifacts in a specific time period. This time period may not be reflective of the institutional beliefs and perspectives in other periods of the institutional history.

Second, observations could be affected by the researcher's perspective, as discussed in internal validity. As a teacher educator, a colleague of the participants, and

someone versed in multicultural education, my perspectives on the participant's discourse and implementation of multicultural teacher education informed my interpretation. Given the nature of the study, my embedded researcher role afforded access and perspective that bolstered the research process.

Third, the presented study primarily focused on the data that reflected the form and presentation of the teacher educators' pedagogy and content of teacher educator discourse during instruction. Although not the focus of this study, exploring the teacher candidates' perspectives and the ways they engaged the content of the courses would enhance understanding of the ways the teacher candidates received classroom instruction.

Summary

The intent of this study was built on a qualitative foundation designed to further understand the organizational environments experienced by teacher educators. The use of multiple data sources across institutional levels and within a program was designed to investigate the curricular implementation of diversity and multicultural education in a teacher education institution. The purpose of this research was to illuminate the connections between the intended and implemented institutional missions, matters of diversity, and the role of teacher educators.

Findings

The first research question of this study investigated the training, backgrounds, experiences, and philosophies of education of a set of teacher educators working in a master's program preparing candidates to work in urban schools. The second research question examined the implementation of the teacher educators' professed intentions in concert with their definitions of targeted diversity and multicultural education

terminology employed within the Program and institution. The third research question focused on the factors posed by program and institutional participants' advanced, limited, or prevented discourse and practices related to diversity and multicultural education.

Findings will be presented in relationship to the aforementioned research questions in three sections. The first section entitled *About the participants* includes brief biographical narratives of the participants representing findings for research question one and a thematic overview of the training, backgrounds, experiences, and educational philosophies of all the participants. The second section, *Participants' definitions of terms and implemented pedagogy*, presents findings for research question two featuring participants' definitions of diversity and multicultural education terms in combination with their corresponding implemented pedagogy. In addition to providing participants' definitions of researcher-generated terms, this section also addresses participant-generated terms. The third section, *Factors,* centers on the results of research question three, detailing institutional factors affecting discourse and practices related to diversity and multicultural education on the program, department, college, and university levels. This focus encompasses explorations that are individual, structural, and institutional.

About the Participants

Each of the following ten participants' individual biographical narratives includes three layers. The first layer entails a report of the participants' individual roles and responsibilities in the Program. The second layer supports Cochran-Smith and Zeichner's (2005) contention that examining who is teaching the teachers is important information to bolster insights into teacher preparation. Through one of the participant's discussions of

pivotal stories during our interview, I recognized first-hand the ways teacher educators' narratives shaped their views on diversity. Michelle described a pivotal story as follows:

> I used to think it was so interesting how they [her research participants] could remember these pivotal stories and yet I gave you a pivotal story. Once you start talking there are a few stories that will give me kind of a pivotal story like I told you about the little boy. They will give you these stories of different things that would happen to them … and they still remember them. It had like a marked experience on them and that's interesting.

I applied the notion of *pivotal stories* to the teacher educators' narratives in an effort to formulate a composite of how selected experiences led them to their various understandings of diversity. The relevance of *pivot* in the word pivotal is meant to capture the idea of a change, shift, or catalyst for action that led the participant in a particular direction with respect to their research, teaching, or thinking regarding matters of diversity and multicultural education.

The third layer follows the overview and pivotal stories and concludes with a summative understanding of each participant's narrative and the result of my content analysis of their documents, specifically their vitae and syllabi. A key feature of the content analysis findings was the continuum of visibility: opaque, translucent, and transparent. Opaque documents had minimal or no mention of *diversity*, *multicultural education*, or related terms. Translucent documents contained a moderate amount of references interspersed throughout the documents, but still allowed for more comprehensive permeation of terms and concepts. Transparent documents exceeded

moderate references to *diversity*, *multicultural education*, and related terminology. Concepts and terms were central and explicitly permeated the majority of a document. After presenting the individual narratives, this section provides a thematic overview that highlights the commonality of perspectives across all participants.

Individual Participant Narratives

The individual participant narratives disclose their research, teaching, service, and pivotal stories. The language used by the participants is maintained within each narrative. For instance, I used the phrases and terms used by the participants (e.g., Black, African American, White, disabled, and so forth). Participants were also asked to designate their own pseudonym and their chosen names are reflected throughout the study. Following their individual narratives is a summative thematic representation of aspects of their training, backgrounds, experiences, and philosophies of education.

Bellraye. Bellraye is a retired school administrator who earned an EdS and started working part-time in the Program in 2004 as a supervisor. She was initially responsible for the field courses in the first year and after one year was supervising candidates in both year one and two of the Program. Additionally, she performed a supervisory responsibility within the Program's second year culminating capstone course. Bellraye has progressively developed and implemented the Program's mentor teaching orientation and training utilizing previous, successful Program mentors. Based on results from the pilot study, her vita reflected over three decades of experience that included being a K–12 teacher, an adult educator, an administrator, and a teacher educator. She spent 26 years working in urban school districts. Although Bellraye generated ideas with colleagues about research projects, she did not directly participate in research. Bellraye's main

emphasis was directed towards teaching in the form of supervising and mentoring candidates. Additionally, Bellraye's service within the institution was channeled towards the effort she put forth to support the aims of the Program.

Bellraye's pivotal story entailed a move to California which produced what Bellraye identified as a "very life-changing experience": working with migrant workers. Her experience with migrant workers invited an exploration of race, class, prejudice, and politics. Lessons learned in California informed her in many ways about the environments she believed were supportive of students and the types of places she wanted to work.

> I worked with migrant workers which I found was a very life-changing experience for me because I grew up very black middle-class, I really didn't have a true understanding of poverty—I mean real poverty in my experiential perspective and … I had an interesting perspective in that I was working with …a group of adults who really didn't care about the kids that they were working with. They were more interested in their own agendas and how much money they were getting and collective bargaining and I worked in a school system where there's a lot of conflict going on in terms of the services that were provided for the migrant population and what was provided for the predominately white population… Then I became really active in the teacher union [in California]. In fact, I became President of the teacher organization. So I learned a lot about the politics of school. … I wanted to improve what was being provided for the kids in

> our district by improving the lot of the teachers and what I learned in that process was all of the things that impact teaching….

In contrast to her experience in urban schools, Bellraye's vita reflects a background minimal in diversity and multicultural education. Her course syllabi suggest minimal to moderate engagement with diversity and multicultural issues.

Chameleon (Cha). [pronounced Shah-mee-lee-on]. Chameleon held a master's degree in education specializing in multicultural education and curriculum development. Chameleon had been a part-time instructor in the Department since 2001. Chameleon began teaching a course in the undergraduate program offered in the Department and was moved into the Program in 2003 to teach course content on culture, curriculum development, and research in the first and second years of the program. Chameleon's research interests included urban education, multicultural education, and teacher preparation. Chameleon has worked with elementary, middle, and high school populations in urban and non-urban settings. Chameleon's vitae and courses were transparent in their reflection of attending to diversity and multicultural education.

In response to the question of who and what ideas have changed or reaffirmed the way Chameleon thought, Chameleon indicated that everyone and everyday interactions inform who she is, her perception of others, and how she thinks about larger issues. A specific individual that Chameleon recalled as having an influence on teaching and learning was a professor of English from undergraduate school who shared a story about her own process as a White female teacher being confronted by issues of race and privilege.

Table 4

Overview of participants' position, roles, responsibilities, and courses taught

Participant	Year started at institution/ program	Roles and responsibilities for Year I, II, or both	Courses taught (since 2005)
Bellraye	2004	Part time Instructor, Supervisor Years I and II	Student teaching I and II Mentorship I and II Capstone
Chameleon	2001/2003	Part time Instructor Years I and II	Culture II Research
Ciarra	2005	Tenure track Instructor, Supervisor Year I	Culture I Critical Issues II Student teaching
Erin	2003	Clinical/Administrator Instructor, Supervisor, Program director Years I and II	Math Methods I Critical Issues I Math/Science integration Mentorship Capstone

Jamie	2004/2007	Tenure track Instructor, Supervisor Year II	Literacy/Social Studies integration Mentorship II
Kira	2007	Graduate student Instructor, Supervisor Year I	Literacy Methods I, II, III Student teaching
Michelle	2005	Tenure track Instructor, Supervisor Year I	Mathematics Methods I, II, III Student teaching
Puppet Lady	2001	Clinical/Administrator Instructor, Supervisor Years I and II	Literary I, II Literacy/Social Studies integration Mentorship
Sofia	1981 1999-Program inception	Tenured Instructor, Supervisor Program historian Years I and II	Science/Social Studies integration Research
William	2005	Tenure track Instructor, Supervisor Years I and II	Culture I Math/Science integration Mentorship II

> My English professor—I remember her distinctly because she talked about how as a White woman she was giving a presentation somewhere and at the end of the presentation she thought she had done this wonderful job. At the end this Black woman stands up and basically calls her out. Just called her out, right. Okay, well this is all wonderful, but you guys left out this whole piece of understanding. [My professor] would talk about how that really was a catalyst for the ways that she engaged American literature ‘cause those are those broad survey classes. So we read. You read from Asian [specifically] Chinese and Japanese and you read from other—so really, literally the models of things that people were doing and realizing that, yeah, there’s multiple ways to kind of engage that. So those are some individuals that affected me in terms of the literature they had me read, the books that I’ve had an opportunity to be exposed to.

In graduate school Chameleon was introduced to frameworks that defined, characterized, and interrogated various aspects of diversity and the field of multicultural education. During graduate school, Chameleon’s interest in supporting teachers was catalyzed. As Chameleon was being grounded in the theoretical content, Chameleon took opportunities to gain a practical understanding of teaching by working in classrooms, although it was not a specific expectation of the graduate program. During that time, Chameleon realized that much of who the students were was based on “what the teacher was doing….so much of what [students] bring was so full and was already so complete, but teachers were the ones that were actually struggling—the teachers’ own limitations were what would be limiting the students.”

Ciarra. Ciarra began her work at the institution as a temporary clinical faculty member in 2005. Her charge at the time was to teach the diversity courses and supervise interns in the Department's undergraduate program. A year later Ciarra applied for the department's first explicit job position for an assistant professor of Multicultural Education. In 2005 she began co-teaching one of the Program's culture courses and in 2008 added the critical issues course, both in the first year of the Program. Ciarra has taught across three different programs in the Department. Ciarra's research entailed examinations of racial identity of bi-racial students and their parents in addition to teacher preparation and multicultural education. Previous teaching experiences included seven years in elementary schools and work with middle schools. Ciarra identified having had prior teaching experiences in urban schools as well.

Ciarra's pivotal story reflected a time when notions of privilege became more evident and revealed additional facets regarding her experiences of being "the Other" as a non-African in an African setting, participation in a governmental and schooling system different from that of the United States, and an impetus for engaging in critical self-reflection.

> But I remember having this conversation with my dad after school. I was probably in 2nd grade and I was sitting there like I knew it all asking my dad. I was like, "Daddy, I don't understand. I go to school with these kids and we both get the same teachers and the same lessons. I don't understand why they're not doing as well I am. I don't understand what's different." And my dad turned around and smacked me. And he's like, "Don't you ever say that again." He's like, "You don't understand what

> these kids are going through. They don't have the same opportunities you do." And I remember the smack didn't hurt as much as hearing my dad say that to me because it just—I don't know why it didn't occur to me that everything else was so different for them and I was so privileged in that society. And I think that's when it started for me just looking at people and kids and people around me differently. I don't know if it's—actually, you know what, I think it's the way it started me looking at myself differently... So that was a big learning lesson for me.

Ciarra's direct exposure to multicultural education and its relationship to social inequities came with her experiences in graduate school and were continually developed through conversations with her husband and his family's experiences growing up in the United States. As mentioned by Chameleon, the scope of influences for Ciarra includes "really my whole life. It's my experiences, it's my dad, my mom, people that I've known all my life. It's a lot of that." Ciarra's vitae and syllabi were not analyzed in the pilot study as she was not a participant at the time. Subsequent content analysis of documents for this study yielded a translucent syllabus in concert with her vitae.

Erin. Erin was a temporary clinical faculty member in 2005 who was hired in 2003 from the psychology department where she was in the process of earning her doctorate. After earning her degree, she was subsequently hired in the Department as of spring 2007 to continue working in the Program. She brought elementary and middle school experience to her positions in the Program. As an instructor, supervisor, and coordinator/director of the Program, she has been involved in multiple facets of the Program. Over the span of 2005–2007, she taught eight courses between years one and

two of the Program. As a solo instructor, she taught Classroom Management, Math Methods I, and Critical Issues I and II. She co-taught the integrated math and science, Mentorship I and II, and Capstone courses.

In addition to being an instructor and supervisor, Erin had the role of the Program's director. Responsibilities included, but were not limited to, coordinating course and field work, recruitment, identifying faculty to teach Program coursework, organizing faculty to perform its duties, collecting Program and institutional assessment data from candidates and faculty, preparing Program paperwork for candidates and institution, facilitating Program faculty meetings, attending meetings, and managing candidates as they matriculated through the Program.

Erin's research interests have encompassed discourse analysis of mathematics teachers and their students, the role of reflective practice in teacher preparation, enhancing classroom management practices, and social contexts of assessment and mathematics instruction. Erin's service within the institution includes being a member of the college senate committee that oversees various aspects of student and faculty life.

Erin's pivotal story emerged during a conversation concerning what drew her to teaching in an urban environment. She was hard pressed to pinpoint the exact moment that prompted her interest in urban teaching. Erin wondered herself how she developed an interest given her experience as being informed by a "very upper middle class, fairly white, if not white, you were wealthy" context; however, Erin conjectured that although identifying what led her to urban was not as clear, she connected her ability to relate to students in urban settings to her learning disability. Perhaps her learning disability, clearly a prominent facet of her identity, would be considered a "strike against" her, yet

she did not feel the imposition of limitations on her abilities in a way she conjectured are the experiences of deficit-labeling of students in urban setting.

> I have two standout things, and I've thought about this a lot actually. One is myself as a learner. I'm dyslexic and didn't learn how to read until I was in 5th or 6th grade and still struggled, particularly, with spelling until graduate school really. Though with my experience, … I wasn't put into Special Ed, which I think had some advantages and disadvantages. … It would have been nice to get some resource and help earlier, but at the same time I'm almost glad that I didn't get the resources, but wasn't pegged into a category I could have never came out of or that would have changed my outlook on whether I was smart or not.

Towards the end of her master's work, Erin began to consider the idea of entering into the academy prompted by a second "stand out" moment. A colleague in the school in which Erin was teaching ended her days crying as a result of her interactions with her students. Erin considered the lack of support she felt her colleague garnered from the administration, prompting her to suggest that a helpful response was warranted. Erin volunteered to take responsibility for the students giving her colleague difficulty; however, the administration did not back her suggestion. At that point Erin was left with the contention that "we're just not doing something right here" and that belief fueled her interest in academia.

Erin's vitae and syllabi for the Math Methods I, Critical Issues, Math Integration, and Mentorship and Capstone courses were reviewed in the pilot study. Erin's vitae and courses were predominantly opaque with respect to diversity and multicultural education.

Jamie. Jamie was a tenure-track professor, arriving at her third year review, who was teaching undergraduates in a different program in the department when she was invited to teach the combined social studies and literacy course in spring of 2007. Hired in 2004, she had been working for three years in the Department and two semesters in the second year of the Program. She earned her doctorate in curriculum and instruction with a focus on elementary social studies. Jamie's training encompassed literacy, social studies, and multicultural education. Jamie's primary teaching responsibilities were in the undergraduate Program offered in the Department. Jamie directly taught literacy methods and social studies methods and has also taught diversity, classroom management, introduction to elementary education; supervised interns (undergraduate) and student teachers (graduate) and initiated the study-abroad program in Mexico. Jamie's research interests entailed international education and literacy-exploration of bias in children's literature. With respect to service, aside for participating in curriculum committees, Jamie observed the likelihood of participating in activities involving students. For instance, Jamie was faculty advisor for the student chapter of the local teachers' association.

Jamie's pivotal story started with her parents. Both of Jamie's parents valued education. Jamie's mother was a teacher in the middle school she attended. Although her mother was a teacher, Jamie avoided a focus on education during her schooling. Jamie kept finding herself in a place where teaching seemed to be where she belonged. Jamie left the small town she was living in to pursue a teaching job in a larger city in her home state.

> So I was applying everywhere, and I was waiting tables and substituting. So I got hired after the ten-day count. I got this phone call, and it was this school that I had driven by, and I was like, this is a little scary.
>
> I was like, I am not working behind a chain linked fence in this neighborhood . . . And I got this phone call the next day, we have two positions. One's third, and one's fourth. We want you to come in and interview. And I was like, "okay, yeah, I can do it. I can come." Glad somebody called me. And so, I showed up. I followed the directions. Showed up, and there I was, right back in front of that school. I was like, oh, my gosh. Apparently I'm supposed to be here. But when I walked in, it was a totally different atmosphere. The kids were awesome.

As Jamie moved through the ranks of education, Jamie experienced the tension of pursuing work with teachers versus being a teacher of students. A steady influence in Jamie's life was her master's advisor who encouraged Jamie to pursue teacher education. As a result of her advisor's influence, Jamie stated that her masters' classes were an "eye-opener."

In the pilot study, Jamie's vitae and the integrated social studies and literacy course she co-taught were found to be translucent with respect to diversity and multicultural education.

Kira. Kira was a graduate student whose teaching responsibilities included three literacy courses and supervision in the first year of the Program. Kira's research interests included literacy and English Language Learners (ELLs). Kira brought elementary and

middle school English as a Second Language classroom teaching experience to her work with graduate students.

Kira's path to being a literacy instructor with an emphasis on ELLs seemed to germinate even from her initial awareness of ELLs in her early schooling experiences; however, it was when her interest in teaching was sparked she became attuned to the possibility of working with language learners, thus facilitating a pivotal story.

> And the reason I came into teaching was just because… I'm also very practical. And… I like kids. So I was on sort of that level. But I saw this documentary right around when I started college. I hadn't changed my major to education yet and I saw this documentary and I still—I wish I could find it to this day, but it was about Proposition 187, I think it was, when they totally banned any instruction in Spanish, the native language, in California. And I was just watching PBS one night and I saw this documentary about this teacher and she was Hispanic and all her students were immigrants from Mexico or other Spanish-speaking countries and basically were all illegal. That's what it was…And the next day she came into school after Proposition 187 was passed and there were literally no students in her classroom. And so the whole thing was her going out to their houses and trying to get them to come to school. And she would go and read with them and work with them at home. That just really struck me.

Influences on Kira's understanding of diversity and multicultural education grew with her graduate school experiences. Kira remarked that her social foundations classes

during her first year in graduate school and one professor in particular "opened me up to a lot of things about being a White, middle-class female and being a teacher." Ladson-Billings' *Dreamkeepers: Successful Teachers of African American Students* (1994) was a book of influence at the time. During the same time period, Kira solidified a desire to work with urban students. Most of Kira's graduate school field experiences were not in urban settings but were inclusive of low socioeconomic status. The field experience that stood out for her was a school with a high ELL population, "really fun, really rewarding" and Kira's interests, education, and teaching continue to focus on linguistically diverse learners.

Kira's vitae and syllabi were not analyzed in the pilot study as she was not a participant at the time; however, subsequent content analysis of documents for this study yielded a translucent vita in concert with a transparent syllabus.

Michelle. Michelle was hired into the Department and Program as an assistant professor teaching mathematics in 2005 on a tenure track. She entered the Department and Program having earned a doctorate in mathematics education and having taught three years in middle school and having acquired prior teaching experience as an instructor on the post-secondary level. In addition to being a supervisor of the teacher candidates in the first year of the Program, she was responsible for teaching the three mathematics methods courses. She did not teach courses in the second year of the Program, making her one of four instructors in this study who has not additionally taught in both years of the Program.

Michelle's research entailed investigations related to mathematics instruction, teacher preparation, and urban education. Michelle's recent research initiative involved

developing a tool that would enable individuals observing teachers to rate teachers' demonstration of culturally relevant dispositions in mathematics instruction. Teachers would be assessed on their ability to teach with conceptual understanding, applying a culturally relevant framework in their actual practice. In addition to teaching and research, Michelle had been involved in two search committees, one for the Program coordinator (a participant in this study) and another position in another department in the College. She also contributed to the content knowledge committee for the College's strategic plan work.

Michelle's pivotal story involved observing inequitable treatment of Black students. Michelle spoke on two occasions regarding what she identified as discrepancies in the education of Black students, first, as a seventh-grade teacher and second, as a professor on the collegiate level. The first occasion that heightened her awareness and consciousness regarding inequity was facilitated by two of her colleagues working to maintain a tracking system that undermined a Black boy. The story of the Black boy was a pivotal story for Michelle. Michelle took verbal issue with her colleagues' deficit and privileged assumptions surrounding the racial determinism regarding his success and advocated for his placement in the higher tracked mathematics class.

> I think one thing that has always stayed with me is that—I was teaching seventh grade at the time and elementary schools there went up to sixth grade, and we had a little Black boy that had graduated number one from his class but it was primarily a Black elementary school. This middle school that I was at, they track kids and despite his scores and despite the fact that he had graduated at the top of his class, my teammates wanted to

> put him in the third-level math group and I said, "Absolutely not." Their reasoning was—and I can see it like it was yesterday—well, she said to me, "His school is not the same as school over here."
>
> She would have taken a White child from another school that could have been number 10 in the class and would have put them into a higher group than she wanted to put that little boy. That experience, it always stayed with me.

After noting the discrepancies in the treatment of Black students in public schools and community college, Michelle determined "something's wrong here." She arrived at graduate school with the purpose of understanding "how the educational system had become—how math had become such a gatekeeper for Black kids."

Later in her career as an instructor at a junior college in the South, she mentioned teaching a disproportionate number of Blacks in her developmental studies course, viewed as a bottom rung on the academic ladder at the college.

> When I left there I taught Developmental Studies at a junior college for a while and it was a disproportionate number of Blacks every semester in my course.
>
> By the time I had gotten to grad school, I just think my teaching experiences had raised all type of red flags about something is very wrong here. I saw it in public school; I saw it at community college, something's wrong here.

> I think I came to [my doctoral] program looking for, I don't know, something to help me understand how educational system had become such—how math had become such a gatekeeper for Black kids.

Based on the content analysis conducted during the pilot study, Michelle's vita and her syllabi were not congruent in their references to diversity and multicultural education. Michelle's vita was translucent, while her syllabi were opaque. Aside from the standard sections included on the faculty syllabi, only minimal diversity terminology existed.

