

Providing Culturally Responsive Teaching in Field-Based and Student Teaching Experiences: A Case Study

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This mixed design study chronicles the yearlong outcomes of 27 undergraduate preservice teacher candidates' ability to design and deliver culturally responsive lesson plans during field-based experience lesson observations and student teaching settings after receiving instruction in a special education methods course. While components of culturally responsive instruction were embedded in the lesson plans written as a part of course requirements, few participants incorporated them during lesson observations in their field-based placement and student teaching experiences. More specifically, Banks' contributions approach was used repeatedly rather than the higher levels of multicultural education, which focus on transformation and social action. Half of the participants in the field-based internship infused diversity at the contributions level during the field-based lesson observation, but only six student teachers infused diversity during student teaching lesson observations. Recommendations for research and practice for teacher education programs are provided.

Keywords: culturally responsive, diversity, multicultural, cultural competence, lesson and curriculum design, teacher education program (TEP)

According to Ford (2012), "The United States public schools are more racially, ethnically, and linguistically diverse and different than ever before, yet the racial and ethnic demographics of educators remain relatively unchanged or stable" (p. 392). Still, these educators must meet the needs of an increasing population of culturally and linguistically diverse (CLD) students from varying socioeconomic backgrounds. Recent information on the demographic complexion of our teaching workforce reveals that it is comprised of 83.5% White monolingual females, 6.9% Hispanic, and 6.7% African American (Ortiz, 2012). Specifically, Hispanic Americans are overrepresented in programs for students with specific learning disabilities and African Americans are overrepresented in programs for students with specific learning disabilities, speech and language disabilities, emotional and behavioral disorders, and intellectual or developmental disabilities (Aud et al., 2011). Further, the research reveals that significant numbers of CLD learners are placed in more restrictive settings once they are placed in special education (Skiba, et. al, 2011; Walker, 2012). In addition, CLD learners reportedly experience more school failure on academic measures and higher retention rates than their White peers (Artiles, Kozleski, Trent, Osher, & Ortiz, 2010), thus, creating a disparity in closing the achievement gap.

Our racially, ethnically, and linguistically different students are worthy of an equitable education (Ford, 2012), which means becoming culturally competent is less of an option but rather a required skill that all educators need to possess (Ford & Kea, 2009).

Culturally Responsive Teaching Matters

Cultural difference is the single most pervasive difference in U. S. schools and the most neglected (Santamaria, 2009). Several researchers contend that a focus on culturally responsive teaching (CRT) is needed to address this state of affairs (e.g., Gay, 2010a; Ladson-Billings 1994, 2001). Some of the goals of CRT are illuminated in Banks' (2005) definition of multicultural education.

Multicultural education is at least three things: an idea or concept, an educational reform movement, and a process. Multicultural education incorporates the idea that all students—regardless of their gender and social class and their ethnic, racial, or cultural characteristics—should have an equal opportunity to learn in school. Another important idea in multicultural education is that some students, because of these characteristics, have a better chance to learn in schools as they are currently structured than do students who belong to other groups or who have different cultural characteristics. (p. 3)

In addition to incorporating Banks' goals to address opportunity and access, CRT incorporates students' home/community life and interests into the curriculum, teaching approaches, and the classroom environment. Also, CRT utilizes a strengths-based approach where all students are included and expected to achieve (Kea, 2008a). Finally, a very important component of CRT that is often not addressed is the need to integrate multicultural approaches (e.g., Banks & Banks, 2007) with strategic instruction that develops students' critical thinking skills and leads to self-regulated learning (Trent, 2003).

Although CRT has been well theorized and documented (Gay, 2010b; Irvine, 2002; Ladson-Billings 1994, 2001), it has not been widely operationalized. To date, only seven empirical studies have examined how preservice and inservice general and special education teachers have designed and implemented CRT in coursework, field-based, and student teaching experiences. Of the seven empirical studies, one focused on preservice special education teachers (Kea, Trent, & Bradshaw, 2012); four focused on preservice general education teachers (Ambrosia, Seguin, Hogan, & Miller, 2001; Garii & Rule, 2009; Huang, 2002; Salsbury, 2008); two focused on inservice teachers (Dover, 2010; Udokwu, 2009); and one focused on preservice special education teachers (Jones, 2008). Some researchers investigated lesson plan design and implementation as only one part of their study, resulting in limited descriptions and results pertaining to culturally responsive lesson plans. Results across studies indicate that a significant number of preservice teacher participants demonstrated minimal skills in preparing lesson plans that successfully incorporated CRT.