Puppet Lady. Hired in 2001, Puppet Lady has been working for three years in the department on a tenure track and has recently opted to sustain a clinical faculty track while maintaining her administrative responsibilities as the Executive Director of the Reading Recovery© Literacy Collaborative Programs. She first taught the literacy foundations course in the first year of the Program in the summer of 2005 and the reading and language arts course in fall and spring of 2006. The responsibilities of teaching the literacy courses has been transferred to Kira. In the second year of the program, Puppet Lady co-taught an integrated social studies and literacy course with Jamie as well as served as a supervisor for a group of teacher candidates in the Capstone course. Holding an EdD degree in Educational Leadership, Puppet Lady's training and professional experiences were dominant in the area of literacy and work in Reading Recovery®. She brought at least three years of early childhood teaching experience to her work. Her primary roles included being an administrator, assistant professor, early childhood and adult literacy teacher, and teacher leader trainer for Reading Recovery® initiatives.

Puppet Lady also participated in service through committee work, one of which was the college's diversity committee.

Puppet Lady's pivotal story related to her identity. Puppet Lady's identity was shaped by the culture of the Civil Rights Movement. The Civil Rights Movement reflected a large influence on her understanding of self in relationship to others. The Movement helped to instill a sense of community strength and the support of efforts to better one's self and others. Puppet Lady's examples of influences consisted of experiences that grounded or expanded her knowledge as a person of African descent and a female.

> One of the things for me that—I mean, the whole civil rights movement was a big, big, big influence on my life; and for me, the whole notion of being aware of who you are, where you come from, who are important people in your life. The whole notion that you're striving for something and striving to do better in this life than those that came before you. You know that you support others that are striving. All of that is greatly influenced by my mother, my father, my relatives, particularly my aunt and I think it gives me a sense of wanting to support students. There's just—I think it makes a difference even in the [Program] as a whole.

With respect to findings in the pilot study, Puppet Lady's vita was opaque as was the literacy course she taught by herself. The co-taught social studies and literacy course was translucent and the Capstone course, for which she had the role of supervisor, was transparent.

Sofia. Sofia was a tenured member of the faculty with a doctorate in early childhood education. She has been a member of the Department since 1981 and an instructor in the Program since the time of its inception in 1999. In year one, fall 2005, she taught Child Development and an integrated Science and Social Studies course. In year two of the Program, she was responsible for teaching Critical Theories and Research I and II in fall of 2006 and spring 2007, respectively. Sofia's research interests span several areas including science, play, and urban education. Sofia's service work at the institution has included participation on numerous committees such as search, senate, and student affairs.

Sofia's pivotal story occurs during the same political time period shared by Puppet Lady. One course away from finishing her master's in political science, the Y [YWCA] called Sofia to solicit her participation in a funded program whereby a Black and White student would travel in the United States South to encourage students in other colleges where the Y or Christian movements had a presence to join the Civil Rights Movement. Sofia's work from 1962–1963 crystallized her experiences with injustices and has remained a pivotal aspect of her biography.

> That was in 1963, '64. It was a very active time. . . I was traveling almost all the time by Greyhound bus from one college to another. Sometimes my Black co-worker and I traveled together. Sometimes she went to the Black colleges and I went to the White. We had trouble finding places to stay and taxis wouldn't pick both of us up. It really gave me a good feel of what segregation was like. We were kind of liaisons to SNCC [Student Non-violent Coordinating Committee] and by the time I left, SNCC was

> not as well coming to white people. It started out being fairly interracial but—we used to hang out there quite a lot but I got the feeling that this is our movement. I think by the time I ended that year I had pretty well concluded that I needed to work on white people.

A year prior to Sofia's work with the Y was spent in India for a summer. Sofia's exposure to excessive dire living conditions and concerns with refugees in East Pakistan led Sofia to determine that she was not "going back unless I can really do something to make a difference and that doesn't mean carrying bricks to build a road. It was a rather emotional year."

Sofia's vita and syllabi were similarly transparent. *Diversity* and *multicultural education* were not dominant in the text; however, related terminology permeated the documents. Course syllabi differentiated themselves in the fixed and fluid portions. In particular, emphasis was placed on addressing the specific needs of high-poverty schools attended by African American students.

William. William was a 2005 new hire as a joint appointment in two departments. As a joint-appointed faculty member, his teaching responsibilities were fulfilled in the Department being studied and in another department in the College. William co-taught a culture course with Ciarra in the first year of the Program on sociocultural and critical issues in schooling by way of urban education. Additionally, William co-taught an integrated math and science course with Erin and supervised candidates in the second year of the Program. In conjunction with a PhD, William had experience teaching middle and high schools students science, physics, and chemistry. Possessing a background in science and engineering, his research interests included race, culture, class (low

socioeconomic status), and students of color, specifically African American children, with a specific emphasis on science education.

William's pivotal story involved the influences of scholars and working with parents. Influences for William involved mostly conversations with professors in his fields of interest, scholar activists (e.g., Bob Moses, Pedro Noguera), experiences working with parents, and being a professor have provided insight into issues of equity and access in schooling. In fact, it was through a conversation with one of his graduate-school professors that he identified a shift in thinking about "throw-away children" and the deficiency of parents to ensure a viable education for their children.

> I needed to be challenged on my norms. And one of my norms was the idea of the throw-away kid. Because my belief was that if I'm a teacher and I go into a classroom and there's a kid in there who's just not trying and not doing his work, he's not succeeding. Then as a teacher, what's my responsibility there? Because the parents have to do something, the community has to do something, and that kid has to do something. I'm doing what I'm supposed to do and that kid's not learning, then you know what, I need to move on. What's my responsibility? And I went to [my graduate professor] with that, and we had that conversation. … And it changed my perspective on our community, my community because, like I said, I'm a product. I was raised middle-class African-American. So, of course, I had these deficit perspectives on urban children. Even though I would work in the communities. It was very easy, is very easy to say parents aren't doing their jobs… And I think at one point in time I

> probably would have said, "These parents don't care." By that point in my career, I was looking and going, "We're not doing something right to reach these parents." I was constantly putting the focus back on myself and what I was trying to do. So all those things kind of build into my philosophy of teaching and the role of the teacher and how it's important for the teacher to understand the community. And if you're not getting through, it's not because there's something wrong with the community, perhaps there's something wrong with you and what you're doing. That's my evolution.

William's vita and syllabus contrasted each other. Although William's vita was translucent, his co-developed syllabus was opaque. It should be noted that the one section in the syllabus that references *diversity* and related characteristics was under the topic which he was responsible for teaching.

On the whole, participants demonstrated varying degrees of involvement in research, teaching from PK through graduate levels in urban settings and institutions, and service in the form of committee work or Program initiatives regarding the preparation of candidates. The status of the teacher educators included one graduate student, two part-time instructors, two clinical (non-tenure track), four tenure track, and one tenured professor. Their responsibilities within the Program matched their fields of interest and knowledge-base. Results of the content analysis of the Program faculty vitae revealed they possessed strong content knowledge relevant to their respective course content but less was conclusively evident and consistent regarding their work in areas of diversity and multicultural education. The participants' pivotal stories offered further insight into

the variety of influences and experiential learning regarding diversity and education. Many of the teacher educators' pivotal stories shared above provide context for the overview of their training, background, and experiences.

Thematic Overview of Training, Background, Experiences, and Philosophies

The following findings continue to build on research question one by thematically presenting the commonalities among the participants' biographical narratives pertaining to their training, backgrounds, experiences, and philosophies of education. (See Table 5 below.)Participants' responses are presented as a *text-based collage* (see Appendix R for further details) in order to preserve the essence of their individual and collective voices while providing evidence for the ascribed themes. Collages are contained within a bordered box to visually distinguish them from other quoted text used in this study.

Training

Participants' training was determined by ascertaining the main source by which a participant came to further know and understand ideas, constructs, practices, and experiences related to diversity and multicultural education. The composition of the teacher educators' training yielded the following categories: (a) graduate school, (b) self-informed, and (c) intentional opportunities. Two participants are present in two different categories; one participant is present in all three categories. Vygotsky's (1978) *zone of proximal development*, applied broadly, might be applicable in framing the teacher educators' training settings as they developed their potential understanding regarding diversity with others or self-directed learning activities.

Graduate school. Graduate school training was defined as master's-level work and beyond. Five out of the total 10 teacher educators engaged literature, materials,

topics, or frameworks strictly during their graduate school experiences primarily through their respective professors. These participants included Chameleon, Ciarra, Jamie, Kira, Michelle, and William.

> By the time I had gotten to grad school, I just think my teaching experiences had raised all type of red flags about something is very wrong here. I saw it in public school; I saw it at community college, something's wrong here. I think I came to the graduate program looking for, I don't know, something to help me understand how the educational system had become such—how math had become such a gatekeeper for Black kids.
>
> I was looking for a graduate program that looked into these issues.
>
> One class I took…taught me a lot—that really opened my eyes and it actually, for the first time, got me really interested in just history in the U.S. and the world…
>
> I took a couple really good social foundations classes my first year. I really liked the professor that I had. He opened me up to a lot of things about being a white middle class female and being a teacher. . … So I think being—having some good foundation kind of helped a lot.
>
> I was in grad school…and doing work in multicultural education around science. And reading things about equity and reading things about how certain groups are oppressed and really kind of pushing myself to think about diversity different.
>
> And I was just really engaged in looking at … literature through a different lens through a unique lens. And whatever that lens may be…. And so working on my master's in children's lit really opened my eyes to that. And so it's just learning all of that information…And I was just like wow, this is great it, really does cross discipline areas.

Table 5

Thematic overview of teacher educators' training, backgrounds, experiences, and philosophies of education

Participant (Pivotal story)	Training	Background	Experience	Philosophy of education
Bellraye (Migrant workers)	Self-informed	Identity consciousness Local sphere affirmation Racially homogenous k-12 schooling Racially homogenous community	Geographic Migrations Marginalization/Privilege Exposure to inequity	Begin with the end/outcome in mind Freedom through structure Ongoing
Chameleon (American Literature)	Graduate school Intentional opportunities Self-informed	Identity consciousness Local sphere affirmation Culturally heterogeneous k-12 schooling Culturally heterogeneous community	Geographic Migrations Environmental factors	Multidisciplinary Co-constructed between learners and teachers Critical consciousness-praxis
Ciarra (Father)	Graduate school	Identity consciousness Local sphere affirmation Racially/class homogenous k-12 schooling Racially/culturally heterogeneous community	Geographic Migrations Marginalization/Privilege Exposure to inequity	Constructivist Authentic, real, meaningful Freedom through structure
Erin (Dyslexia)	Self-informed	Identity consciousness Local sphere affirmation Racially homogenous k-12 schooling Racially homogenous class heterogeneous	Geographic Migrations Exposure to inequity	Socio-cultural Bidirectional Building classroom community

		community		
Jamie (Chain linked fence)	Graduate school	Identity consciousness Local sphere affirmation Racially homogenous/heterogeneous schooling Racially/culturally heterogeneous community	Geographic Migrations	Interdisciplinary Informed by humor Hands on
Kira (Proposition 187)	Graduate school	Identity consciousness Local sphere affirmation Racially and class heterogeneous k-12 schooling Racially and class homogenous community	Geographic Migrations Privilege Exposure to inequity	Knowing self and students Diversity of learning
Michelle (Black boy (gatekeepers of genius))	Graduate school	Identity consciousness Local sphere affirmation Racially homogenous k-12 schooling Racially homogenous community	Geographic Migrations Exposure to inequity	Equity Action oriented Will driven
Puppet Lady (Civil Rights)	Intentional opportunities	Identity consciousness Local sphere affirmation Racially homogenous schooling Racially homogeneous community	Geographic migration(s) Marginalization Environmental factors	Student-teacher match
Sofia (The 60s)	Intentional opportunities	Identity consciousness Local sphere affirmation	Geographic Migrations Intentional opportunities	Hands on (experiential) Inquiry

	Self informed	Racially heterogeneous schooling Racially heterogeneous community	Exposure to inequity	Anti racist
William (Throw away kids; Deficit parents)	Graduate school	Identity consciousness Local sphere affirmation Racially homogenous k-12 schooling Racially and class homogenous community	Geographic Migrations Marginalization/Privilege	Critical consciousness Philosophy informs teaching

Self-informed. Self-informed training was defined as initiatives taken by teacher educators to extend their learning and understanding primarily through reading texts exclusive of their educational K–16 plus experiences. Three of the teacher educators undertook self-informed training: Bellraye, Erin, and Sofia.

> When I read the literature ….
>
> Talking to different colleagues and just doing internet searches trying to find something sort of that gave a different perspective…
>
> I always feel like if I had an opportunity to fortify some other aspect of myself or a knowledge base I would take it.

Intentional opportunities. Intentional opportunities consisted of opportunities intentionally pursued by teacher educators that involved movements (e.g., Civil Rights) or organizations that facilitated opportunities to engage diversity such as the Peace Corp or the Anti-defamation League. Chameleon and Sofia participated in such types of activities.

> One of the things I did explicitly was to seek out different organizations that did diversity training. So I did get trained…I would go to these different organizations and actually experience how they facilitated conversations and what kinds of activities that they use. So it kind of went with my own disposition to learn things.
>
> Getting here and doing the old African way I guess. Sitting at the feet of the master, or the elder…Doing professional development that I did. Hooking up with the Sisters of the Academy was definitely a professional development that I did…. going to go and take some of the research courses so I can actually help myself with being able to research some issues out of it so it causes you to read more—it forces me to read those issues.
>
> The Y called me. They had a funded program, this was the second or third year of it, to hire a black and a white student to travel in the south.

> …That kind of stuff continues to influence and continues to like – um – want the story told.

As evident in the above descriptions (collages), participants' training with regard to ideas, constructs, practices, and experiences related to diversity and multicultural education was derived from primarily graduate school. One participant, Sofia, received her training from a combination of intentional and self-informed experiences. One other participant, Chameleon, derived training from all three sources.

Backgrounds

In addition to their specific training, the backgrounds of the teacher educators included the ways in which they identified themselves, talked about their schooling, and described their neighborhood communities and their environment. I determined background information primarily through self-report in response to direct questions and also gleaned it from throughout their respective transcripts when aspects of their responses provided additional insights into their respective backgrounds. Twelve classifications of their experiences were manifest in the participants' responses. (See table 5 above under "background.") Two were related to self: (a) identity consciousness and (b) local sphere of affirmation. The remaining 10 related to the homogeneity or heterogeneity of their schooling and community environments based on racial, socioeconomic, and cultural demographics.

Identity consciousness. With respect to identity, in every case, participants articulated a distinction between their racial identity and their ethnic and cultural identities. As an example of the distinction participants made between racial and

ethnic identities, consider Kira. Kira spoke of incidents in her K–12 school life as a "White girl," but also had a consciousness of her family's Irish heritage and had actually spent time in Ireland as a student teacher. Erin communicated a racial and ethnic heritage similar to Kira's. Jamie relayed the story of her great grandfather's journey from Italy to the United States through New York's Ellis Island, a historic East Coast gateway for newly arriving immigrants. Puppet Lady offered her view of the salience of being Black (as a racial identity) in conjunction with a strong ethnic and cultural association with the collective of individuals who identify as being of "African descent." Ciarra represented cultural understanding and national affiliation with communities outside the United States as part of her identity.

> Who I am doesn't start with a racial context. I have a strong understanding of my heritage and my background.
>
> I feel very strongly and always have that my first identity is as a human being… I believe very firmly in that identity before any of the others. All the others are secondary to me.
>
> I think
> I think that my growing up
> I think that my growing up in a supportive Black community
> and going to Black schools.
> All of that is a part of who I am and it has shaped everything about me.
>
> I see myself as one of many. One of many intelligent, gifted people of color
>
> My experiences were different from a lot of people. If I had grown up in a strictly white community I might not have had the more conscious raising experience that I had.
>
> I was challenged as a little white girl who thought I was awesome or whatever. I went and student taught in Ireland. … part of it was also to know more about [myself], because I am mostly Irish. I have some German.
>
> I have Swedish

> Did I say last time about my dad's side of the family being Italian?...so here's an example of my story…
>
> I remember getting in to a conversation where somebody was trying to say that in this day and age there was no difference. That you are human and that you're treated the same way and that you have the same opportunities and me thinking, 'How can anybody think that?' Not that it's right, but you know as a White person White people's attitudes and prejudices…would you trade— …that you were Black, would you think that you would have had all the same opportunities? …how can you think there's not a difference? How can you think that there is not some systematic thing going on?

In each case, participants articulated an understanding of their racialized identities as well as sharing their ethnicity or nationality. The role of identity and the capacity to be self-reflective regarding one's identity is a cornerstone of several perspectives of diversity and multicultural education (e.g., Hidago, 1999; Howard, 2006; Ladson-Billings, 1994).

Local sphere affirmation. In relationship with identity, all participants reported being affirmed for who they are in their most local sphere of influence. Participants' affirmation of self within their respective spheres encompassed race, ethnicity/culture, gender, socioeconomic status, and ability. Michelle, William, Puppet Lady, and Bellraye communicated the relevance of growing up in a predominantly, if not exclusively, Black community. Erin remarked she was always made to feel "smart" by her parents and others despite the fact that her dyslexia could have been perceived as a deficit, prohibitive of being smart.

Being affirmed in such ways as exemplified is not to suggest that conflicts or contradictions were not present in their environments. For instance, Erin, who did not learn to read until the fifth or sixth grade, considered the fact that she was not placed into special education enabled her not to be "labeled" but also potentially denied her support

that might have been useful. Additionally, Kira was clear that her parents were open to ideas and encouraged her to question the world in which she lived. She was also very conscious of the race and class issues that have informed her family history, which included the statement "my grandfather was a racist." Within such complexities and dynamics of those closest to the participants lay a sense of local sphere affirmation, which captures a distinguishing reality in their narratives regarding ways someone or a collective group of people fortified their sense of value and worth as a human being. Being affirmed as a person is one facet of developing a critical stance towards matters of diversity (Nieto & Bode, 2008).

Schooling and community. Earlier K–12 schooling experiences, as they pertained mostly to the student body in participants' schools (as opposed to teachers), were described primarily in terms of racial demographics, less so of socioeconomic status or other markers of diversity. Six participants—Bellraye, Ciarra, Erin, Michelle, Puppet Lady, and William—recounted a homogeneous K–12 schooling experience along racial populations of Black or White. Only Ciarra specifically named socioeconomic homogeneity within her school setting whereby she was in actuality the anomaly. Two participants, Jamie and Sofia, experienced both racially homogeneous and heterogeneous schooling. Heterogeneous schooling included participants' identification of racial, cultural, or low socioeconomic status diversity within their schools. As Jamie and Sofia experienced both homogenous and heterogeneous school settings, Kira and Chameleon recounted having heterogeneous experiences throughout their schooling related to race, socioeconomic status, language, and culture. In Kira's instance, her school district was a part of a mandated program designed to intentionally integrate students and had a program

for English Language Learners who were predominantly Vietnamese and Cambodian. One of Chameleon's examples included attending a school whose mission was to purposefully cultivate cultural and economic diversity within its student population.

Findings regarding participants' recollections of their neighborhood communities yielded that five had lived in *de jure* or *de facto* racially or culturally segregated communities. Bellraye, Erin, Kira, Michelle, Puppet Lady, and William indicated living in a racially homogeneous community that reflected their respective racial identities. Bellraye and William further alluded to living in a homogenous socioeconomically middle class community while Kira's community was socioeconomically working and middle class. Erin described living in a heterogeneous community based on socioeconomic status. Contrary to living in homogeneous communities, Chameleon, Ciarra, Jamie, and Sofia lived within racially and culturally heterogeneous communities. For instance, Sofia recalled her neighborhood and school as initially racially (White) homogenous but shortly after the "White flight" of her neighbors, new neighbors changed the complexion of her community. Of the four who shared having racially and culturally heterogeneous schooling and community experiences, Jamie was the only one who additionally observed having neighbors with whom she played participating in the Special Olympics and another who was a cross-cultural adoptee among a family of five children. Jamie was also witness to a family whose parents eventually divorced, which was considered a social anomaly for her community. In fact, she described her own family as "a Beaver Cleaver family," a reference to a late 1950s to early 1960s television show featuring a racially White family comprised of a wife/mother, husband/father, and two children living in anytime USA.

Bellraye, Erin, Michelle, Puppet Lady, and William indicated attending a racially homogenous school setting and living in a racially homogeneous community that reflected their respective racial and class identities. On the other hand, Ciarra lived within a racially and culturally heterogeneous community. Kira's racially and socioeconomically heterogeneous schooling was in contradiction to the racial (White) and socioeconomic (working and middle class) homogeneity of her community. Although Erin's schooling and community was homogenous along racial lines, she reported living in a heterogeneous community based on socioeconomic status. Chameleon and Jamie consistently went to school and lived in racially or culturally heterogeneous communities. Sofia attended school and lived in a neighborhood that was homogenously, racially White until White families left and her family stayed in a community that racially transformed.

The significance of homogeneous or heterogeneous school settings and communities in the development of identity has produced varied perspectives (Coleman, 1966; Howard, 2006; Lewis, 2003; Siddle Walker, 1996); however, regardless of perspective, schooling and community experiences have consistent implications for shaping one's knowledge and dispositions about self and diversity.

Experiences

The experiences teacher educators bring to their work have implications for engaging diversity and multicultural education (Cochran-Smith, 2004; Howard, 2006; Irvine, 2003; Ladson-Billings, 2005). Six permeable categories were indicative of the specific experiences regarding diversity and multicultural education evident in the participants' narratives: (a) geographic migration(s), (b) marginalization, (c) privilege, (d)

exposure to inequity, (e) environmental factors, and (f) intentional opportunities. (See table 6.)

Geographic migrations. Geographic migration(s) indicate a participant's move from one or more places for a minimum stay of six weeks. Geographic moves were regional and international. The catalysts for such moves varied but included attending school, work opportunities, participant's partner had a reason to move, and various family reasons. Bellraye spoke of moving from the East Coast to the West Coast of the United States. Michelle left home in the southeastern United States to attend graduate school in the Midwest. Jamie made a similar move for graduate school. Other examples include Kira, Ciarra, Chameleon, and Sofia all living outside of the United States in places such as Belize, Germany, Ghana, India, Ireland, and Tanzania. Puppet Lady did not indicate having moved from one place to another during her interview but did share on her demographic data sheet having traveled within the United States and abroad.

Marginalization and privilege. The second and third categories were marginalization and privilege. Marginalization reflected a time or a specific incident in the participants' lives when a facet of their identity was experienced as outside the realm of the dominant norm. A related category is privilege, wherein participants' shared a specific time or incident when a facet of their identity as part of a systemically privileged group was made apparent. Bellraye shared the experience of being in her first racially integrated setting in graduate school and being treated differently because of skin color. In her first integrated setting, Bellraye experienced presumed lack of knowledge by her professor. Bellraye further noted the way in which her socioeconomic status as middle class was made apparent with her work with migrant farm workers. Ciarra and William had

experiences of marginalization and privilege within their respective narratives. Although Ciarra was marginalized because of her nationality while living in Tanzania, she also came to realize her privilege as it related to socioeconomic status.

Exposure to inequity. A fourth category, exposure to inequity, aligned with a time participants' communicated having directly witnessed inequity where they were not particularly expecting to contend with diversity issues. Such instances occurred in the narratives for Ciarra, Erin, and Michelle. Ciarra's opportunities to live in several places afforded her perspectives on educational and socioeconomic injustices. Michelle's story of the Black boy who was about to be denied access by her colleagues to the higher math track simply by virtue of the all-Black school he had attended is another example of a participant's exposure to inequity. Erin's observation of the over-representation of African American boys designated as "behavior" problems by teachers and administrators in the school in which she was teaching serves as an additional illustration.

Environmental factors. Environmental factors, the fifth category, delineates between experiences that were consciously pursued by participants on their own as opposed to experiences that were afforded, based on others in their lives such as parents, family, or community. Chameleon spoke broadly about the various experiences with people and places throughout life with diversity and parental advocacy regarding political, social, and educational inequities. For example, Chameleon's discourse was permeated by conscious recollections throughout schooling, community life, and work spaces that informed her understanding of diversity. Puppet Lady stressed familial and communal participation within the Civil Rights Movement as foundational in shaping her perspectives. Chameleon's narrative contained allusions to continuously engaging racially,

culturally, economically, linguistically, and socially diverse environments, and the role of her parents in facilitating learning. This is not to suggest that other participants did not experience similar influences evident in the telling of portions of their backgrounds; however, it was repeatedly distinctive in Puppet Lady and Chameleon's narratives.

Intentional opportunities. The sixth category, intentional opportunities, also appeared in the analysis of participants' training. Intentional opportunities, as they pertain to experience, were identified occasions whereby participants knowingly placed themselves in situations that would be different than that which they were accustomed, such as Sofia's summer trip to India in 1962 working in extreme poverty and her involvement in the YMCA's racially charged efforts to solicit participation of colleges that had student YWCAs or student Christian movements to become involved in the Civil Rights Movement.

Teacher educators in this study shared unique stories that reflected several common themes prompting self-reflective, affective, and visceral responses towards diversity. Smolen, Colville-Hall, Liang, & Macdonald's (2006) research lends credence to the significance of teacher educators' identity consciousness and geographic migrations as important contributors to faculty's perceptions and values regarding diversity and subsequent implementation within their coursework. Experiential components to learning about diversity are often supported in teacher preparation programs (Zeichner et al., 1998; Zeichner & Conklin, 2005); however such experiences are presumed to be incorporated with explicit opportunities to interrogate the experiences towards deeper understanding of the multiple meanings and subsequent consequences in the teaching and learning process.

Philosophies of Education

A philosophy of education is often characterized by a set of overarching beliefs and values regarding the function, structure, and processes one holds about education. In this study, teacher educators' philosophies encompassed beliefs, values, and intentions that informed course preparation, expectations of candidates, and the practice of teaching. Participants were asked to communicate influences on their thinking, which primarily included books, conversations with colleagues, family, and specific scholars. Unsurprisingly, teacher educators' philosophies of education were intertwined with their conceptions of and approaches to teaching.

As shown on Table 5, teacher educators used different types of language to describe key ideas involved in their philosophies of education and teaching. Although philosophies of education and teaching are distinctive, philosophies of education in this study included the ways participants' responses often overlapped between describing their educational and teaching philosophies. Their collective philosophies entailed viewing teaching and learning as reciprocal, bidirectional, communal, and co-constructed between teacher and learner. Guidance, structure, and facilitation were also positioned as fundamentally informing teaching but should not be executed at the expense of inquiry-driven, constructivist, hands-on approaches to learning. Teaching and learning were seen as iterative and subject to consistent reflective processes by teachers and students. Additionally, teacher educators explicitly and implicitly communicated the importance of an active and activist stance in the form of equity, critical consciousness, congruence, anti-deficit, and anti-racist frames of responding to teaching endeavors.

In sum, the teacher educators in this study collectively communicated concrete ways in which they were influenced in their interest, commitment, and perspectives

regarding diversity as demonstrated through their training, background, experiences, and philosophies. According to Zeichner et al.'s (1998) fifth design principle of informed vision and good practice in teacher education, teacher educators should be committed and competent in multicultural education. Similarly, Diller & Moule (2004) and others suggest culturally competency as a viable element in teacher preparation. Zeichner et al. (1998) suggest such competences can be achieved experientially, through professional development, within research agendas, and experiences with diverse communities and people; however, the researchers further posit that the level and degree of training and specific engagement with multicultural education and multicultural education issues tend to be nominal for teacher educators. Participants in this study demonstrated active engagement in developing their understanding and expanding their experiences through a variety of means and intentions related to their discipline and role within the Program.

Participants' Definitions of Terms and Implemented Pedagogy

Research question two examined the relationship between the teacher educators' narratives, their definition of terms, and their subsequent implemented pedagogy. In order to first establish an understanding of the initial targeted terminology, I asked participants to define *diversity*, *multicultural education*, *culturally responsive pedagogy*, and *urban*. After discussing their collective definitions, I explored the relationship between their definitions to classroom practice. These correlations appear under the heading *Researcher-generated terms and their relationship to practice*. Additionally, during the course of an interview, participants offered additional terms for consideration within the context of the Program, society, research, or teaching: *equity*, *social justice*, *critical consciousness*, *sociocultural*, *high need*, *deficit model*, *change agent*, *citizenship*, *mismatch,* and

empowering education. I explored terms and practices in a second section: *Participant-generated terms and their relationship to practice*. Text-based collages of participants' voices reflect a synthesis of their respective definitions in both sections. I conclude this section by relating the influence of the teacher educators' narratives to their understanding of diversity. This section is titled: *Relationship between participants' definitions and biographical narratives*.

Researcher-Generated Terms and Their Relationship to Practice

As the researcher, based on my research questions, I specifically asked the teacher educators to define *diversity* and *multicultural education*. As a result of the content analysis of documents conducted during my pilot empirical study, I also solicited participants' definitions of *culturally responsive pedagogy*, and *urban*.

Diversity.

So, you asked me about diversity, I guess the first thing that comes to mind is racial diversity, but certainly in our program we're trying to make an effort to have them sensitive to various kinds of diversity… and not a one-size-fits- all program.

Diverse. Yeah. I think there are definitely diverse populations but that's a pretty broad term. But I think that because it's broad you can get away with it a little bit more and it's a little bit more inclusive of who all we do work with.

I think that teachers and schools are the ones that need to re-think what is normal or what are we valuing and what are we expecting and what do we really want our students to learn. So… I think about diverse learners as … bringing something different to school than maybe what's considered this White, middle-class tradition. And that could be a number of things

Thoughts, opinions, experiences or different discourses around issues of diversity including race, people or students of color, privilege, discrimination, religion, language, gender, ability, sexual orientation, sexual identity, adultism and ageism, or socioeconomic status, high needs, poverty, region, immigrants, learning styles, multiple intelligences, family configurations, differences and similarities

being able to look at these things from a global perspective.

> All these things but I think we have to think about the things that are not just the legal parameters of diversity. Because that whole issue of diversity is not just diversity of your skin, your culture. It's also diversity in what I bring.
>
> Even within the same culture. If you look at culture you can be in a school of all African Americans or all Hispanics and there actually might be quite a bit of diversity there whether it be
>
> a diversity of experiences. It's not a one size fits all.
>
> And we talk about how you can celebrate the diversity within your classroom. And I said diversity could come out in a lot of ways because …they want to share their story.
>
> Did I use the word diversity? I don't use that word very often. I don't know… It's a buzz word.
>
> When people say diversity, oftentimes it gets reduced to the kumbaya, let's all get along. So diversity, Disney World diversity. The idea that, yeah, we're different, but it's more important that we realize how we're alike. And my thing is, well, no, I think it's just as important to realize how we're different and to value those things. And to understand how oftentimes those differences actually hurt. … I think that if we ignore the fact that those differences exist and the fact that the way the way we react to them can harm people, then we don't ever move our world forward. We don't ever progress.

The characteristics of *diversity* offered above by the participants mirror those used to define diversity within this study (see definition of terms on page 32). *Diversity* for the participants encompassed particular demographics such as race, class, gender, language, sexuality, and other markers of human identity; however, the dominant diversity discourse centered on race, culture, and socioeconomic background and, to a lesser extent, language. It also included ideological and experiential dimensions such as ones' thoughts, opinions, and background. In this instance, teacher educator discourse focused on the relevance of appropriate dispositions towards diversity. Diversity was linked to its applicability across and within cultures. An understanding and valuing of diversity was perceived as necessary for shaping the curricular and societal responses to *diversity* and *diverse learners*. As the

participants acknowledged distinct notions of diversity, their responses were couched in an understanding that diversity is an asset to learning and growing. William further alluded to the implications of *diversity* on a sociopolitical level by suggesting a celebration of similarities should not be done in a way that "makes those things, like racism and sexism that are harmful and based on our perceptions of difference, that it [diversity] makes those things invisible."

The Culture I course, co-taught by William and Ciarra, had the most evident pedagogy inviting the exploration of diversity on a variety of dimensions beyond race, gender, language, and socioeconomic status, but also included sexual orientation, religion, ability, culture, ideology and related -isms. Diversity discourse exhibited in other courses was most prevalent in Sofia's social studies and science course. Sofia discussed race, racism, and sexism. While other participants discussed specific issues related to diversity, the topics were not pervasive throughout the observations. However, evident from participants' responses is the conclusion that *diversity* is multidimensional and at times contestable, a finding that is in concert with the prevailing multicultural education literature. In this study *diversity* was directly linked to multicultural education.

Multicultural education.

> I think there's so many different ways that multicultural education has been defined.
>
> I think multicultural education is this huge, huge umbrella. And I think, in some ways, because it's become so huge and so ill-defined, in many ways the term multicultural has lost some of its power.
>
> I think they see multicultural ed as feel good. I think that those of us that are interested in that work don't view it like that but I think others do. I think people viewed it as a feel good course and touchy feely type like kumbaya type whatever. I think somehow that has been an unfair designation that's been given to multicultural education.

> The kumbaya is fine, but let's talk about why certain people are given access and why certain people are not. Let's stop talking about – let's stop putting the posters of Black scientists on the wall during Black History Month to say to Black kids, "Look, you can be a scientist, too", and let's really talk about why the norms of what a scientist is and what a scientist does are based around this White male perspective. Let's talk about those things.
>
> I guess in a nutshell, it's being able to look beyond the surface elements of our starting point with culture, and being receptive and open-minded enough to appreciate diversity.
>
> I see it as—to be a multicultural educator, you need to know about a variety of cultures. I think beyond that …it's understanding the inequalities and then because you understand those inequalities and you understand the history and the relationships now that cause those inequalities, that you go and actually try to do something about it. So it's moving towards the social justice, social action approach.
>
> I'm very much influenced by a global perspective; that when I talk about multicultural education here, it's not just about people here in the US … It's this understanding of the whole world and what's going on in the whole world, not just in this country.
>
> To me, we would need to coach these students to seek information that involved multiple perspectives. Add that to the multi-cultural part, the multiple perspectives. … And we did get into that like gender, race, ethnicity, sexuality, all those types of things, those topics that come up with whenever you're teaching a class in multiculturalism.
>
> So I guess I feel like it's more ingrained in or set within and hopefully my beliefs of that is modeled also by the various conversations I have no matter what I'm talking about within the classroom or outside of the classroom.
>
> Well, and I will say this now, the term "multicultural education" isn't something that I use really in any context.

Participants' definitions of *multicultural* and *multicultural education* included five identifiable trends. First, the terms were understood as broad and encompassing of various dimensions and experiences with diversity, such as allusions to race and gendered and cultural identities.

Second, participants stressed the multiplicative ways *multicultural* and *multicultural education* is defined, which serves to broaden understanding (inequities and global issues) or potentially undermines facets of diversity and power. Conclusively, participants reasoned that *multicultural education* was an exploration beyond the surface of culture (Hollins, 2008) and should not be reduced exclusively to a "heroes and holidays" approach (Banks, 1988, 2009).

Third, select participants offered specific indicators of going "beyond" a superficial understanding of *multicultural* and *multicultural education*. Ciarra, for instance, mentioned addressing inequalities, moving towards social justice, and acknowledging global dimensions. William extended the examination of societal norms that affect different groups of people.

Fourth, *multicultural* and *multicultural education* were viewed as being embodied and modeled through the intentions and actions of teacher educators by at least one participant.

Fifth, one participant contended preferring other terminology to "multicultural education" and did not use multicultural education in a research or teaching context. The level of visibility of *multicultural* or *multicultural education* within the documents echoes this sentiment, given that *multicultural education* is not a term used in the context of the Program or the institution.

The five trends represented in the participants' responses have direct associations with established literature. Confirming the limitations of a superficial understanding and approach to multicultural education, Banks (2009), Nieto (2004), Nieto and Bode (2008), Sleeter and Grant (2007) and others conceive of multicultural education as inherently

informed by a transformative social justice perspective. Consequently, because multicultural education can also include superficial approaches, scholars such as Sleeter and Grant (2007) further delineate between multicultural education and multicultural social justice education. Sleeter and Delgado Bernal (2003) also advance the relevance of the activist roots that informed multicultural education while acknowledging the widening scope of perspectives such as anti-oppressive education, feminist theory, cultural studies, disability studies, and other critical theoretical traditions informing the discussion of multicultural education. Furthermore, even though multicultural social justice approaches are attentive to the political, social, and systemic facets of a nation's society (here I am acknowledging that multicultural education is not an adopted practice solely in the US), a persistent critique of multicultural education is the limited explicit connections to globalization and global issues.

To add to the complexity of conjoining *multicultural education* and *globalization*, Vavrus (2002) forward globalization as interdisciplinary and as a contested concept much in the same ways as multicultural education. Global issues and globalization have tended to be a muted discourse or marginalized within definitions of multicultural education. Consequently, addressing global issues and *globalization* is also subject to superficial, social justice, and transformative approaches (Brown & Kysilka, 2009; Vavrus, 2002). Explicit connections to a global perspective of multicultural education were offered by two participants. Jamie alluded to the relevance of a global experience as it pertains to culture and her travels to Mexico through the study-abroad program she started for candidates at the institution. Furthermore, Ciarra mentioned the influence of a global perspective in her teaching of multicultural education.

As a brief but instructive point of departure, I explore the tensions between multicultural education and globalization through a representative scenario from Sofia's science and social studies course. In practice, Sofia's cultural connection to her recent trip to Hong Kong within her social studies and science integrated course proved an instructive example for the possibility of extending a multicultural experience globally. During her presentation, Sofia made adept interdisciplinary connections to culture- (e.g., food) and science-related issues occurring within Hong Kong (e.g., air and water pollution). She also mentioned economic issues and the presence of the US Coca Cola® drinks at a vegetarian restaurant located at the site of a Buddhist temple. The collective facets of Sofia's presentation were fodder for a potentially expansive conversation on the influence of corporate globalization, its relationship to science and the environment, and the effects of consumerism shared by the United States and China, Hong Kong specifically. A shared discussion on colonialism as experienced by Hong Kong and the United States is another potential avenue of discussion. Sofia's scenario was meant to represent a situation whereby the multicultural and global dichotomy in teaching potentially limits more expansive applications of transformative multicultural education, critiques of globalism, and spaces for enacting social justice. Nevertheless, although only Sofia made implicit multicultural and global connections, similar experiences were present but not consistent among her colleagues.

Participants were consistent in forwarding the relevance of knowledge and dispositions when exploring definitions of multicultural or multicultural education. Less evident was an acknowledgement of specific applicable skills to negotiate various understandings of multicultural education. Studying multicultural education involved

acknowledging aspects of diversity and power with implications for social justice, but the locales were less descript or assumed, meaning only two participants specifically mentioned global implications as a facet of multicultural education.

Diversity and *multicultural education* span a range of terminology that potentially clarify, confuse, or conflate meaning. The nature of the expansiveness is also what drove the selection of targeted terms under the auspices of diversity and multicultural education as a means of uncovering other relevant and associated terms. I drew on the available expansive *diversity* and *multicultural education* literature and Zeichner et al.'s (1998) design principles to identify additional terms and constructs used within the institution. In a similar manner to the exploration of *diversity* and *multicultural education*, the terms *culturally responsive pedagogy* and *urban* will reflect participants' definitions and corresponding pedagogical examples observed during their teaching.

Vavrus (2002) suggests a lack of inclusion of issues regarding globalization in the teacher education programs is a result of a knowledge gap. Tangible evidence of specific consistent training and experiences with global education was not reflected in any of the teacher educators' vitae. While a desire to include a global perspective might exist in the minds of the other program teacher educators based on their world travels, Ciarra was the one teacher educator whose nationality is different from her colleagues, suggesting that she is not limited by an ethnocentric experience grounded in the United States.

Culturally responsive pedagogy.

> As teachers, before you even enter into the classroom, you need to be aware of who you are as a person and what you consider to be the norms. Your cultural beliefs, your cultural values. That, to me, is culturally relevant pedagogy.

It is as an opportunity to learn about how to critically assess your own thoughts and feelings about a particular subject area, the needs of your students, the content of materials.

I think truly understanding who your students are and what their needs are and then doing the things you need to do to teach them, or to work with them so that they are successful… it's also teaching them to be critical thinkers because beyond the test, there's a whole big life out there that they have to understand how to live.

Really get to know students on an individual basis. Then get to know their families, what goes on outside school, what their background, you know, is and sort of who they are as people, …it's not just about one particular strategy or method,… I think the funds of knowledge is really part of the culturally responsive teaching,

taking into account that there are lots of different types of kids in your classroom from lots of different types of … experiences and …you are trying to find a way to engage those various experiences in the instructional process.

Just like culture is contextual….if you're thinking of culturally responsive, it's played out in everything you do…We can't cover every culture so hopefully we're preparing them to get to know their students so that they can be culturally responsive because with any culture, there's not one way to do it–To connect with the content culturally, to connect with their student culturally and to connect with their teaching and their students' learning culturally.

I tend to use it as a means of having a term that's expansive across multiple cultures, as opposed to multi-cultural education which people tend to read as "I am go in to go to a class to learn about multiple cultures"… I also like to think about cultural relevance as related to the teachers' own perceptions of themselves and their consciousness and the ways that they go about developing their classrooms, connections, their community and knowing where to go when they need help or resources or information.

I feel like I'm trying to be culturally responsive by not only responding to the needs of my graduate students, but also to the needs of the elementary students that I work with, and I feel like I'm responding to those needs by creating opportunities, or situations, or conversations

I see it as being, at that level, something that causes you to do some recognition of differences, but because you have differences doesn't mean that's a bad thing. But that actually gives you an opportunity to actually grow,…

That, to me, is culturally relevant pedagogy. How do you take what I bring and do well, to now have me take on some other aspect of learning that might relate to this thing we call academics? So, how do I do that?

Within their definitions above, participants share similar characteristics of culturally responsive pedagogy as offered in the literature. Chameleon noted Irvine and Armento (2001) as informing a definition of *culturally responsive pedagogy*. Kira and Chameleon mentioned the influence of Ladson-Billings (1994) on their understanding of *culturally responsive pedagogy*. As participants defined *culturally responsive pedagogy*, they either described what it should mean to the students taught by the teachers or they framed their definition within the context of the teacher candidates and their work towards becoming culturally responsive. Knowing oneself, accessing and connecting to the funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 1992) of students, and creating learning environments infused with student knowledge towards growing successful students are facets of culturally responsive pedagogy described by the participants.

Within their description of ways they intended to teach their courses, participants strove to implement several components of culturally responsive pedagogy in their courses. Concurrent with their definitions, participants also shared during their interviews descriptions of practices that constituted facets of culturally responsive pedagogy. For instance, Kira discussed the importance of knowing oneself and students, Michelle sought to build rapport with candidates, and Erin was particular about the relevance of building a positive classroom community. In actual observed practice, all participants were responsive to candidates and their cohort community in multiple ways in the form of the following: (a) check-ins, (b) tuning in, (c) prompting for clarification and understanding, and (d) offering affirmations. The nature of check-ins varied from course to course. Michelle's check-in was to have candidates share anything they chose but the rule was "it can't be about school or the program" because, as Michelle stated, "I'm here to make sure

you have a life outside of the [university].” Kira asked candidates to name one professional and one non-professional activity candidates did during their winter break between semesters. Chameleon asked what they had done that day to feed their spirit. “How are things going in your new placements?” was the question Sofia asked at the start of her course. Erin solicited a response to “one thing you learned about yourself as a person or teacher since entering the program.” Check-ins were evident on the first days of classes in the first year. The exceptions were the culture courses in the first year and the research course in year two, whereby checking in was a continual feature at the start of class. When they did occur, the teacher educators also participated in the check-ins, which conceivably served as a means of building rapport and relationships with candidates.

An additional form of responsiveness, *tuning in to the cohort*, was present. Tuning in to the cohort consisted of times when the teacher educators made comments such as “You’ve got a lot going on. You have a lot of other stresses in your life,” “I personally find too with your busy schedules . . .,” and “It’s hard right now but this will pass.” Comments of these types did not occur often, but participants such as Chameleon, Ciarra, Erin and others would insert an assumed understanding of what the candidates would be experiencing at a particular point in coursework or in relationship to their work within the scope of the Program.

Prompting for clarification and understanding was an additional responsive practice among all the teacher educators. Throughout any given course, after a particular instructional moment exercised by the instructor, any one of the following phrases would be uttered, “Do you have any questions?,” “Is that clear?,” “Any questions?,” “Is everybody clear?,” “Any questions, feedback, changes?” The pause taken by the teacher

educators to be sure candidates are clear on expectations and concepts indicates they do not assume the teaching process is strictly a transmission model (Freire, 1970), but should afford opportunities for candidate input.

Affirmations were interjected by all the participants. Affirmations were words and phrases that affirmed a candidate or the cohort as a whole. Examples included praising good work, thoughtfulness, and expectations that affirmed candidates as change agents for their students.

In sum, during instruction, all participants implemented various forms of being responsive to candidates. Responsiveness took on the form of check-ins, being attuned to the cohort, prompting for candidates' understanding, and offering support through affirmations. The described responsive pedagogical conventions were parts of how teacher educators sought to build community between themselves and candidates and among the candidates, demonstrate caring, and strengthen candidates' teacher identity. These characteristics are connected to aspects of implementing a culturally responsive pedagogy. Additionally, teacher educators intended the responsive discourse to be viewed as modeling appropriate for candidates to transfer to their own teaching practices.

Culturally responsive pedagogy is in the same ideological family as *culturally responsible*, *culturally relevant*, *culturally congruent*, *culturally mediated*, *culturally synchronized* (Gay, 2000; Irvine & Armento, 2001). In *Culturally Responsive Teaching: Theory, Research, and Practice*, Gay (2000) defines culturally responsive teaching as

> Using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning

> encounters more relevant and effective for them. It teaches *to and through* the strengths of these students. (p. 29)

Gay (2000) further adds characteristics of culturally responsive teaching as comprehensive, multidimensional, empowering, transformative, and emancipatory. Irvine and Armento (2001) state that being responsive means "reacting appropriately in the instructional context" and cultivating meaningful relationships is a key element in a culturally responsive classroom. Culture also has a fundamental bearing on the teaching and learning process (Irvine & Armento, 2001).

Although teacher educators were universally responsive to teacher candidates' lives and their learning, specific cultural differentiation was not evident in the discourse of the participants to suggest that course assignments or activities were designed to reflect culturally mediated instruction, unless I argue that teacher educators' use of offering candidates choices in their assignments potentially expands culturally mediated options. Culture I and Culture II courses mentioned specific consideration of the candidates' racial, ethnic, and gendered identities in direct conjunction within course instruction and assignments. Few other courses, such as Critical Issues, solely described assignments requiring candidates to acknowledge their backgrounds in the process of completing an assignment.

Urban.

I see urban, not as geographic, but more contextual, more situational. Urban is geographical in terms of being close to or either in a kind of a metropolis, a city environment. I think urban oftentimes is economical. It's class driven. You have concentrations of poverty. Oftentimes there's a race piece to it. Now, I think, we have to think about the immigrant population in this country and in high concentrations these concentrated immigrant communities.

I just see urban as fun, in town, trendy …

Where I was … urban meant the city.
I think—for me, urban is this large city where large population, you see—you get this busy feel. It's this metropolitan city, very urban, very—and by urban, ya know, downtown area.

I think in the program it's understood as … poor and low achieving and Black…

I don't even like the word …
I mean, I don't like the term "urban," "I think urban is a—I guess it's a code word for so many people. Yeah. To me, I try not to say urban out of the context of this program.

I prefer to use words the actually sound like what they mean … I don't really think of urban the way the program does.

I mean, I don't like the term urban.

I don't know if that means maybe it's a euphemism but that it's just a way to communicate that we're talking about high poverty marginalized groups.

So if we're going to define urban as being about dollars and cents and educational attainment and all of that, that could be anywhere in the United States.

[The University] defines itself as this urban community and that can go in a lot of different directions—We keep claiming to be this urban university but I'm not necessarily seeing the research as being—coming out as—research in an urban environment, other than being able to say well we're located in Downtown [city name].

I mean, I don't like the term "urban,"

Then I came into education—

Urban started to be connotative with being in the 'hood' or the ghetto. Being in the center, in the projects or being in the lower socio-economic area. Then it began being coupled with being Black. If it was urban it was Black.

Often I think urban also, is often [being] marginalized in terms of power, in terms of access, in terms of opportunity, in terms of the way they're seen in the large society.

The term *urban* was prominent within the Program and the institution as a whole. The Program's definition entailed racial, linguistic, economic, and geographic criteria. Designated urban schools consist of a minimum of 80% of a historically racial or linguistically marginalized population with a minimum of 60% of the students on free and reduced-price lunches within a 25-mile radius of the downtown area, where the university is located. Participants further defined urban literally (i.e., "city," "densely populated," and "metropolitan") and politically (i.e., "populated by poor Black people," "minorities," and "low income"). Resoundingly participants stated that the term "urban" was unsatisfactory. In fact, additional participants on the institutional level, such as the Dean of the College, expressed dissatisfaction with the use of urban, as well, despite the characterization of the College as an urban institution. Participants universally classified urban as codified in negativity or unfulfilling in its use in the Program and writ large. The challenge, however, was the participants' ability to offer more appropriate alternate words that would be have been more satisfactory for personal and program use. *High needs* and *underserved* were offered tentatively. Preferences from others included *diverse learners* and *mismatch*.

With respect to discourse, urban was positioned in three ways: first, as a place-holder for describing the nature of the schools in which the candidates were teaching. Second, urban was utilized as a signifier for particular schooling conditions. Urban was used to reference a particular space where issues related to inequity, power, politics, discrimination, and repression were central to understanding teaching and learning experiences for teachers and students alike. Interrogation of urban had implications for classroom practices, for dispositions towards teaching and learning, and for affecting

curricular and societal changes. Third, urban was also used within the Program as a label of distinction from other Programs within the department—not exclusively in terms of describing a population but also in advancing particular ideological perspectives linked to culturally responsive pedagogy, social justice, and equity. Although defined with a particular philosophical underpinning, invocation of the urban was not universally used within classroom discourse; however, when articulated, the use of *urban* mirrored the aforementioned three definitions.

Participants were asked to offer their definitions of *diversity*, *multicultural education*, *culturally responsive pedagogy*, and *urban*. Participants further contributed terms they named and defined. Participant-generated terms were also applied to their collective teaching and are discussed in the following section.

Participant-Generated Terms and Their Relationship to Practice

Participants offered additional terms during the context of their interviews. Terms posed by five or fewer participants included, from most to least, *empowering education*, *equity*, *social justice*, *change agent, critical consciousness*, *sociocultural*, *deficit model, citizenship,* and *mismatch.* Each of these terms possesses a relationship with the broader diversity and multicultural education literature.

Empowering education.

> This idea of empowering the students that take on ideas, giving them voice. And, because of our goals, we wanted them also to synthesize that with how that empowers them or their students.
>
> And so we want, even in the most restrictive environments, we wanted our students to really stretch for where are you empowered? Where can you make a difference?

> And just I want them to feel like they're empowered to be able to make some actual decisions about planning, or about things that are coming at them at their school. And then want them to just continue to learn or want to continue to learn.
>
> So integration is one of the ways that you can be responsive and empower them to make sure that their students are still getting the science and the social studies by integrated into your math or your literacy.
>
> We wanted the students who left this program to know what it meant to be an empowered educator. To either an individually empowered educator in your classroom or an empowered educator to impact your department or an empowered educator to impact your school.

An *empowering education* was discussed by five participants (Bellraye, Ciarra, Erin, Kira, and William) during their interviews and was evident in the pedagogy of seven teacher educators. The term *empowering education* was a term explicitly used to frame a significant part of the teacher candidates' second year in the Program through the use of Ira Shor's (1992) *Empowering Education: Critical Teaching for Social Change* as a foundational Program text. In addition to its use in underpinning coursework, characteristics of an *empowering education* were prevalent throughout teacher educators' teaching.

Empowering education was the prevalent theme for the capstone experience for the second-year students. The Capstone course was intertwined with the Critical Theories/Research course. During this course, Chameleon facilitated discussions with candidates as they read Ira Shor's (1992) *Empowering Education: Critical Teaching for Social Change*. The intent of the capstone was for candidates to develop a 10-to-12-minute movie representing how their major assignments for the course connected to the empowerment of themselves as teachers or their students. Although other scholars speak to empowerment in education (e.g., Gutstein, 2006; Nieto, 1999), the use of Shor (1992)

as the anchor text for the second year of the Program and the Capstone course grounded the definition applied in this study.

Shor (1992) outlines 11 values characteristic of an empowering education: affective, activist, democratic, desocializing, dialogic, interdisciplinary, multicultural, participatory, problem-posing, researching, and situated. In terms of identifiable approaches to teaching, 7 of the 11 characteristics were evident in four of the teacher educators' pedagogy: activist, affective, democratic, dialogic, interdisciplinary, participatory, and situated. As stipulated by Bellraye, being empowered was inclusive of having an active influence on the classroom and school levels in similar fashion to Erin's propositions on the possible sites of social justice.

Kira's pedagogy supported activist opportunities within her course. Chameleon's courses consisted of participatory, affective, and problem-posing within Culture II. In the Research II course, dialogic, participatory, and affective characterized the nature of the classroom pedagogy. Sofia consistently invited a democratic and interdisciplinary focus. Ciarra's Critical Issues II was dialogic, situated, and affective.

An extension of Shor's (1992) construction of an empowering education is the nature and amount of student-centered learning in contrast to teacher-directed. Select models of teaching are intended to cultivate the participatory practices of students through their activities and verbal engagement within their courses. The balance and direction of the discourse in the respective courses amassed an amalgam of types of discourse. Discourse took on what I identified as unidirectional (vertical) teacher-to-student focus, bidirectional or horizontal (candidate to candidate) or vertical (teacher to student and vice versa) or multidirectional. The typical course pattern involved the teacher educator talking

from a minimum of 20 minutes to almost an hour in one instance with minimal utterances from the candidates. After a period of unilateral teacher-dominated talk, candidates were then charged with specific group activities in which bidirectional discourse between peers was dominant and teacher educators engaged intermittently with the candidates, depending on the nature of the group work. For example, the day Michelle critiqued the candidates' mathematics lesson plans for almost an hour was followed by in-class work to improve the lesson plans with her help and the help of candidates. Michelle rotated from group to group supporting the process. In another instance, Kira reviewed her course syllabus with the candidates and, rather than read through the assignments, presented them with a series of questions to assess the course assignments in small groups and share the anticipated course work with each other in a large group. The pattern of teacher-talk and subsequent candidate group work was consistent. Exceptions to this pattern were designated times candidates were making presentations to their peers.

Lastly, multidirectional talk, considers teacher educators facilitating discussions and candidates posing their own questions to guide class discussion. Although rare, such instances did occur within the Research II course and were encouraged within Culture I and Culture II.

Beyond asking for questions or responses to content-based questions during instruction, language that solicited the voices of the candidates was coded as invitations. Invitations represented prompts by teacher educators for candidates to verbally dialog during the course or offer their verbal or written feedback on course structure and assignments. Harkening to a democratic pedagogy, Sofia solicited candidates for a vote regarding course scheduling. Kira developed a rubric for the candidates constructed by the

candidates for their book club assignment. Kira also asked candidates to indicate their perception of their course participation grade.

An *empowering education*, as posed by Shor (1992), was the anchor theme for the Program's Capstone course. An empowering education is a core concept in critical forms of multicultural education (Nieto & Bode, 2008). Various participants implemented characteristics of an empowering education in their pedagogical relationships with teacher candidates. Such characteristics included, but were not limited to, participatory, democratic, and student-centered practices.

Equity.

> But the equity is more so the word I use and that is intentional because I feel like that I want you to treat—to give all kids high quality math instruction. There's not anything magical; there's not any—I don't need you to fix black kids; I don't need you to—I need you to just teach them.
>
> some equity work just broadens our understanding of equity, but doesn't kick the door in; it kind of knocks at the door, but they're not really challenging the status quo. They're just trying to broaden and enlighten.
>
> "I like the term equity because what equity takes into account is it gets beyond this idea of simple meritocracy that, hey, we all start with a level playing field and so, therefore, the person that does better is the person that just works harder and the person that deserves it. And I think that equity takes into account that, hey, you know what, we don't all start with a level playing field.. . .So I think what equity says is, if we understand this everybody doesn't start off on the same playing field, at an even level, then to give everybody equal treatment, is actually very unfair.
>
> Well, to me equity has to do with fairness. I know we've talked about the difference between equality and equity and opportunities for people that might not involve treating everybody the same. And, in terms of teacher preparation, the focus has to be on how the teachers can create an equitable classroom for their kids.

Banks' (2009) equity pedagogy represents teaching that supports the academic success of ethically and culturally diverse students by being responsive to their learning styles. Being careful to distinguish equity from equality, Nieto and Bode (2008) position

equity as fundamental to providing the "real possibility of an equality of outcomes" (p. 11).

During her interview, Michelle's term of preference was equity. In contrast to her opaque documents, Michelle's classroom discourse also included culturally responsive pedagogy. Michelle viewed equity as an integral facet of her beliefs exercised through the teaching of mathematics. A key aspect of equity would be demonstrated in teachers' capacities to advance students' mathematical understanding by teaching conceptually as opposed to procedurally, a practice Michelle stated had historically been denied to Black children and other children of color. In this sense, teaching and learning was on a continuum, not static and prohibitive for students. Activities implemented in Michelle's class reflected this desired pedagogy. For instance, a consistent feature of Michelle's activities was the use of manipulatives for instructing candidates.

Gutstein (2006) supports Michelle's claims regarding the differential education of particular populations of students and math pedagogy. Gutstein (2006) further advances equity pedagogy in pursuit of social justice.

Social justice and change agent.

> Again, like I go back to, you know, when you teach for social justice you're teaching kids to be critical thinkers. You're thinking of teaching them to be aware of the problems and stuff and, of course, you wanna go outside of the United States and be more global about it.
>
> I talk to the students about that we expect them coming in to this program to be change agents. However, I do expect that probably they will be change agents on different levels.
>
> At a level I wish we had more at this level and we probably don't have as—This is more of a rare thing is at the very activist level of change agents that really attempt to change the school as a whole and even in to the school system and looking at injustices. . . . Whether they do it immediately or as they progress and maybe go in to administration that they take on some issues that we talked about through our

> courses; some of the social justice issues and actually try to help change it as an insider or as an outsider depending on what it is.

Social justice, in Erin's view, could be characterized as progressive in nature. Erin included a critique of different levels on which social justice might be enacted. Erin reflected that social justice can and most likely would take place on the classroom and school levels for teacher candidates. Erin further envisioned social justice as executed on an activist level of school-wide, system-wide injustices and attempted to "help change it as an insider or as an outsider depending on what it is." Social justice, in conjunction with being an active change, was linked explicitly by Erin and suggested by Ciarra. As she defined multicultural education, Ciarra spoke of social justice as a direct outcome of acknowledging inequities and specifically addressing them by taking action. Social justice within the Program centered on teachers' advocacy for students in their respective classrooms and schools. As demonstrated within other defined terms, such as culturally responsive pedagogy and equity, social justice was mostly aligned with curricular and instructional approaches fostered by a particular asset based ideological view of students.

Similar to terms such as diversity and multicultural education, *social justice* in teacher education has been embraced, resisted, and contested. Social justice has also been a challenge to define; however, scholars advocating for social justice define it as integral to critiquing and actively challenging the status quo and hegemonic practices. It advances opportunities for critique, reflection, action, agency, and advocacy for students and teachers (Kumashiro, 2004; Nieto & Bode, 2008; Palmer, 1997/2007).

Critical consciousness, sociocultural, and deficit model.

> That idea of Freire's critical consciousness. It's that idea that, you know, you can look—maybe you can look at your philosophy critically. Teacher candidates must

> understand that teaching is not a neutral proposition but a political act nested within political, economic, social, and historical contexts.
>
> what I am trying to do in my teaching is—is creating that—that consciousness, that critical consciousness where people are questioning. You know, they're looking at things like the norm and beginning to question those things… they're risk-taking by putting themselves out there. To have people, you know—dialog . . . I can give you any lesson plan, and if you're operating from that consciousness, then you'll take it and make it powerful and valuable and relevant and effective for your children, the children that you're teaching. . . .That's the power in—in that—in that philosophy and that critical consciousness.
>
> So when I talk about the sociocultural foundations of schooling, I'm talking about the way that a group's beliefs, values, norms, cultural artifacts, perspectives, ideologies, how all these things play into the way they learn, play into the way that they socialize with each other, the way that they share information and dialog. All these things that are often overlooked in schooling. . . . Historically and in terms of what's going right now in schools. It's because I believe in the historical piece to it as well.
>
> I think another big piece of that is that so many teachers come with a deficit model attitude where they've already predetermined that certain students can't do certain things because they fall in to certain groups.

A *critical consciousness* and *sociocultural* approach to teaching and learning is designed to combat deficit models of teaching. William and Chameleon spoke of the role of developing teacher candidates' critical consciousness steeped in self-reflection, questioning, critiquing, and action. Characteristics of developing a critical consciousness reflected Freire's (1970) foundations of teaching for liberation. Different assignments challenged candidates to reflect (e.g., journals) and critique (e.g., analysis of candidate-authored children's books). The Culture courses advanced taking a sociocultural approach to presenting the political, social, cultural, and historical constructs affecting perspectives of schooling and various experiences for students. Zeichner et al. (1998) position a sociocultural perspective to teaching and learning as relevant for a multicultural teacher preparation program.

Deficit model perspectives (Sleeter & Grant, 2007) were decidedly not encouraged and explicitly challenged by teacher educators. Erin suggested that teachers, as a whole, possess deficit-model thinking that impairs their abilities to meet students' needs, set high expectations, and foster educative possibilities. Michelle used *choice words* in her course to challenge teachers' deficit impositions on students.

Choice Words by Peter Johnston (2004) was a text used during the summer portion of the Program and was also read by the entire department faculty at the prompting of literacy faculty. Johnston speaks of building learning communities using the tool of language. The words and phrases used by teachers help develop students' identities. Teacher educators exercised choice words by contrasting deficit-model thinking. As mentioned, Michelle had two such instances. First, instead of using the term "remediation," Michelle insisted that candidates "extend the learning" of their students, regardless of being "above," "below," or on "level" with predetermined academic expectations. A second instance came during an activity whereby a candidate gave an answer that was "crazy" according to others. Michelle redirected the critique to "off target" and proceeded to demonstrate the possibility that obtaining a presumably "off target" response provides insight into students' thinking about the mathematics of a problem.

Developing a *critical consciousness*, as offered by Chameleon, in conjunction with a *sociocultural* understanding of education, as offered by William, were two important components in combating deficit perspectives of teachers, as identified by Erin. One way of pedagogically attending to challenging deficit models is astute attention to the

language, specifically choice of words, utilized in the classroom as exemplified in Michelle's teaching.

Citizenship.

> So, I think that that's a strong component of citizenship; being that critical thinker and decision maker, having a liberal education, being open-minded and so forth. . . . For me . . . the idea of citizenship education to me is helping to develop good, democratic citizens. That's a very simplistic but straightforward definition. And then, how do we develop these good democratic citizens, and what traits or skills and so forth do we want them to have? … Becoming a problem solver, decision maker, critical thinker, a researcher. To me, we would need to coach these students to seek information that involved multiple perspectives.

For Jamie, her position within multiculturalism was grounded in the notion of citizenship. Jamie's definition of citizenship was comparable to characteristics described by Engle and Ocha (1988), including the emphasis on the role of democracy on developing dispositions regarding citizenship.

Mismatch.

> I think a term I like that I'm starting to like better, but I don't know how it would fit into this, is that—there's a couple of folks. I think I might have mentioned them before—Stuart McNaughton and Gwyneth Phillips—who actually write in terms of "mismatch," as opposed to even saying "high needs." And I love how Gwyneth describes that. She says that it's not that the system isn't providing the best educational opportunity, but that the opportunity that they're providing at any given time is a mismatch between what the student brings as competencies and what the system is requiring, because of its understandings and what they think is needed. So, I do not know how you translate that into a nice buzzword that is then quick and easy for people to understand … As opposed to saying the kid who comes, for whatever reason, with a set of competencies that's mismatch between my expectation of wherever I'm at.

In lieu of terms such as *urban*, Puppet Lady offered a term she felt carried more descriptive power: mismatch. In Puppet Lady's estimation, mismatch was a term she was

seriously considering as a more genuine understanding of the schooling challenges and successes being experienced by students.

As exemplified in Puppet Lady's statement, the evolution and contextual considerations of terminology is relevant across participants. Pedagogy representative of the defined terms was collectively represented among the teacher educators. Despite their intentions and implemented pedagogies, tensions existed between demonstrating what teacher candidates should implement in their teaching and the pedagogical preferences for teacher educators. In fact, all participants claimed that they modeled their expectations of teacher candidates in their course activities. As a point of reference of this tension, co-construction of teaching and learning (constructivism) was emphasized by several teacher educators; however, employing a constructivist approach with teacher candidates was a challenge. Ciarra clarified this tension in the following statement:

> I think that we tell them [the candidates] that we believe in constructivism and we want them—this is what the program is. I don't know if it really is. I think that we are trying. We're giving it a good effort but it's very hard to evolve [with] the other constraints that come along. It's very hard to—constructivism takes a lot of time to set up. So, if we haven't spent enough time really… empowering them, I guess to make those decisions with us—I don't even know if we have the time in a short program like this to do it that way—so some of it is necessary. I think that's probably mostly what it is. We don't have and haven't given it the time it needs to be set up that way.

Ciarra's observation of the challenges with implementing a particular philosophical approach pedagogically with candidates is further complicated by the fact that all the teacher educators profess to model expectations for teacher candidates. Teacher educators did indeed model pedagogy for teacher candidates mostly in the form of in-class activities and assignments; however, a closer examination of actual classroom practice between the teacher educator and the cohort of teacher candidates suggest potential contradictions as alluded to by Ciarra's following comments:

> Just looking at the way we divide up the syllabus, the requirements, the points here and there, it just doesn't seem very constructivist to me, but I think that's a hard thing to deal with because the students are the products of their societies and this is what they've always known.

Zeichner et al. (1998) posit that, "frequently, graduates of teacher education programs mimic or imitate the instructional and interactional styles of their teacher educators" (p.165). Loughran and Berry (2004) further state that, "the way teacher educators model the promotion of certain views of learning could be a more important factor in shaping teacher behavior than the content of the messages they are sending, despite inherent differences between the university and school contexts" (p.588). Given the participants' claims about their desire to model appropriate practices for candidates, modeling is potentially a critical consideration for grounding an understanding of key terminology and applications to teaching (Grossman, 2005).

In sum, significant to this study was how participants defined the following terms germane to diversity and multicultural education: *diversity*, *multicultural education*, *culturally responsive pedagogy*, *empowering education*, *equity*, *social justice*, *change*

agent, *critical consciousness*, *sociocultural*, *deficit model*, *citizenship*, and *mismatch*. The National Association for Multicultural Education (NAME) concedes in its philosophy that "individuals have not always been and perhaps never will be in complete agreement regarding the definitions and goals of multicultural education and that continuing debate is healthy" (NAME, 1999). Critiques of multicultural education and multiculturalism from within and outside the field (e.g., Buras, 2008; Glazer, 1997; Horowitz, 2007) ensure such debates persist. The literature on diversity and multicultural education precepts and concepts are expansive and complex, even within a strict focus on the field of multicultural education. The participants' definitions of terms mirrored the literature by being complex, contestable, and multi-definitional. Chameleon's assessment regarding the term *multicultural education* had applications to all the defined terms, clearly felt but often elusive to capture: "there are all these variations in what it is and how it's conceptualized…It's almost like grabbing water. You know that it's water, but then sometimes you can't hold onto it."

As the participants offered definitions of terms, indices of their definitions in practice within their courses were illustrated. Within and across courses, teacher educators implemented their intentions within their classrooms. The participants felt ideally that a consciousness around diversity and multicultural education was indeed present among colleagues and permeated their respective courses; however, some were less convinced than others and rightly so, given the extent of the diversity discourse articulated across courses. Modeling and implementing philosophical and pedagogical intentions occurred with some instances of tension and contradictions.

Research question two detailed the definitions of terms generated by the researcher and the participants with respect to diversity and multicultural education. Enfolded within the definitions were examples of the teacher educators' implemented pedagogical practices with connections to extant multicultural education literature. A second consideration within research question two was the relationship between the teacher educators' definition of terms and their respective narratives.

Relationship Between Participants' Definitions and Biographical Narratives

Contrary to the pilot study findings, all participants possessed training, backgrounds, and experiences evident of their direct involvement with aspects of diversity and multicultural education. Predominantly, race, ethnicity, and socioeconomic status were indicative of participants' backgrounds and experiences. Present but discussed less were gender, language, and ability. Evident through interviews and observations, the type of specific training, whether it was self-initiated through reading or professional development or framed within graduate school, influenced teacher educators' course content and teaching. For example, Kira's association with ELLs resulted in pursuing her literacy learning with the purpose of supporting the instruction of second language learners. As a result, Kira's literacy course presented multimodal activities. Michelle's experiences with the inequitable treatment of Black students led to pursuing an understanding of how mathematics is used to constrain access to equitable mathematics instruction for all students. Within her course, Michelle utilized the language of a continuum to help candidates connect with notions of equity and culturally responsive pedagogy. In a similar vein, William expressed a comparable experience with access and science education and the role of community in fortifying educational experiences in

schools. William's Culture course is one of the few that structures opportunities for candidate engagement in a community outside of the University. Sofia's intentional decisions to engage in activist projects and advocacy for democratic practices within society, connects to her democratic decision-making processes utilized in her course and to field trips to the state's Capitol to learn about and critique a space of political power.

Regardless of whether terms related to diversity, multicultural education, culturally responsive pedagogy, or urban were central or peripheral to their discourse, examination of teacher educators' training, backgrounds, and experiences suggested the participants all directly interfaced with aspects of diversity through an understanding of their own identities or exposure to inequity, privilege, or marginalization based on a dimension of diversity such as race, ethnicity, class, or ability. The discourse within various courses indicated that explicit discussion regarding multiple matters of diversity occur in the culture courses taught by Ciarra, William, and Chameleon mostly and to a lesser extent in the social studies and science integrated course taught by Sofia in the first year of the Program. Kira's course title is the only one in the program that includes the term *diverse learners* and, based on the syllabi content, is focused on literacy primarily in conjunction with gender, cultural, and linguistic dimensions of diversity.

Puppet Lady explicitly conceded that a lack of diversity or explicit multicultural content on her syllabi was often intentional, as a means of proactively ameliorating potential resistance in class from candidates. On the other hand, courses such as the Capstone led by Bellraye, Erin, and Puppet Lady, were centered on an empowering education as a focal component. Although a disparity in rationale exists between these two approaches to foregrounding diversity on a syllabus, it is important to note that rationales

based on teacher educators' biographies and their teaching contexts inform decisions of how they represent themselves on paper.

Conjointly, the institutional context of teacher educators also informs how they engage, perceive, respond, and position themselves with respect to diversity and multicultural education. Consequently, the work of teacher educators is institutionally situated and requires examination. In what follows is a further understanding of the institutional context within which programs operate and teacher educators work.

Factors

Research question three targeted the individual and institutional factors on the Program, Department, College, and University that advanced, limited, or prevented discourse related to diversity and multicultural education. A thematic account of the 15 porous factors posed by the teacher educators is considered in three categories: individual, structural, and institutional. (See Table 6 below.) Each factor directly or implicitly affected the ethos of the institutional environment regarding matters of diversity, work life, professional identity, individual purpose, and institutional mission.

Individual

Individual factors constituted physical and philosophical attributes possessed by participants. William and Erin voiced during their respective interviews that one's identity, based on race and gender, affected perceptions and receptivity by colleagues and candidates to diversity discourse. For instance, a White professor challenging White candidates with respect to racism or deficit attitudes about students might be better received.

Table 6

Factors that advance, limit, or prevent diversity discourse and practices

Individual	Structural	Institutional
1. Identity	1. Creating spaces	1. Climate and culture
2. Ideology	2. Time	2. Mutuality and collegiality
	3. Tenure and publishing	3. Leadership
	4. Mentoring	4. Perceptions and valuations
	5. Title status	5. Resources
		6. Motivation

Other participants, such as Ciarra, alluded to confirmatory instances regarding the relevance of how one thinks and positions their work as important to other peoples' perceptions of them. Ciarra's comment, "thinking of myself, my background, where I grew up, the way that I see the world—That's just based on my identity…," connected to the point William and Erin communicated regarding the salience of identity and diversity. William and Erin proffered that one's perceived or self-defined identity affected the type of engagement and reaction to conversations about diversity.

Furthermore, William was conscious about the role of ideology and ethics in shaping one's engagement of diversity discourse and practices. William stated:

> But this is what I mean when I say I'm struggling with this because I want to keep my job at the university, and they have certain demands. And ethically, I feel responsible to a certain group so I find myself often torn and struggling with how do I do my work and still close my eyes and sleep at night with a clear conscience.

William's quotation above best represents how participants' core ideologies influenced their work. One's ideology drove the way participants asserted their voices amidst institutional pressure and expectations to the contrary of their core beliefs. An extension of the ideological conundrum was expressed by William and Puppet Lady in an earlier section related to the value of types of research. Despite the reality that some research takes longer or would be unethical to conduct within a social science context, experimental research or research produced expeditiously to fulfill institutional expectations was a conundrum. In a related strain, one participant indicated a tension between quality and quantity in the production of research.

A few participants indicated identity, ethics, and ideology as relevant considerations in dictating receptivity by teacher candidates and colleagues to diversity. Additionally, the institution's expectations of fulfilling a research agenda prompted tensions in research choices.

Structural

Distinguishing between structural and institutional factors became apparent as participants offered examples of structures, policies, and practices that informed ways diversity discourse was affected within the institutional context. Pincas (2000) distinguishes structural concerns as implemented policies and practices designed to be neutral in intent but potentially have a differential effect, positive or negative. Evident during participant interviews and program and departmental meetings were five structural strands: (a) creating spaces, (b) time, (c) tenure and publishing, (d) mentoring, and (e) title status.

Creating spaces. Seven of the program participants noted the relevance of creating spaces. Chameleon, Ciarra, Erin, Kira, Michelle, Puppet Lady, and Sofia noted the importance of created spaces, forums, and opportunities for sharing and socializing among faculty. These articulated spaces were offered as avenues to develop broader and deeper relationships among colleagues. Examples of such spaces included time allotted at faculty meetings, informal department lunches, research-focused forums, socializing/social events outside of work, Diversity Collective (pseudonym) and its book club, and brown bag lunches focused on critical issues. The aforementioned examples represent activities that took place on the department level, except for the brown bag lunches hosted college-wide. Suggested activities reflected opportunities once afforded during the leadership of a previous departmental chair, such as the collective faculty lunches. As Puppet Lady communicated, a time existed in the Department whereby an unspoken but clearly understood rule was in place that required faculty to convene in the Department's library to eat their lunches together. Puppet Lady conceded the expectation was not always well received; however, in hindsight the communal lunches provided opportunities for faculty to engage with co-workers across programs and increase their familiarity with recognizing and knowing each other. This socializing was conducive to expanding perceptions and appreciation between colleagues beyond work-specific tasks. As an extension of socialization within the Department, Jamie's critique supported a new idea of having crafted opportunities for socialization among faculty outside of the Department as well.

In addition to creating social spaces, other types of spaces specifically focused on cultivating dialog around diversity. Two times a semester, a research forum is offered for graduate students and faculty. Jamie discussed the orchestration of one of the forums

featured a viewing of the movie *Crash*. The content of the movie, which includes a confluence of race relations involving social hierarchies that affect the characters on personal and institutional levels, was used as a prompt for conversation among faculty about diversity and corresponding tensions around difference. Informal conversations with participants who were present during this forum mentioned the pervasive silence or the surface engagement of the presented issues. Another space for dialog, the Diversity Collective, was initially convened by the researcher and maintained by Ciarra. The Collective was a space for Departmental faculty who specifically taught a specified diversity course in their respective programs or a related topic, such as English as a second language or special education. The Collective determined its name and mission and was designed to provide an opportunity to dialog and exchange ideas and resources between diversity instructors as well as be resources for the department faculty as a whole. An outgrowth of the Collective was a book club that met throughout the year and featured books relevant to diversity. Erin and Ciarra acknowledged the Collective as an opportunity to involve faculty more broadly in conversations concerning diversity writ large not exclusively to curriculum development. Faculty meetings were also identified as being inclusive of addressing diversity within the curriculum and as a larger sociopolitical matter regarding teacher preparation.

Unique to the spaces that had already been created and effective at one time or another, Ciarra offered the suggestion that faculty should go through a course to support understanding of diversity and multicultural education. In Ciarra's view, a more intimate connection to the work of diversity and multicultural education would strengthen faculty knowledge and appreciation for the complexities of the field.

Affording structured opportunities for social interaction and dialogs among colleagues was the factor most articulated by participants as affecting the likelihood and the content of discourse surrounding diversity.

Time. Bellraye, Ciarra, Erin, Jamie, Kira, and Puppet Lady provided a range of insights as to how time was a factor in executing personal and professional commitments, expectations, and preferences. As a part-time instructor, Bellraye clearly observed the ways in which her colleagues' time was often absorbed by multiple responsibilities such as teaching, researching, grading, meeting with students, producing articles, and publishing. Bellraye highlighted how she is able to spend a full day observing and supervising candidates in a manner that her colleagues' cannot, based on their commitments. Granted, such responsibilities are indicative of institutional expectations for teaching and research; however, the equitable distribution of responsibilities varies contingent on status (e.g., tenure or non-tenure track) and are negotiated differently based on additional personal life obligations, such as parenting and caregiving responsibilities.

Time, as further defined in the Program and Department appeared to be unbounded in comparison to the corporate business world. I witnessed one faculty meeting wherein the institution stipulated a requirement for the faculty to document their daily work hours as part of reporting effort. An aggressive conversation ensued which in essence posited the ways faculty felt their work was not confined neatly into a 9 a.m. to 5 p.m. paradigm of work but should allow for the fluidity and often after-hours responsibilities of faculty, including but not limited to teaching classes after 5 p.m.

Overall, time was the second most articulated factor by participants. A direct connection between time and diversity discourse and practices rests in the choices

participants used in applying their time and efforts as furthered detailed in the factors of tenure, publishing, perceptions and valuations, and resources.

Tenure and publishing. Ciarra, Jamie, Michelle, Puppet Lady, and William indicated the status of tenure and non-tenure related to the amount of constraints and pressure one is willing to endure to achieve tenure. After sharing a list of activities conducive to fostering dialog among faculty about diversity, Jamie contributed feeling guilty for participating in activities or reading that took her off track from tenure expectations. Jamie confided that, "the tenure-track pressure sometimes gets the best of me, then I have a hard time committing." All but Puppet Lady was on a tenure track, although Puppet Lady was on a tenure track before choosing to re-direct her energies, which in part related to an additional pressure surrounding tenure: publishing.

Michelle, Ciarra, William, Jamie, and Puppet Lady offered several tensions related to publishing in the academy. Ideology, audience, and focus were three aspects of publishing the participants felt added additional considerations given their professional foci. Michelle and William expressed an acute perception that the ideologies they held are not equally accessible to publishing expectations in the top-tier journals of their respective fields. Simply stated, certain perspectives were not welcomed, consequently leading to tensions surrounding what is "easier" to get published and what authentically drives participants to publish. Certain ideas, concepts, and frameworks are considered going against the flow of the mainstream. Cochran-Smith (2004) often speaks of "teaching against the grain" to describe the efforts of social justice-minded teachers who challenge the status quo in teaching and learning. Cochran-Smith's notion can be adapted to describe what the participants might name as "researching against the grain." Michelle provided

several instances confirming the difficulties of securing access to journals based on content that challenges the status quo. Specifically, Michelle stated, “If my tenure is tied to me getting a piece in here [names the top-tiered journal in field], I can start packing now; and that’s the reality.” Michelle followed with examples she perceived as limitations and rejections she had personally experienced with respect to advancing her work in various venues. Given often unacknowledged structural exclusionary practices by journals and their editors, participants nevertheless continued to determine ways to position their work without compromising its salience to their ideological values.

Regarding publishing, William expressed a particular value placed on the production of research for the exclusive audience of fellow researchers within a research community. William further alluded to the fact that research produced for an audience consisting of the community for which one posed and conducted the research is not equally valued or supported. The distinctions in audience had implications for choices made in determining an institution’s sanctioned publications that would more likely garner a more respectable tenure portfolio.

Jamie’s critique of tenure and publishing emerged from her own preferred interdisciplinary focus. In Jamie’s estimation, an interdisciplinary publishing persona was perceived by the institution as not being focused or narrow, therefore leaving an undesirable impression of lack of clarity and direction in one’s research agenda.

Tenure and publishing were factors presented by the participants specifically and alluded to by other faculty in the Department informally and during faculty meetings. Tenure and publishing expectations were a key factor in determining teacher educators’

allocation of time, often at the expense of committing to other interests such as those related to diversity.

Mentoring. Ciarra, Jamie, and Puppet Lady noted the importance of having someone mentor and guide you to or through matters related to diversity. Jamie remarked that her graduate school mentor led her to courses and discussions involving diversity. Ciarra and Puppet Lady extended the need for teacher educators to have mentors who would help them navigate and negotiate their work in general and to facilitate an understanding of the politics surrounding matters of diversity within an institution. Mentoring is identified in the literature as a necessary component of developing researchers and teachers (Irvine, 2003; York-Barr, Sommers, Ghere, & Montie, 2001).

Title status. The titles of the participants (i.e., tenure, non-tenure, student, and so forth) did not differentially affect power relationships within the group; however, Bellraye, Chameleon, and Erin noted adjuncts and part-time instructors as on the fringe or periphery of institutional expectations and demands. Bellraye acknowledged this as an asset because, as a part-time supervisor, she could observe candidates all day when her colleagues could not. Erin discussed the reality that part-time instructors as not core or central with respect to having a dedicated line [is this jargon] but was quick to add the fortuitousness of having dedicated people who were also part-timers.

Participants' titles shaped expectations with respect to participation and focus within the program and institution. Those in the positions with the least expectations were perceived as having greater flexibility and agency over their time and commitments.

Institutional

In addition to individual and structural factors, participants also identified institutional factors influencing diversity and multicultural education discourse and practices. In this case, institutional factors consisted of intentional behaviors, policies, and practices (Pincas, 2000) that contributed to the overall ethos of the institution but were not necessarily structures firmly in place, as designated in the previous section. Institutional considerations included (a) climate and culture, (b) mutual commitment and goals, (c) mutual professional respect, (d) shared collegiality, (e) leadership, (f) perceptions and valuations, (g) resources, and (h) motivation.

Climate and culture. One participant noted the need for the institution to build a culture conducive to its professed outcomes. Participants across all levels communicated various critiques germane to understanding their view of the institution's climate and culture affecting diversity discourse. Issues of climate and culture within the institution consisted of four points: (a) power and powerlessness, (b) salience of the status quo and the persistence of racism, (c) discomfort discussing diversity, and (d) isolation of engaging diversity. Puppet Lady shared the challenges of participating within the College's diversity committee: "We have this document and we have no authority to have it truly implemented, although it's our responsibility to collect data as to what people are doing." Another observation posed by two participants alluded to the salience of the status quo within the "culture of the university." Status quo was represented by the fact that the institution has remained predominantly "White and male," despite whatever efforts have been purported to affect these dominant racial and gendered characteristics. One participant offered that the perception of the institution as being racist was one reason as to why more people of color did not actively pursue employment. Yet another participant

acknowledged but was cautious about noting similar sentiments about the racist characteristic of the institution.

Although not mentioned in tandem with issues of racism within the institution, discussing matters of diversity, in general, with colleagues was deemed "uncomfortable" by Sofia. In fact, Sofia shared that a certain level of discomfort exists when discussing diversity on the level of colleague-to-colleague as opposed to teacher educator-to-teacher candidate. An extension of this discomfort was voiced while I observed diversity discussions within the Department, particularly around equity. Diversity (i.e. issues of equity) should be the purview of the entire Department and not isolated to the Program. Sofia stated:

> Our issues of equity cannot be a specialization of the urban program. It needs to be infused throughout the department. And I think nobody is arguing against it, but there are issues that are uncomfortable to bring up and they need to continually be talked about.

Sofia spoke to the relationship between the Program and the Department with respect to the isolation of discussing equity. Participants across the Program regarded the Program as a core place where the work involving diversity (i.e., urban) occurred. Furthermore, the Department was also viewed as doing more than most with respect to diversity. The College and the University levels were seen by participants as progressively diminishing in their alignment on attending to diversity issues. This perception is noteworthy considering the College's translucent strategic plan dedicated a section to diversity and the transparent University mission statement.

Mutuality and collegiality. Mutuality and collegiality surfaced as specific program factors with applications to the larger culture and climate of the institution. Participants were initially asked about their impressions of the Program socialization and content. An early emergent theme included participants' unsolicited commentary on their colleagues. Subsequent interviews included a request for feedback on the collective of Program teacher educators. Additionally, data from observations, the focus group, and field notes taken at meetings confirmed three impressions regarding participants' feelings about each other as a group: (a) mutual commitment and goals, (b) mutual professional respect, and (c) shared collegiality. A consistent sentiment among Program participants reflected respecting the insights, skills, and opinions of colleagues along with honoring their respective unique characteristics and idiosyncrasies.

Mutual commitment and goals. Participants reported that they felt everyone in the program shared a mutual commitment and goals but differed in achieving the goals. Shared goals included developing competent, prepared teachers and candidates beyond their knowledge of content but also pedagogically in conjunction with agentive dispositions about themselves and their students. The visual images participants drew during the focus group were an additional testament to this sentiment. An additional commitment is their drive to service through the auspices of urban education. Three representative comments supporting their sentiments regarding their commitment and goals included the following: "There is definitely to me a sense of a common purpose, a shared goal as far as preparing the students… my impression is that the people that work in our program are very hardworking and very committed to that ideal;" "I think we have different approaches to getting there, but I think essentially the core group of people share

the same belief system;" and "I think there's a sense of purpose because we may not all agree, but we all know the importance of what we do and that it's impacting, ultimately, children's lives."

Mutual professional respect. Participants expressed professional and mutual respect as characteristic of how they perceived the relationships between themselves.

> Very close-knit group of faculty members … Very open group in terms of being very—being very willing to put their ideas, their beliefs on the table, whether people believe them or not…. a real willingness to question ourselves and question the work that we do. (William)

Respect existed beyond just being associates but partners in their work efforts. Participants reported feeling their colleagues were responsive to their idiosyncrasies without malice. Sofia stated, "I have a strong feeling that we're a team in the urban program and I feel free to talk and to listen to what other people say. We're not all in agreement on everything and I think we have different personal needs and—But I think we all respect that in one another."

More than one participant noted dispositional qualities that afforded mutual respect. Bellraye shared:

> Why I like doing this so much is because I work with, you know, a lot of people that I respect professionally and intellectually. . . I think it's been valuable to work with people that value each other's opinions and are open to looking at what they're doing professionally to make necessary adjustments and changes.

In addition to Bellraye's sentiments, others included being "open minded," "close-knit," and "willing to put ideas and beliefs on the table."

Another indicator of their mutual respect was evident in the amelioration of title status. A participant's status as a part-time instructor, graduate student, tenured, non-tenured, or tenure-track was not an issue that weighted the viability of those contributing to the discourse informing the Program. An additional characteristic of their respect was their capacity to actively listen and share ideas, concerns, and suggestions. During faculty meetings and exemplified in the focus group, participants equitably shared the quantity of their contributions to conversations. The work executed at the focus group also reflected their collective efforts and individual respect of each other. I grouped the participants for an activity. Within the groups, they were given a choice to work as a group or independently. Two groups worked as a group of three, while the team of two worked independently, side-by-side creating their visual art.

Valuing each other's ideas, skills, and concerns were indicative of the ways the participants exemplified their mutual respect. Feelings of being a team and caring mostly about the work of preparation of teachers versus exercising individual ego were also indicated.

Shared collegiality.

> But I feel like—and it might be my bias and my little perception, because I'm proud of them and I feel like they're a closer knit group than other program units that I've seen….[based on] interactions, a sense of how they look out for each other, the camaraderie in a meeting. (Puppet Lady)

Collegiality consisted of participants expressing the nature of their relationships as "good" and "happy." Sofia noted, "In fact, I kind of look forward to our meetings. … I kind of look at the calendar and say, 'Oh, we're meeting this week. It would be good to see everybody again.'"

Collegiality was built around various activities and behaviors expressed by the participants during faculty meetings in particular. Sharing ideas and support in the form of addressing student needs, course content, or personal requests were evident. Humor and laughter were also integral components of their relationships in the hallways of the Department as well as in meetings. It was not unusual for colleagues to share jokes, tease each other, share a humorous personal story, or spend time together outside of their work environment. They were also equally attentive to personal or professional concerns and cared about each other's well-being, beyond their work context, regardless of whether they socialized outside of Program responsibilities.

Having mutual goals, professional respect, and a sense of shared collegiality reflect factors that appeared to support discourse between participants, including discourse specific to diversity and multicultural education. These factors allowed colleagues to be receptive to articulating and entertaining different ideas with each other. It is also possible that their level of comfort suggests that their efforts to integrate transformative aspects of their understanding of diversity could be bolstered. For example, an uneven awareness existed among teacher educators concerning what was actually being taught in other instructors' courses. Sofia commented, "We don't talk that much about what people are doing in individual classes." Specifically, with regard to how her colleagues problematize culture, Michelle stated:

> I don't know, I mean, other than I feel like they all value it [culture]. I don't know if I have a honestly a bigger sense of the net 'cause I've never really team taught with them and, you know, I don't know.

Based on participants' comments, I suspect that the status of the Program is elevated in contrast to other programs because a decided focus on diversity is present. Most participants, particularly those working in other programs within the Department or other facets of the institution, indicated the Department does a better job than the rest of the College when it comes to engaging matters of diversity and multicultural education. Furthermore, the Program is considered the source of the work in urban education, in contrast to other programs within the Department. From participant responses in the Program and Department it is apparent that the focus of the Program is aligned with ideas proposed in the mission and intent of the Department, the College, and in most instances, the University in terms of teacher preparation; consequently the Program's attention to matters of diversity and multicultural education are not necessarily afforded opportunities to be challenged beyond their current implementation.

Leadership. During interviews, participants offered the relevance of leadership in shaping discourse opportunities. Specifically, Chameleon, Ciarra, Jamie, Kira, and Puppet Lady offered leadership as integral to establishing the culture of an environment and as a part of enabling matters of diversity to be discussed. The specific leaders mentioned included the Chair of the department and Erin, the program director. The Chair was described as someone who ensured that issues were addressed mainly by intentionally placing "diversity" on the agenda of faculty meetings through the efforts of the Diversity Collective and supporting book clubs. In the most recent Department strategic plan, the

Chair was also responsible for the inclusion of diversity as an independent strand. Erin's ability, as Program director, to allow for conversation and input from Program faculty was an articulated strength. During the focus group, Erin mentioned one of the conversations she particularly appreciated among faculty was on the subject of defining urban. Erin had actually facilitated the conversation by inviting the faculty to revisit the program's definition of urban in light of the shifting demographics within schools served by the Program and overall program needs.

Leadership is often defined within an administrative hierarchy of an institution but it can also be forged by any member of an institution to posit and move ideas. Babe, during an institutional interview, and Puppet Lady mentioned the role of new hires and junior faculty as possibilities for providing shifts in ideological tides that would consequently affect the overall institutional climate regarding diversity. Leadership is often presented as elemental in affecting institutional ethos (Bolman & Deal, 1991; Deal & Peterson, 1999) and it was no different within this case study.

Perceptions and valuations. Perceptions and valuations are concerned with diversity, the "work" of teacher educators, and individual and institutional tensions resulting from the definitions of what constitutes service, community, and research. Chameleon, Ciarra, Michelle, and William voiced the manner by which diversity is not universally valued as a topic worthy of research, publication, conference presentation, or allocation of time for dialog. Chameleon expressed that Multicultural Education is not perceived as a field of study and people generally possess a cursory or simplistic understanding of its tenets and tensions. Furthermore, simply mentioning the word

diversity prompted people to "engage, retreat, or become apathetic" from the discussion at hand.

Jamie, Puppet Lady, and William conveyed contrasting individual and institutional value applied to service, community, and research-related activities. First, the named participants reported that the institution stated that service is important, however, it is not of similar high status as the research one produces. For example, Puppet Lady discussed the extensive mentoring involved in her program, which takes significant time and effort but mentoring is not valued as an investment of time equally applicable to service as research. In a similar vein, Jamie spoke to the cross-cultural opportunities she provided candidates through planning trips abroad did not garner as much institutional capital as other expected research and service obligations. For William, a tension existed between the University's definition of service and William's service to the community in which he was vested as a researcher and teacher.

William offered another dimension to individual and institutional tensions that factor into the perception and value of what constitutes viable research. According to William, certain research inherently takes more time or is potentially deemed unethical (i.e., quasi-experimental), in particular social science settings, yet pressure to produce timely, experimental-type research is sanctioned and valued through institutional structures and expectations.

A final consideration for perceptions and valuations posits rhetorical institutional encouragement to collaborate with colleagues contradicts what is institutionally valued. Participants indicated experiencing that individual efforts garner more value institutionally. A preference for the individual versus the collective is directly reflected in

the preferred, sanctioned production of an individually authored publication as opposed to a publication with multiple authors.

Resources. Resources were an additional factor posed by Bellraye, Jamie, and William. Resources included staffing and monetary support. Bellraye mentioned the need for appropriate staffing to support the complexity of teacher preparation. Jamie and William shared an awareness of the role of monetary support to enable more focused attention on research and writing towards achieving tenure. In other words, time spent working to secure additional funds to provide for life was done at the expense of time focused on research and writing. Allocations of resources, human and financial, are often strong indices of the importance of designated priorities within an institution and should be considered as factors relevant to driving diversity work.

Motivation. Motivation was an additional factor reflecting participants' perceptions of colleagues' and institutional investment in pursuing work related to diversity and multicultural education. Ciarra, Puppet Lady, and William contributed further understanding to the factor influencing in whose purview the work of diversity takes place and who is motivated to actively engage diversity. One consideration consisted of the dependency on select (labeled) individuals to do the work. A manifestation of this reality was expressed by Ciarra, who was known as the resident diversity expert by nature of her position title. Ciarra perceived her identification as being "labeled." An additional manifestation occurred during a Departmental faculty meeting after a presentation from the Diversity Collective. The ensuing discussion was designed to solicit ways the faculty desired to collectively present themselves when instances involving diversity needed to be addressed. One faculty member expressed decided discomfort in being associated with a

collective response on issues, given the unlikelihood of complete agreement. Several others expressed the importance of having a voice and furthermore, groups like the Collective should continue to function as a conduit between the faculty and relevant diversity issues, in part because the faculty does not have the time to apprise themselves of the issues, hence the collective was convenient and necessary.

Whether or not potential undesired consequences would result, participants claimed that pursuing diversity-related topics did not support one's professional advancement within the institution. In my estimation, an overarching concern of appointing diversity designates deflects individual responsibility away from some and potentially breeds apathy in others to fully engage, commit, and take risks themselves, thereby insulating themselves from possible undesired consequences.

A final issue with individuals' motivation to grow understanding of diversity was the sense that colleagues perceived themselves as already being informed and accomplished in the topic of diversity. As one participant (Ciarra) stated, some people feel they already "get it." Jamie offered a story confirming Ciarra's sentiment involving an exchange with a colleague after a guest speaker, whose work focused on diversity, visited the Department:

> [S]o I told this person that … he [guest speaker] had some insightful comments. And [my colleague] said, "anything different from what we already heard?" And I said, "What do you mean?" And [my colleague] just said, well, I just assumed it'd probably be about the same diversity issues that we know. And I thought, wow…. I just feel like any time you go to

> hear somebody if you can walk away with at least one little new nugget of info it's well worth it.

Organizational and educational literature on climate and culture abounds (e.g., Deal & Peterson, 1999; Haller & Kleine, 2001; Senge, Cambron-McCabe, Lucas, Smith, Dutton, & Kleiner, 2000). Extant organizational development literature is further supported by Irvine's (2003) contention that the "successful implementation of multicultural curriculum should be preceded by systemic climate and cultural change" (p.16).

Overall, the participants communicated individual, structural, and institutional factors comprising an overall institutional ethos characterizing their values, norms, and beliefs and those they experienced within the institution. The factors posed by the participants have the potential to advance, limit, and prevent discourse and practices regarding diversity, depending on how empowered individuals and individuals in power exercise their agency. Zeichner et al. (1998) stress the reality that "academic programs do not operate in isolation" (p. 163) but require attention to their institutional context. Consequently, in order for successful, transformative multicultural education to be actualized, it must be exhibited through institutional commitment in the form of explicit written statements, policies, and procedures in addition to being reflected in its values. Participants articulated factors that confirm institutional shortcomings in actual practice with respect to commitment while also highlighting instances whereby opportunities were provided on the Department and Program levels that valued diversity and multicultural education. Despite the sanctioning of said opportunities, participants were candid in their insistence that the work involved with engaging with and dialoging about diversity in

teaching, research, and service in a deeper substantive way about diversity needed to be pressed. In what ways they personally viewed themselves collectively as meeting these challenges was not as readily forthcoming.

Discussion

The case study employed here was designed to be both particularistic and descriptive (Merriam, 1998). A particularistic case study includes "suggestion[s] to the reader what to do or what not to do in a similar situation, [and] examines a specific instance but illuminates a general problem" (p. 30). Descriptive case studies "illustrate the complexities of a situation" as well as "include as many variables as possible and portray their interaction …" (p. 30). The synergy between particularistic and descriptive case studies allowed the aims of the study to be fully addressed. The presented case was examined through an analysis of interviews, observations, documents, field notes, and a focus group.

The case study presented was intended to illuminate three facets of teacher preparation: teacher educators, diversity, and the institutional context. First, this study elucidated the biographies of teacher educators who are responsible for preparing teachers to teach in the demographic mosaic of public schools. To date, limited research exists on the backgrounds of teacher educators (Cochran-Smith & Zeichner, 2005) and what qualifies them to prepare teachers for diversity. Second, a teacher preparation program curriculum and the pedagogy of its teacher educators were examined to determine the intended and implemented discourse and practices related to diversity and multicultural education. As offered by Valentín (2006), "it is critical that teacher education programs are sensitively examined. This will determine whether programs offer and promote

consistency in the approach and delivery of diversity and diversity issues" (pp. 201–202). Third, situating teacher educators' work within an institutional context was investigated. Such an exploration was meant to acknowledge that the programmatic work of preparing teachers does not occur in isolation but is, in fact, inextricably linked to the department, college, and university in which they operate (Villegas & Lucas, 2002).

Evident in the teacher educators' narratives were shared aspects of their training, backgrounds, experiences, and philosophies. To their credit, all the teacher educators in the study had some level of training with respect to diversity and multicultural education; however, they were unevenly versed in scholars and ideologies specific to the field of multicultural education.

Ambe (2006), Price and Valli (1998), and Valentín (2006) underscore the necessity for teacher educators to possess the knowledge and skills to teach diversity courses. Valentín (2006) state that "having the necessary (academic) tools, models and supporting resources in place—to meet the challenges that we, as a people, are confronted with become paramount in responsibly preparing and facilitating diversity" (p.199). I would argue that determining the level of diversity and multicultural education knowledge and expertise of faculty within a program committed to diversity is likewise critical. In Taylor's (1999) study of faculty perceptions, beliefs, and commitment to teaching diversity in teacher education, faculty demonstrated only a slightly statistically higher degree of multicultural knowledge than their students. If the level of commitment to preparing teachers for various communities of students is taken seriously, sustained mediocrity regarding the multicultural education knowledge-base of teacher educators across all disciplines should be examined and challenged. The challenge rests in how to

develop the level of critical and transformative approaches to diversity and multicultural education throughout the teacher educators' teaching and learning processes (Leistyna, Lavandez, & Nelson, 2004).

It became evident in the participants' training, backgrounds, and experiences that they engaged in a range of endeavors with diversity and multicultural education. It is reasonable to assert that teacher educators' varied personal and professional trajectories would facilitate different levels of comprehension and engagement with diversity terminology and practices. Participants' pivotal stories and overall narratives were unique to themselves; however, a series of common themes connected the nature of their experiences and understanding. With respect to their backgrounds, each teacher educator articulated a distinction between their racialized identities and their ethnic and cultural affiliations. Each also communicated being affirmed. This finding supports what scholars within multicultural education repeatedly pose regarding the importance of delineating race and culture and the significance of affirmation as a means of cultivating critical stances to diversity (Hidalgo, 1999; Hollins, 2008; Howard, 2006; Ladson-Billings; 1995; Nieto & Bode, 2008).

With respect to experiences, all the participants migrated from their initial homes to other local, national, or international communities yielding informative, at times pivotal, moments in their lives with respect to diversity. All but two participants communicated experiencing a dissonant event in their lives related to race, socioeconomic status, or language. Several authors (e.g., Melnick & Zeichner, 1998; Smolen, Coville-Hall, Liang, & MacDonald, 2006; Valentín, 2006) confirm the relevance of such experiences as enabling deeper understandings regarding diversity. As a result of their

reflective capacities, the teacher educators processed their experiences in a manner that influenced their exposure to and interests in various dimensions of diversity.

At a minimum, the participants' base levels of defining diversity and multicultural education exceeded superficial and uncritical tenets. The participants' understanding of diversity and multicultural education was comparable to definitions found in diversity and multicultural education literature. Additional terms (e.g., *critical consciousness, culturally responsive pedagogy*, *equity*, *social justice*, and *urban*) related to and conflated with diversity and multicultural education were also defined by participants in ways reflecting the extant literature. Although the salience of their views and interests was not always communicated through their documents, all the teacher educators pedagogically demonstrated elements responsive to diversity and multicultural education in their teaching. The participants all demonstrated pedagogy corresponding to their defined intentions, particularly as it related to modeling practices designed to be implemented by the teacher candidates. All the participants attended to the classroom as the space for architecting a responsive community and rejecting a deficit view of learners (Sleeter & Grant, 2007). The program emphasized a commitment to developing candidates to be change agents in the sphere of their classrooms as they connect issues of schooling to larger social considerations. Less evident is the anticipated work of teachers outside the sphere of the classroom and school as additional sites to promote equity and social justice, individually or collectively. Leistyna, Lavandez, and Nelson (2004) raise the question of "how can [educators] take [their social justice] projects to combat social injustice outside of schools and into the communities that we live" (p.10)? This question requires further

investigating if teacher education programs position their work as addressing systemic issues in education.

All teacher educators possessed discourse and dispositions supportive of addressing nuances of diversity within their preparation of teachers; however, race, socioeconomic status, and language were the focal dimensions of diversity addressed. This finding reflected Jennings' (2007) results asking program coordinators to rank order the diversity topics emphasized within their elementary teacher education programs. Program coordinators cited race, social class, and language within the top four topics deemed important to teach. Contrary to Jennings' (2007) findings was the Culture course in this study. The Culture course was anomalous in relationship to other program coursework because it focused on multiple dimensions of diversity and multicultural education beyond race, social class, and language, but also included gender, sexual orientation, religion, and (cognitive) ability.

Despite the collective implementation of key, defined terms in multicultural, demonstrated practice and the actual practice within the context of the course proved to be a tension and a challenge to the participants' notions of modeling. Teachers educators' professed to model practices intended for teacher candidates to implement in their respective classrooms. Modeling should not be relegated to the activities implemented in the course but also exemplified in the instructional behavior during the course of teaching. The notion of modeling in teaching is positioned as an important consideration in the development of teachers (Joyce, Weil, & Calhoun, 2009; Loughran & Berry, 2004; Valentín, 2006 Zeichner et al., 1998). Valentín (2006) specifically asks, "are teacher educators modeling culturally responsive teaching through their professional behavior" (p.

200)? Loughran and Berry (2004) discuss forms of explicit and implicit modeling demonstrated by teacher educators and their influence on candidates' teaching. Examining the construct of modeling might be instructive in presenting teacher candidates with a coherent, explicit understanding of the complexity of teaching.

The work of teacher educators and the function of teacher education programs occurs within an institution. Price and Valli (1998) posit the significance of examining the institutional context in which programs are situated (p.114). Findings in this study revealed tangible, salient factors affecting the discourse and practices of faculty regarding diversity. Teacher educators discussed a variety of considerations including their individual attributes, structured opportunities for dialog and development, and characteristics of the institutional ethos that advanced, limited, and prevented deeply sustained, pervasive attention to matters of diversity. Teacher educators noted significant factors in concert with Price and Valli (1998), Irvine (2003), and others who contend that the work of diversity should not be relegated to one person or program but should be supported institutionally through leadership, allocation of substantive resources, purposeful reward and accountability structures, viable training and development, and recursive evaluative processes to further enhance curricular and institutional applications reflecting diversity.

An ideological and pedagogical trend towards establishing a rationale for attending to diversity exists within the Program and institution; however, in response to Zeichner et al.'s (1998) contention of whether or not this Program or institution as a whole is reflective of a multicultural teacher education institution, I find my response to be affirmative but with a caveat. Findings suggest a need for more intricate examination of

what constitutes an institution's permeation of critical attention and observed implementation of diversity and multicultural education tenets. Indices of permeation of multicultural education throughout the Program and institution were not uniformly strong or cohesive.

Implications for Teacher Education

A myriad of implications for teacher education result from this study. For purposes of this paper, I will focus my implications on three areas of teacher education: (a) teacher educators, (b) teacher preparation programs, and (c) teacher education institutions.

Teacher Educators

In order for teacher educators to enhance their understanding and implementation of diversity, findings suggest and research supports the need for faculty to be involved in opportunities that foster self-reflection, meaningful cross-cultural experiences, structured spaces for dialog, sustained professional development, and institutional support in the form of resources, accountability, and accolades. Additionally, crafted experiences with qualified educators should be periodic and purposeful about linking theory and practice.

The challenge with the aforementioned implications is that they require a high degree of trust, willingness, and vulnerability on the part of teacher educators—some of the same expectations we have of teachers—to enhance their development. The ethos of the institution has a direct affect on the likelihood and success of such endeavors.

Recruitment and retention are also viable considerations for teacher educators. The narratives of the participants indicate particular experiences that influence their engagement with matters of diversity. Such instances suggest that recruitment efforts should focus on teacher educators' abilities to be conversant in matters of diversity and

multicultural education. Irvine (2003) further posit the importance of recruiting and maintaining faculty of color. The presence of faculty of color would provide a visible manifestation of diversity within the faculty for the potential benefit of teacher candidates. Additionally, in concert with a representational manifestation, I contend that the nature of the knowledge, skills, and lived experiences that teacher educators bring to their work regarding diversity should be a fundamental consideration.

Teacher Preparation Programs

Several scholars (Hollins & Guzman, 2005; Irvine, 2003) have acknowledged the ways teacher education programs offer diversity or multicultural education courses isolated or adjunct to the other courses. Programs might respond to this critique by making claims of providing programs that infuse or integrate diversity and multicultural education throughout their course content. One challenge resulting from the analysis of this study was grounding an accurate description of the infused diversity implementation across courses. Programs should be explicit regarding the nature and expectation of infusion of diversity content. Key questions framing this implication is determining what is being taught or learned about diversity and multicultural education, if programs remove the diversity paragraph located in faculty syllabi (such as the case in this study) and the specific culture courses from their program of study. How do teacher educators apprise each other of their course diversity content? Within the Program studied, teacher educators rotated sharing the content of the courses they taught during faculty meetings. Although very helpful in informing colleagues, teacher educators might be more precise in sharing their definition of diversity and multicultural education and the frameworks they

communicate to teacher candidates. One participant went so far as to suggest teacher educators experience the Program's diversity course first hand.

Regardless of whether or not teacher educators possess training, backgrounds, or experiences surrounding diversity, explicit conversations regarding definitions of diversity and multicultural education applied within the program and coursework is important for developing a coherent program for teacher candidates.

Teacher education institutions. As determined during the pilot study and reaffirmed in the current study, several institutional considerations remain instrumental in determining the viability of a multicultural teacher education institution.

Terminology. The manner in which the collective constituencies within an institution (i.e., administrators, teacher educators, staff, and candidates) define diversity and multicultural education espoused across all levels of the institution is essential. Variation among constituencies is not necessarily the essential conundrum for an institution, if it is purposeful. Variance of terminology could work in value-added ways for the teacher educators and the teacher candidates they serve. Exposing candidates to a continuum of multicultural education practices can be part of their learning; however, lack of a definitive collective understanding of diversity and multicultural education espoused by the teacher educators potentially undermines the overall intent of the program or institution. For example, varied or ambiguous definitions affect the messages received by teacher candidates within a program and further affect institutional consistency with respect to criteria for assessing implementation of diversity pedagogy.

Accountability.

> I'm never asked, or called to task, on whether I've done a good job including global issues in my courses. I'm never asked if I pay attention to the issues of diversity in my syllabus, in my course. I'm asked what my evaluation scores are and if the students are happy…I think people are applauded if they obviously do something innovative or they do something profound in their teaching, especially around issues of diversity…but I don't think they're held accountable if they don't. (Abuela)

While advocating for increased diverse representation of historically underrepresented groups is necessary, an equally important endeavor involves determining the pedagogical proficiencies of teacher educators and their students with respect to diversity and multicultural education. Ambiguity of terms can contribute to the production of non-progressive qualitative or quantitative assessments of teacher educators and their students, if diversity and multicultural education constructs are not thoughtfully operationalized.

Institutions should have tangible measures to assess the growth and development of faculty knowledge, disposition, and skills as they implement culturally relevant pedagogical practices, particularly if the same expectations are anticipated for the institution's graduates. Therefore, there should be more systematic evaluation of the faculty who prepare teachers and the institutional environments in which they work. For example, evaluations of teacher educators across all programs and courses might include opportunities for students to reflect on how their coursework reflected the institutional mission's position on diversity. Conversations with Chairs might enfold questions regarding expectations and feedback regarding matters of diversity. In addition to

teaching, research conducted by the faculty should be consistent with the established mission regarding diversity. Issues related to accountability and assessment should ascertain the explicit and implicit norms by targeting responses to the following key questions: What counts and what is counted? What is deemed of value within the institution rhetorically, and is value applied structurally (Irvine, 2003)?

Sustainability. Individuals, isolated programs, and segregated initiatives contribute to the purview that diversity is not a sanctioned undertaking of an entire institution. Teacher educators must be competent in and held accountable for providing the articulated research and teaching expected of an institution whose mission invites exploration of diversity issues. To that end, sustained professional development and institutionalized opportunities should be provided in order to continually build the knowledge and experiences of teacher educators regarding diversity and multicultural education, especially transformative orientations (Cochran-Smith, 2004; Irvine, 2003; Vavrus, 2002.

Intentionality. Mission statements, as well as program and course descriptions, are documents that are available for viewing by prospective students and employees. Therefore, an institution has an obligation to fulfill its articulated, intended purpose. To discount institutional initiatives on diversity as superfluous rhetoric does not absolve an institution's responsibility to its expressed, written intentions. Developing institutional capacities to support a mission inclusive of diversity and multicultural education issues should be done individually and collectively by administration, faculty, staff, and students. The communities within institutions should be obligated to achieve the highest potential of their intentions. Such communities should be linked directly to axes of power within the institution in order to ensure progress that does not sustain an inequitable status quo.

The aforementioned implications for teacher education are neither static nor compartmentalized; they are dynamic and cumulative within and across teacher educators, teacher education programs, and teacher education institutions. If teacher educators and their institutions intend to competently prepare teachers to engage and educate in diverse, multicultural settings and believe that their intentions are being implemented, findings of this study reveal that an instructive analysis of the intended and implemented diversity content of a teacher education institution is necessary to validate rhetorical claims. Consequently, I assert three ways multicultural education permeation might be understood.

First, programs and institutions that rely on individual portions to account for the whole institution potentially qualify as comprehensively attending to diversity and multicultural education; however, efforts are still isolated and stilted. Second, programs and institutions, such as the case in this study, can move away from isolated approaches and towards efforts to present a more coherent reflection of multicultural education. Third, beyond being coherent, programs and institutions could reflect efforts to be fully integrated in their discourse and implementation, thereby maximizing permeation of diversity and multicultural education. As such, all areas of Zeichner et al.'s (1998) design principles would be met equally well. I contend that teacher education institutions might produce a more accurate understanding of their attentiveness to diversity by critiquing their level of permeation in more systematic and comprehensive ways, such as those offered in this study.

Implications of this study involve policies and practices which affect the institutional, curricular, and teacher educator domains of teacher preparation. Vavrus

(2002) echoes many scholars by stating that, "given increasing cultural diversity in public schools and society and gnawing inequities […] teachers should be prepared to make professional decisions about how best to meet the educational needs of all students" (p. 125). Tending to various dimensions of diversity in school settings is complex and possible (Darling-Hammond, 2000a; Kumashiro, 2004; Nieto, 1999; Sleeter, 2005). Given the various characteristics of diversity present in public schools, teacher educators responsible for preparing teachers to teach diverse student populations should possess transformative training and knowledge regarding diversity and multicultural education. In turn, teachers will be more aptly prepared to positively affect the academic and life outcomes of their students.

Areas for Further Research

Based on Zeichner et al.'s (1998) design principles, teacher education consists of activities on three levels: institutional and programmatic, personnel, and curriculum and instruction. The institutional and curricular intent was examined in this study through relevant documents. While several worthwhile research trajectories are available to pursue, the following two areas of further research are supported by Cochran-Smith and Zeichner's (2005) research as identified lines of inquiry needed in teacher education.

First, a deeper understanding of the personal and professional backgrounds of the teacher educators is relevant to drawing further insights into the preparation of teachers for diverse populations (Ladson-Billings, 2005). I propose to continue to mine the current data to further explicate the relationship between teacher educators' narratives and their implemented pedagogies.

Second, building on the examination of the intended and implemented curriculum, the received curriculum, as experienced by the candidates in a teacher preparation program, is also important (Cornbleth, 1984). According to Cochran-Smith & Zeichner (2005), longitudinal studies of graduates of teacher preparation programs are limited. Securing the perspective of teacher education program graduates, including their perceptions of what teacher educators model, would augment the current understanding of the effects of teacher preparation programs in P–12 classrooms.

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Appendixes

Appendix A
Framework and Guiding Principles*

A. Institutional and Programmatic Principles

1. The mission, policies, and procedures of the institution reflect the values of diversity and multicultural education.
2. The institution is committed to multicultural teacher education.
3. The teacher education program is a living example of multicultural education.

B. Personnel Principles

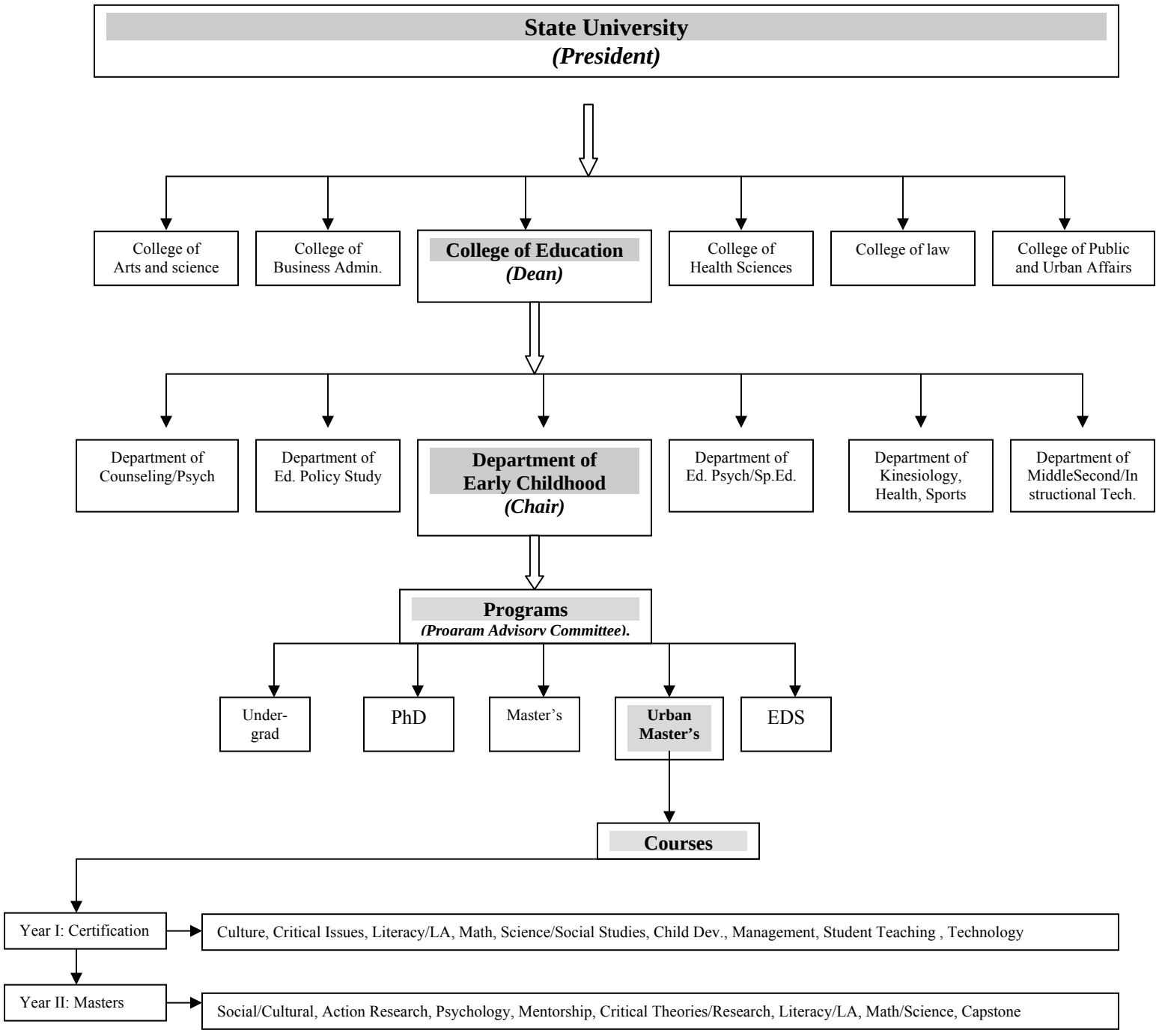
4. Admissions requirements to teacher education programs include multicultural as well as academic criteria.
5. Faculty, staff, and supervisors are committed to and competent in multicultural teacher education.

C. Curriculum and Instruction Principles

6. Multicultural perspectives permeate the entire teacher education curriculum, including general education courses and those in academic subject matter areas.
7. The program fosters the understanding that teaching and learning occur in socio-political contexts that are not neutral but are based on relations of power and privilege.
8. The program is based on the assumption that all students in elementary and secondary schools bring knowledge, skills, and experiences that should be used as resources in teaching and learning, and that high expectations for learning are held for all students.
9. The program teaches prospective teachers how to learn about students, families, and communities, and how to use knowledge of culturally diverse students' backgrounds in planning, delivering, and evaluating instruction.
10. The program helps prospective teachers reexamine their own and others' multiple and interrelated identities.
11. The program provides carefully planned and varied field experiences that explore sociocultural diversity in schools and communities.
12. The program helps prospective teachers develop the commitment to be change agents who work to promote greater equity and social justice in schooling and society.
13. The program teaches prospective teachers how to change power and privilege in multicultural classrooms.
14. The program draws upon and validates multiple types and sources of knowledge.

* Zeichner, K. M., Grant, C., Gay, G., Gillette, M., Valli, L., & Villegas, A.M. (1998). A research informed vision of good practice in multicultural teacher education: Design principles. *Theory into practice, 37*(2), 163-171.

Appendix B
Organizational Chart for
University, Colleges, Departments, and Programs

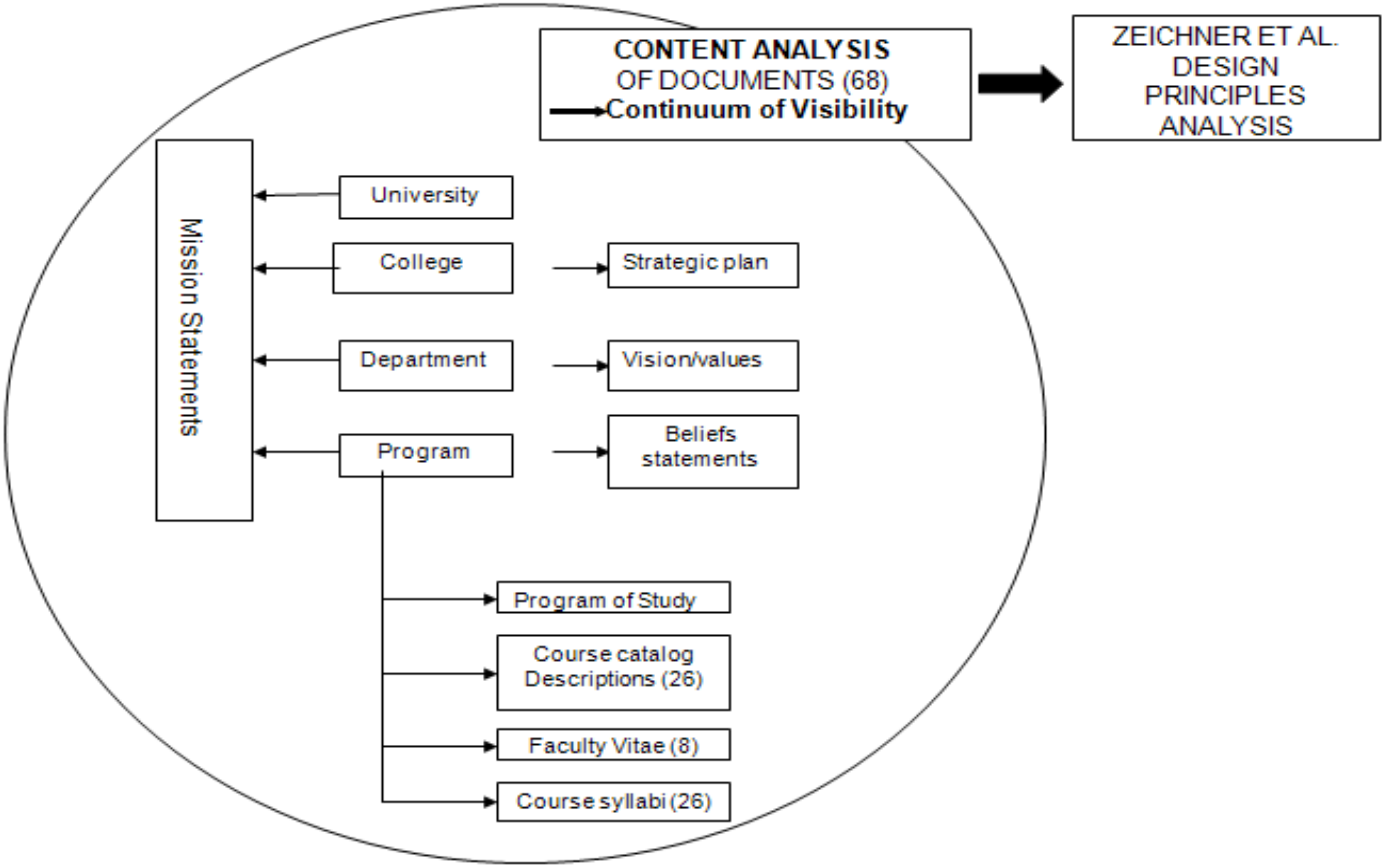


Appendix C
Document Catalog

Document Type **(how many of document type)**	**Total**	**Retrieved from**	**Unit of analysis**
Mission Statements	4 (4pgs.)	Respective institutional Web sites	Entire mission statement
University (1) College (1) Department (1) Program (1)			
Strategic Plan	1	College Web site/Goggle search	Entire strategic plan (Goals)
College (1)	(8pgs.)		
Vision/Values	2	Department Web site	Vision and values combined
Department (1/1)			
Beliefs	1	Program Web site	Entire list of beliefs
Program (1)			
Program of Study for Year I and II	1 (1pg.)	Online Graduate Student University Catalog	Entire overview/listing of courses
Course Catalog Descriptions (Years I and II of program of study) (excluding out of dept. IT and core (4entries).)	26 entries	Online Graduate Student University Catalog	Each course description
Syllabi		Department shared electronic storage drive	Each syllabus
Year I	16/16total		
Maymester/ Summer 05 (culture I, classroom management, literacy foundations, mathematics foundations, *technology)	5/5 (37pgs.)	Department shared electronic storage drive	
Fall 05 (Culture II, Critical Issues I, *Reading and LA I, Math I, Child Development, Student Teaching I) (excluding LA)	6/6 (50pgs.)	Department shared electronic storage drive	
Spring 06 Critical Issues II, Reading and LA II, Science/SS, Student Teaching II)	5/5 (40 pgs.)	Department shared electronic storage drive	

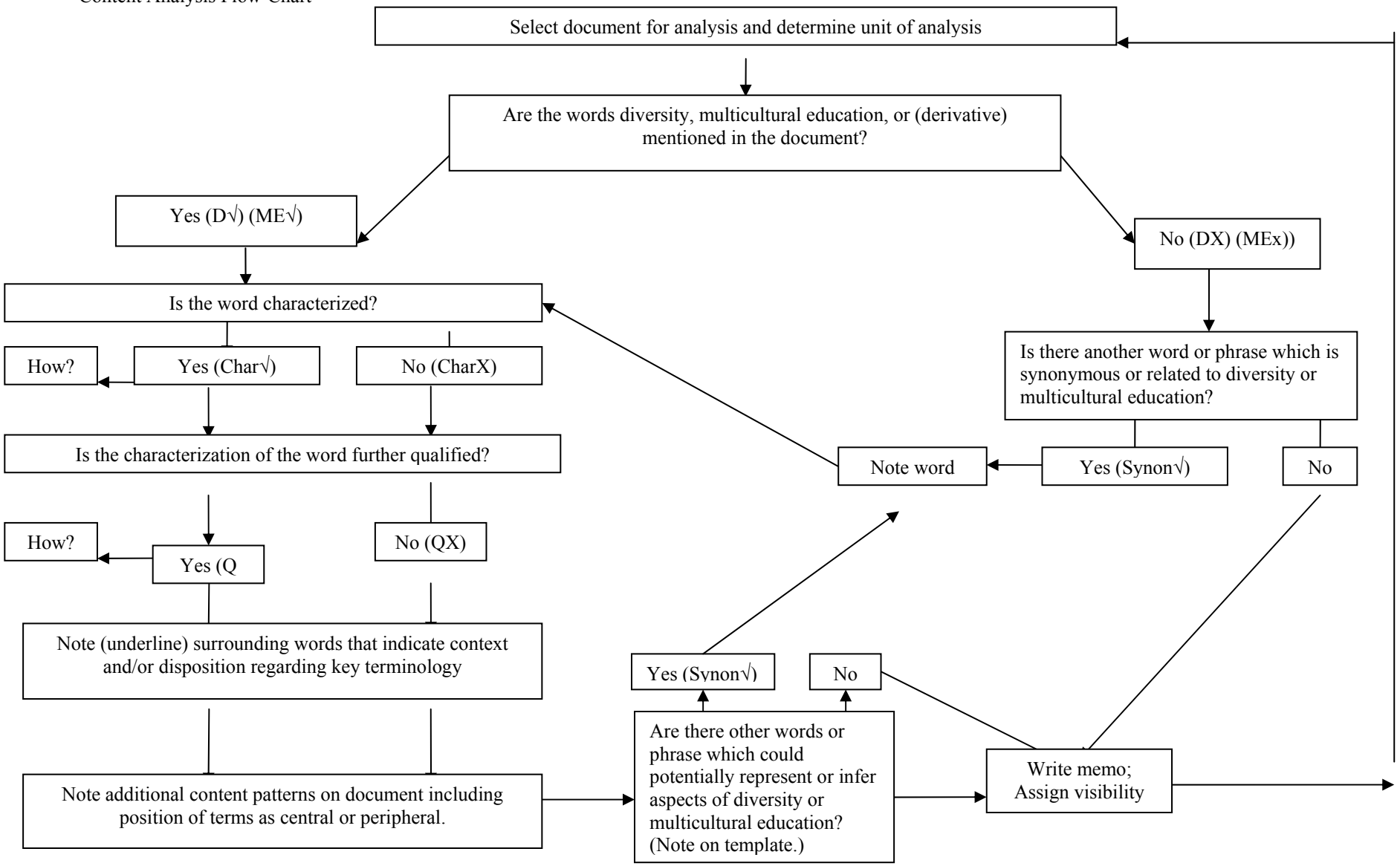
Year II	10/10 total (47pgs.)		
Summer 06 (core) (*Psychology of Learning, *Social and Cultural Foundations, Action Research)	3/3	Requested from staff members within the respective departments. Forwarded to researcher electronically.	
Fall 06 (Curriculum Integration I, Mentorship I, Critical Theories I)	3/3	Department shared electronic storage drive except for Mentorship (via hand from instructor)	
Spring 07 (Curriculum Integration II, Mentorship II, Critical Theories II)	3/3	Department shared electronic storage drive except for Mentorship (via hand from instructor)	
Maymester/ Summer 07 (*Capstone)	1/1 (9pp.)	Department shared electronic storage drive	
Program Faculty Vitae (includes FT and PTI)	8/8 (62pgs.)	Department shared electronic drive; one hand delivered via faculty member.	Each faculty member's vitae
Year I	4	Department shared electronic drive; one hand delivered via faculty member.	
Year II	4 (overlapping faculty)		
2005 Program Reports	1	Department shared electronic drive	
APACE: Academic Program Review Self Study	1 (97pgs.)	Department shared electronic drive	NA
Totals	68 documents 287 pages		

Appendix D
Empirical Research Study Design



Appendix E

Content Analysis Flow Chart



Appendix F
Framework and Guiding Principles Evidence and Document Sources

A. Institutional and Programmatic Principles

1. The mission, policies, and procedures of the institution reflect the values of diversity and multicultural education.
2. The institution is committed to multicultural teacher education.
3. The teacher education program is a living example of multicultural education.

Zeichner et al. select examples of evidence:

- Commitment is explicitly spelled out in mission statement
- Policies/Procedures: recruitment, support, retention of faculty, staff, and students of color, multicultural core curriculum, service to diverse community, and multicultural experiences for students and teacher educators.
- All faculty should view multicultural education as part of their mission.
- Courses focus on more than just cognitive content.

Representative Documents:
University, college, department, program mission statements; Strategic plan; Program of Study; Course Catalog Descriptions; Vitae; Syllabi; Self-study Reports

B. Personnel Principles

4. Admissions requirements to teacher education programs include multicultural as well as academic criteria.
5. Faculty, staff, and supervisors are committed to and competent in multicultural teacher education.

Zeichner et al. select examples of evidence:

- High academic standards, cultural sensitivity, and intercultural competence are supported by personnel.
- All faculty, staff, and supervisors should hold an ideological orientation that values multicultural principles and be willing to engage in the ongoing study of multicultural education and its relationship to discipline-specific knowledge and classroom practice.
- Training, regular participation in professional development opportunities related to multicultural education;
- Research and writing that addresses and/or includes multicultural education;

Representative Documents:
Strategic plan; Vitae; Syllabi ; Recrutement brochure; Admissions interview protocol

C. Curriculum and Instruction Principles

6. Multicultural perspectives permeate the entire teacher education curriculum, including general education courses and those in academic subject matter areas.
7. The program fosters the understanding that teaching and learning occur in socio-political contexts that are not neutral but are based on relations of power and privilege.
8. The program is based on the assumption that all students in elementary and secondary schools bring knowledge, skills, and experiences that should be used as resources in teaching and learning, and that high expectations for learning are held for all students.
9. The program teaches prospective teachers how to learn about students, families, and communities, and how to use knowledge of culturally diverse students' backgrounds in planning, delivering, and evaluating instruction.
10. The program helps prospective teachers reexamine their own and others' multiple and interrelated identities.
11. The program provides carefully planned and varied field experiences that explore sociocultural diversity in schools and communities.
12. The program helps prospective teachers develop the commitment to be change agents who work to promote greater equity and social justice in schooling and society.
13. The program teaches prospective teachers how to change power and privilege in multicultural classrooms.
14. The program draws upon and validates multiple types and sources of knowledge.

Zeichner et al. select examples of evidence:

- Exploration of academic disciplines from a variety of cultural perspectives.
- The themes related to culture, instruction, learning and equity appear in all of the different program components and a coherent philosophy of multicultural education is presented to students.
- Does not possess a “deficit” view or “blame the victim” orientation
- The presence of assumed equality between and among groups as it relates to opportunities and allotment of power
- Invites definitions of culturally responsive teachers:
- Opportunities are provided to students to understand themselves (life histories, autobiographies, narratives, cultural immersion experiences)
- Opportunities are provided to students to understand others (histories, contributions, and current statuses of racial, ethnic, and cultural groups within society) Emphasis is on the variability between and among groups

Representative Documents
Syllabi (Assignments); Vitae; Program Manuals

Appendix G
Pilot Study Findings

	Opaque	Translucent	Transparent
Research Questions 1 and 2			
Institutional and Programmatic			
University mission statement			X
College mission statement	X		
College strategic plan		X	
Department mission statement			X
Department vision/values		X	
Program mission statement		X	
Program beliefs statements		X	
Subtotal documents: 7	**1**	**4**	**2**
Research Question 2			
Curriculum			
Program of study			X
Program course catalog descriptions*			X
Program course syllabi-			
Literacy	X		
Reading and Language Arts	X		
Management	X		
Math Foundations	X		
Math Methods I	X		
Math Methods II	X		
Critical Issues I	X		
Student Teaching I	X		
Science and Math	X		
Action Research	X		
Student Teaching II		X	
Reading and Language Arts II		X	
Critical Issues II		X	
Technology		X	
Literacy and Social Studies		X	
Psychology		X	
Mentorship I		X	
Mentorship II		X	
Culture I			X
Culture II			X
Child Development			X
Science and Social Studies			X
Critical Theories and Research I			X
Critical Theories and Research II			X
Social and Cultural Foundations			X
Capstone			X
Subtotal documents: 28	**10**	**8**	**10**

	Opaque	Translucent	Transparent
Research Question 3			
Personnel			
Vitae-			
MichelleSHIP	X		
Professor L	X		
Professor CMM	X		
Michelle		X	
Professor SSBSE		X	
Professor S			X
Professor SSSR			X
Professor CCCS			X
Subtotal documents: 8	**3**	**2**	**3**
Grand total documents: 68	**14**	**14**	**15***

*The entire set of 26 individual course catalog descriptions were analyzed and then collectively assigned a category on the continuum. Therefore, the entire set of descriptions was assessed as *one* unit. Aside from the course catalog descriptions and department vision and values statements, all other documents were their own unit of analysis.

Appendix H
Institutional Interview Protocol

Researcher information

Pseudonym_____ Code_____

Interview information

Date _____ Time _____ Place_____

In-person ____ Email ____ Phone ____ Other _____

Interviewer _____

Part I

___Share purpose of the interview.
___Secure written consent with signature on Institutional Review Board (IRB) consent form.

Participant's background Information

- Name
- Name of preference
- Current Title/Position (s)
- Year(s) at the university
- Year(s) within the department
- Position(s) held
- Status (part-time, fulltime, adjunct, tenure, tenure track)

Part II
About the document(s)

Context and construction

- What was your exact role and involvement in the production of the document?
- Under what circumstances did this document become created? Whose initiative was it to forward the creation of this document?
- What were the main issues this document was drafted to attend to?
- What is the document's primary purpose?
- What purpose does the document serve today personally/professionally within the college? University? Department? Program?
- Describe the process undertaken in the formation of this document? (Who, what, when, where, how, and why)
- How long did it take?
- How many versions were drafted before the final?

- What were the distinctions, if any, between the drafts and the final? When was it fully accepted to be shared and disseminated? When and how was the final version agreed upon?
- How was this document distributed to the constituents?

Content

- I need some clarification on particular terms and phrases used in the document. To the best of your understanding, what does _____(word, term, phrase) mean to you? Is this the same meaning it is intended to have today?
- Could you provide an example to help with clarification?

Part III

- Is there anything I missed that you felt I should have asked relevant to this study or specific document?
- Is there anything you would like to revisit which you discussed so far?

Part IV

___ Re-iterate gratitude for participation in study.
___ Offer reminder of confidentiality.

- If I have further questions or points in need of clarification, would you be willing to do a follow-up interview? What is the best way to contact you? (phone, email, other)

Appendix I
Program Interview Protocol

Researcher information

Pseudonym_____ Code_____

Interview information

Date _____ Time _____ Place_____

In-person ____ Email ____ Phone ____ Other _____

Interviewer _____

Part I

___Share purpose of the interview.
___Secure written consent with signature on Institutional Review Board (IRB) consent form.

Participant's background Information

- Name
- Name of preference
- Current Title/Position (s)
- Year(s) at the university
- Year(s) within the department
- Position(s) held
- Status (part-time, fulltime, adjunct, tenure, tenure track)
- What courses do you teach? Place in order the courses you have taught the most to least.

Part II
About the document(s)

Context and construction

- Experience/Behavior:
    - How do you go about planning for your course? If I were to shadow your process, what would I be seeing, hearing, or doing?
    - Describe your process for preparing a course (new, previously taught by you, previously taught by someone else.)
- Do different courses elicit a different process for you?
- If you co-teach a course, describe the process of constructing the course.
- What were the main issues this document was drafted to attend to?
- What is the document's primary purpose?

- What were the distinctions, if any, between the drafts and the final? When was it fully accepted to be shared and disseminated? When and how was the final version agreed upon?
- How was this document distributed to the constituents?
- What role do the students play in constructing your course(s)?

Content

- I need some clarification on particular terms and phrases used in the document. To the best of your understanding, what does _____(word, term, phrase) mean to you? Is this the same meaning it is intended to have today?
- Could you provide an example to help with clarification?

Background, Experiences

- Describe your teaching style and philosophy
- Based on what you know about diversity, multicultural education, urban education whose work(s) does your research, teaching, and service favor?
- What training have you had regarding diversity?
- How have you developed your knowledge base with respect to issues of diversity and ME?

- What led you to your work/teaching/research in education? Urban education?

- Are you familiar with the university, college, department, and program's mission statements? If not, what do you know specifically what is your sense of what they are/might be?

Identity

- Feeling: Is their anything about your identity (characteristics of) that you feel is important for me to consider in this research?

Knowledge questions

- How is _____ defined for your course?
- What is your definition of diversity, ME, urban education?
- Do you feel that your colleagues would define these terms similarly?
- What are some of your key objectives for your course (explicit and implicit)?
- What types of assignments do you have students do?

- How does your course tie into the overall mission of the program?

- Who in the literature has had the most/least influence on your understanding of your content area? Diversity? Multicultural education?

- Describe the literature pieces that you feel anchor your course and why? (The author, the content, how you came to know of this resource)

- Describe the assignments that you feel anchor your course and why? (The nature of and description.)

Opinion/Value questions

- On a scale of 1(least/not at all) to 12 (most/expert) rate your understanding of diversity and ME, in general; specific to your content area; …rate self as a CRP
- How do you feel your background influences your perspectives on [diversity], if at all?
- Do you feel the [university, college, department, program] is responsive to issues of diversity? How do you think [said institutional level] defines diversity, ME?
- How has the institution [university, college, department, program] addressed issues of diversity?
- Are there things in your pedagogy (or research) that you would like to do but have not? If so, what? Why not?
- [draft a brief scenario—white teachers, diverse schools, variety of disconnects ex. university-school; diversity-everything else; etc. How might you explain why the "diversity disconnect" exists? Does our program address this? How? Suggestions for improvement.

Feeling question

- How do you feel about student responses to your course(s) so far?

Part III

- Is there anything I missed that you felt I should have asked relevant to this study or specific document?
- Is there anything you would like to revisit which you discussed so far?
- What additional questions would you suggest I include to better refine and inform my study?
- Is there a question you were expecting me to ask that I did not?

Part IV

___ Re-iterate gratitude for participation in study.
___ Offer reminder of confidentiality.
___ Establish pseudonym (with rationale).

- If I have further questions or points in need of clarification, would you be willing to do a follow-up interview? What is the best way to contact you? (phone, email, other)

Appendix J
Data Collection and Analysis Sequence

- **Observation I**

The first observation will focus on the form and structure of the class, the overall nature of the discourse on the featured topic(s) as it relates to the course and program goals. [Open ended coding.]

- **Interview I**

The first interview will be semi-structured questions directed at determining the processes instructors use to develop their syllabi and course content. An understanding of key terms used throughout the program and institution will also be addressed. [Open ended coding.]

- **Interview II**

The second interview will be conducted after all faculty members in the program have been interviewed and observed once. Questions will be specifically generated for the participant based on the initial analysis of the interview, observation, and institutional data gathered to this point in the research. [A priori coding based on instructors intentions and Zeichner et al.]

- **Observation II**

The second observation will build on the first by focusing on activities and the explicit and implicit interactions of the instructor based on their intended curriculum. [A prior coding based on instructor's intentions and Zeichner et al.]

- **Focus Group**

A focus group will be convened to discuss preliminary findings with the participants. The presentation will allow participants to confirm, challenge, and extend information emerging in the data analysis. Focus group data will represent a public member check (validity) and be compared to private one-on-one interviews with the participants. [Analysis of discourse based on diversity and multicultural education typology and Program intentions.]

- **Observation III**

The third observation will build on the second by continuing to account for the instructor's intended curriculum and the ensuing course discourse and activities. [A priori coding based on previous analysis.]

- **Interview III**

The third interview will incorporate additional clarification or information participants wish to share or the researcher requests. The third interview serves as a follow-up and a second reliability check, if needed. [Confirm previous analysis.]

Appendix K
Observation Form

Researcher information

Pseudonym_____ Code_____

Observation information

Date _____ Day: mon tues weds thurs fri sat sun
Time observed _____ Total length of observation time _____
Place_____

Nature of observation (i.e., K-12 classroom/field experience, higher ed classroom, meeting, etc.; *note course title and time of total class session)

Number observation for this setting 1 2 3 4 5
Total number of observations for entire case to date _____
Observer _____
Level of participation from low to high (Spradley, 1980)
__non participant __ passive/spectator __moderate __active __complete

Objective of observation:

Key: ? **(question)** <> **(observer comment)** "" **(quote)** Ss **(student(s))** Ts **(teacher(s))** Vs **(visitor (s))** [ ] **(action)** // **(parallel activity)** ↑↓ **increase/decrease**
OTHER: # **(number)** $ **(money)** = **(equal(ity))** X**(location of instructor)**
♪♫**(music/singing)** **other available symbols:** ( ) + % ÷ ∫

Additional Information:
Observation was ____ not taped ____videotaped ____audio taped
Total number of tapes 1 2 3 4 5

Observation I: form and structure of the class [draw classroom]; discourse on the featured topic(s) (as it relates to the course and program goals).
Observation II: builds on the first by focusing on activities and the explicit and implicit interactions of the instructor based on their intended curriculum.
Observation III: builds on the second by continuing to account for the instructor's intended curriculum and the ensuing course discourse and activities.

Next page:

Page ____ Course/Participant con't _____ Observer _____

Appendix L
Video Observation Form

Name (of observed)**:**					
Brief description of observation: **Researcher participation:** (noted level of participation during class based on Spradley (1980))					
Participant's Professed Pedagogy	**Y(es)**	**N(o)**	**? (Unsure)**	**Evidence** (Note corresponding discourse/action supportive of participant's professed pedagogy)	**Researcher Comments** re. nature of diversity-multicultural implementation; program coherence; institutional alignment
1.					
2.					
3.					
4.					
5.					

Video viewing notes
(selective scripting of discourse typed while reviewing videotape of course observations)
Post video view Memo
(immediate post viewing course video memo regarding overall impressions of course content, discourse, connections, contemplations.)
Revisiting observation notes memo
(Reviewed original hardcopy observation notes to video viewing notes to compare content and indicated substantive exclusions from the video viewing notes)

Post observation journaling notes
(typed post observation notes/memos made on original hardcopy observation)

Observer comments
(typed observer comments made on original hardcopy observation)

Appendix M
Focus Group Protocol

Title
Speaking Truth to Intentions: Examining the intended and implemented curriculum of a teacher preparation program
An Interactive Focus Group Presentation by
Vera L Stenhouse
[built from Faculty Meeting syllabi critique shared Jan. 19, 2007]

In preparation
April 4, 2008
@Program Meeting
- Verify the time and the place
- Solicit desired food and beverages
- Request identity sheets by completed

April 7, 2008
10:00am-12:00pm

Materials
- PowerPoint
- Chart paper and markers
- Food (to be delivered at 11:30am)
- Drinks (tea, lemonade, diet coke, juice)
- Construction paper, pens/pencils, markers
- Camera- and tapes
- Handouts (Page for notes, Definitions, Zeichner et al. framework, Content analysis flow chart, Findings, Tables 2, 4, 5, Prompts, "Check all that apply" sheet)
- Envelope for identity sheets

Goals
1. To determine the knowledge, skills, and dispositions requisite of teacher educators to prepare teachers to teacher culturally and linguistically diverse students.
2. To solicit factors that contribute to the "diversity disconnect."
3. To share the process by which I examined the documents and the subsequent analysis of interviews and observations.
4. To share initial findings

-Collect identity sheets: Stress that only information you are completely comfortable with me knowing and sharing in the study should be indicated on the sheet. Feel free to indicate any qualifying information you feel it would be helpful for me to know regarding your information.

Overview

I intend to share some of my work from my empirical study that focused on a content analysis of documents.

I will present several scenarios and questions about the program, teacher education, and your pedagogy.

The scenarios are intended to prompt discussion in a way that I hope is meaningful to you as individuals and a program while also providing needed data about teacher educators and programs.

Some of you have received your specific findings during your interview. Two of you have document analyses pending and you will have a chance to review the analysis.

Focus Group Prompt I

The teacher education/preparation literature is growing in production regarding determining the knowledge, skills, and dispositions proposed for teachers/teacher candidates to be positive successful educators with their students. Researchers have also specifically examined diversity and multicultural education courses to determine course effectiveness in developing preservice teachers' knowledge, dispositions, and skills as they are prepared to meet the needs of students with various cultural, ethnic, racial, gender, linguistic, socioeconomic, physical, learning, religious, regional backgrounds.

Teacher educators are responsible for the preparation and implementation of courses and accountable for the development of pre- and in-service teachers. Given the intentions of a teacher education program to prepare teacher candidates for a growing cultural, economic, and linguistic mosaic of students in schools, what knowledge, skills, and dispositions do you think teacher educators should poses in order to be effective teachers of their content and simultaneously what capacities enable them to teach about matters of diversity in their content area?

Focus Group Prompt II

The changing demographics and the diversity of the student populations comprise the most difficult challenges faced by both teacher education programs and teacher educators. In response, several teacher education programs identify diversity (urban, social justice, multicultural education, culturally responsive education) as a core part of their respective missions. In addition to teacher education programs, organizations and accreditation agencies have identified diversity as a necessary element within teacher preparation. However, researchers suggest that although diversity goals appear in mission and beliefs statements, Hollins and Guzman (2005) report, "issues of diversity have generally been separated from the rest of teacher education. Often diversity has been addressed in…diversity or multicultural courses (Zeichner & Hoeft, 1996; Ladson-Billings, 1995) while the rest of the teacher education curriculum has remained unchanged (Gollnick, 1992; Villegas & Lucas, 2002)" (p. 480). This body of research

often exposes a disconnection between diversity/culture content and its infusion in other subject matter disciplines.

First, in your estimation, what accounts for the professed disconnect in teacher preparation programs of study regarding the continuity of matters of diversity?
Second, what, if anything, have the faculty done (personally or professionally) to ensure that diversity issues transcend coursework?
Third, how do you know that "diversity" is being addressed throughout the program of study?

Focus Group Prompt III
Previous candidates have articulated that the program and/or professors do not demonstrate culturally responsive pedagogy. What do you make of this perception? What do you think candidates mean when they offer this critique? How do you feel you are responsive to candidates' backgrounds, experiences, and life circumstances in your teaching? To what degree to candidates inform your teaching and course content?

Task
Provide a visual representation of the program. If you had to communicate who you are as a teacher educator within the context of the program's beliefs, what image would you craft?

- Ciarra, Erin, Cha
- William, Kira, Bellraye
- Prof. M, Sofia

Appendix N
Demographic Identity Data Form

Pseudonym/initials _____ Date _____

In order to craft a demographic composite of who you are, fill-in the information that you feel is relevant to who you are and that can be included as part of the information on teacher educators in my study. Please report only what you are comfortable sharing at this time. Please feel free to include additional aspects of your identity not listed below in the open space provided at the end.

Racial identity (ies)
Ethnic background(s) and/or Nationality
Language (s) you speak
Language (s) you understand
Sexual identity/orientation
Sex/Gender
Growing up how might you describe your socio-economic status? How does that compare currently? (e.g., financial resources were severely limited, moderately limited, or mostly limitless).
Growing up:
Currently:
Religious affiliation/Spiritual orientation
Growing up:
Currently:
Unique ability challenges (e.g., learning, physical)
Health
Geographic location (intentionally open-ended)
Age (provide exact number or range)
Have taught (mark all that apply)

P K 1 2 3 4 5 6 7 8 9 10 11 12 college Master's Ed.S. Ed.D. Ph.D.

Have worked with students on the following grade levels (mark all that apply)

P K 1 2 3 4 5 6 7 8 9 10 11 12 college Master's Ed.S. Ed.D. Ph.D.

Have taught in urban schools (mark all that apply)

P K 1 2 3 4 5 6 7 8 9 10 11 12 college Master's Ed.S. Ed.D. Ph.D.

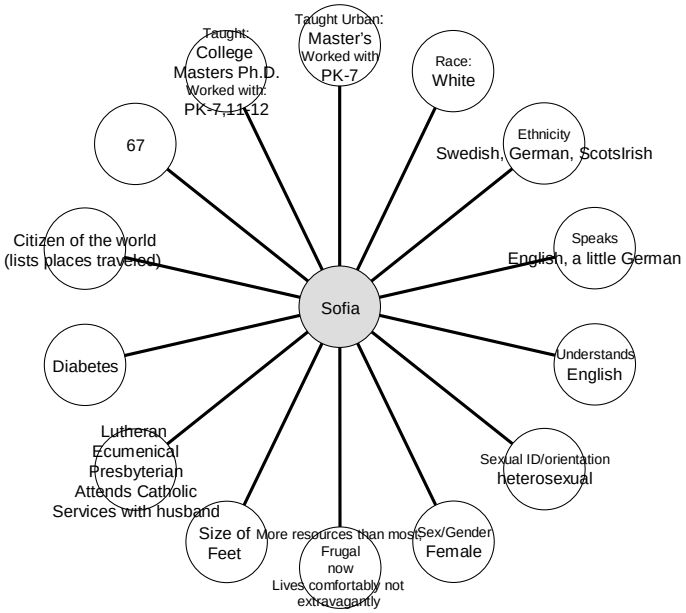
Have worked in urban schools (mark all that apply)

P K 1 2 3 4 5 6 7 8 9 10 11 12 college Master's Ed.S. Ed.D. Ph.D.

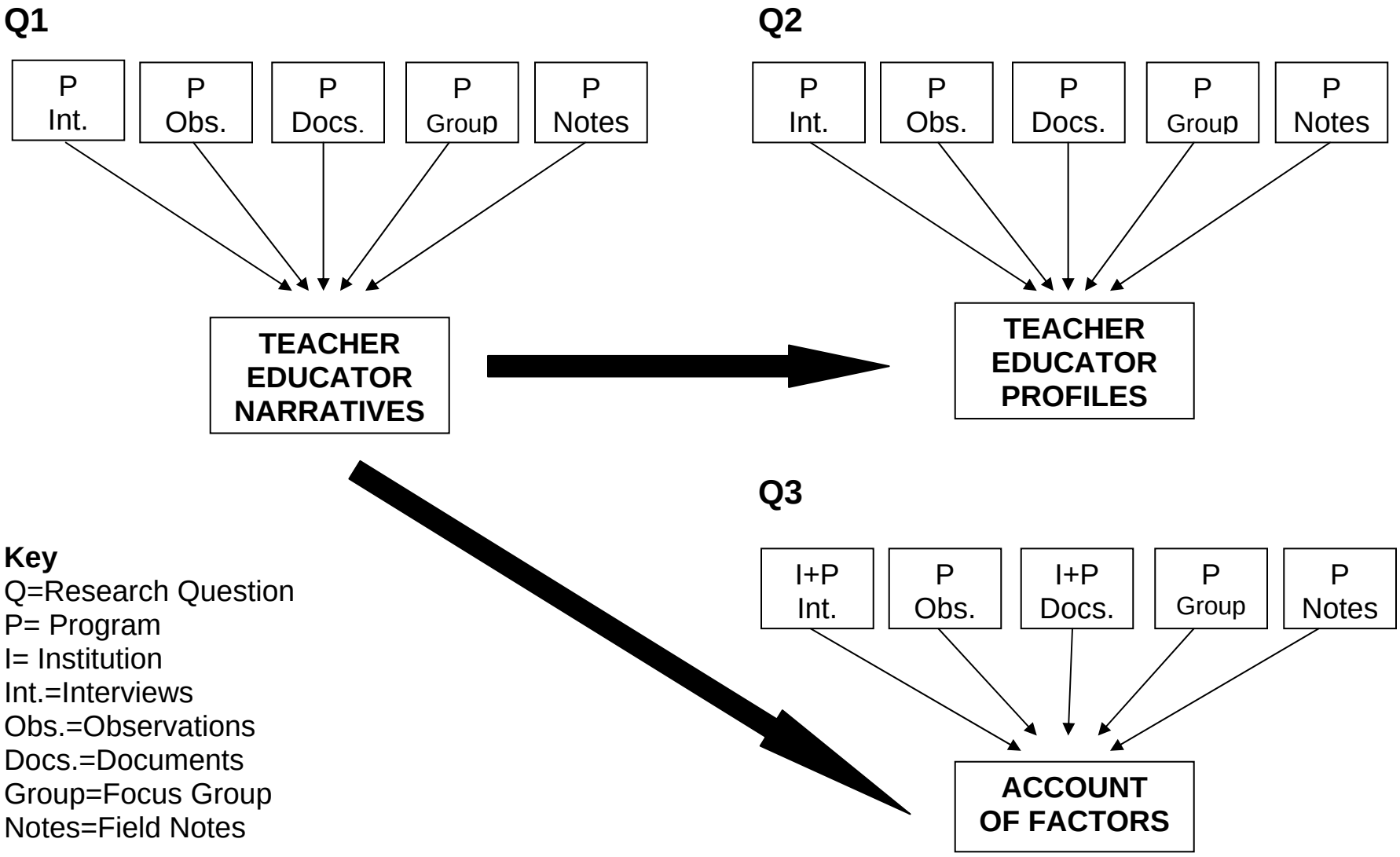
Additional information

Categories amended from Cushner, K. (2003). Human diversity in action: Developing multicultural competencies for the classroom (2nd ed.). New York: McGraw Hill and taken from definition in study (drafted 2/1/08)

Appendix O
Sample "Identity Molecule" Graphic Organizer



Appendix P
Research Design



Appendix Q
Visibility of Vitae and Corresponding Courses

Vitae	Courses Taught		
Chameleon	Culture I Culture II		
Sofia	Child Development Science/Social Studies Critical Theories/Research I Critical Theories/Research II		
William		Mentorship I[5] Mentorship II[6]	Science and Math[1]
Michelle		Student Teaching II[4]	Math Methods II Math Methods III Student Teaching I[3]
Jamie	Literacy/Social Studies[2]		
Erin	Capstone[7]	Critical Issues II Mentorship I[5] Mentorship II[6]	Critical Issues I Management Math Methods I Science and Math[1]
Puppet Lady	Capstone[7] Literacy/Social Studies[2]	Reading/Language Arts II	Literacy Foundations Reading/Language Arts I
Bellraye	Capstone[7]	Student Teaching II[4] Mentorship I[5] Mentorship II[6]	Student Teaching I[3]
No vitae reviewed for out of department faculty		Psychology Social/Cultural Foundations Technology	Action Research

[1]Co-taught by S and CMM; [2]Co-taught by SSBSE and L; [3]Co-taught by MSHIP and M; [4]Co-taught by MSHIP and M
[5]Co-taught by MSHIP, S, and CMM; [6]Co-taught by MSHIP, S, and CMM; [7]Co-taught by MSHIP, CMM, and L

Appendix R
Text-based collage

Test based collage is a hybrid methodology developed from Miles and Huberman's (1994) concept of transcript as poetry in conjunction with collage. Collage is a visual art and literacy practice technique of piecing together images using original and borrowed materials. In this instance, the primary material is the discourse of the participants whose text is cut, shaped, and formatted to represent a collective collage of their individual thoughts and ideas in a succinct way designed to read as a micro narrative of their more full responses on a given theme topic.

This approach proved instructive for both trying to present the data in an accessible manner without compromising foregrounding the participants' voices that informed the analysis presented.