A number of factors have contributed to this lack of implementation of and research on CRT in special education. First, teacher preparation program (TEP) faculty are unsure about how to prepare teachers to educate CLD learners from diverse communities in their classrooms (Sleeter

& Cornbleth, 2011). Second, diversity is not infused across TEPs in meaningful substantive ways and most often is addressed in stand-alone courses (Alvarez McHatton, Smith, Bradshaw, Vallice & Rosa, 2011; Trent, Kea, & Oh, 2008). Third, in most instances, a focus on CRT is not addressed in other program requirements such as field placements and student teaching (Trent et al., 2008). Because such knowledge and skills do not occur automatically; they must be taught across all phases of a teacher education program (Gay, 2010b).

Based on the existing research, we decided to conduct a study to better understand how to address CRT in TEPs. This research emanates from a larger study that investigated preservice educators' ability to design and deliver culturally responsive lesson plans in special education classroom settings. We examined the yearlong development of teacher candidates' infusion of CRT in lesson plans during coursework and lesson delivery in field-based placements and student teaching. The research questions were as follows:

- When preservice teacher candidates are exposed to culturally responsive curricula during coursework, do they infuse it in lesson plan development?
- When preservice teacher candidates are exposed to culturally responsive curricula during coursework, do they infuse it in lesson delivery during field-based internship lesson observation?
- When preservice teacher candidates are exposed to culturally responsive curricula during coursework, do they infuse it in lesson delivery during student teaching lesson observations?

In addition, this study gave the first author an opportunity to engage in self-study about the efficacy of her pedagogy in preparing teacher candidates to develop and deliver CRT in urban settings.

The Program

Located at the largest HBCU in a southeastern state, the special education program is housed in the School of Education within the Department of Curriculum and Instruction. The department offers six programs: Bachelor of Science in Elementary Education, Masters of Arts in Teaching (Elementary Education and Special Education), Masters of Arts in Education (Elementary Education and Reading Education) and Masters of Science in Instructional Technology. The role of the department is to prepare a cadre of well-qualified, highly knowledgeable (Pre) K-12 educational professionals who are committed to creating responsive learning communities that empowers all learners.

The special education program was a stand-alone degree and licensure program for 20 years. Effective Fall 2005, the undergraduate special education program was integrated/merged under the elementary education program as a corollary focus area, thus yielding dual licensure in both elementary and special education. The 134 degree credit program requires 11 special education courses (32 credit hours) and 200 hours of field-based experiences in special education classroom settings prior to student teaching. Candidates receive their initial license in special education general curriculum grades K-12 and elementary education grades K-6. A goal of the program is to prepare highly qualified personnel from culturally diverse backgrounds who can

provide effective instruction utilizing evidence-based best practices and curriculum and pedagogy responsive to the needs of students with high incidence disabilities in urban school settings.

Method

Participants

The participants included 27 preservice teacher candidates enrolled in a methods course (*SPED 564: Methods, Materials, and Problems in Teaching the Special Needs Child*) in the fall semesters (2006, 2007, 2008, 2009, 2010) as part of their requirement in the Special Education General Curriculum Teacher Education Program. This course is offered during the fall semester and includes a 60 hour field-based placement followed by a 15-week student teaching internship during the spring semester in the same setting as the field-based placement. As shown in Table 1, the participants were comprised of 12 African Americans, 3 European Americans; 25 females and 2 males. The mean age was 22 years with a range from 20 to 42 years of age. None of the participants had teaching experience in general or special education classrooms.

Table 1
SPED 564 Preservice Teacher Candidates' Demographics

Semester	Number of Students	Ethnicity		Gender		Class Mean Age	Number of Lesson Plans Reviewed	Number of Field Lesson Observations Reviewed
		African American	European American	Male	Female			
Fall 2006	1	1	----	0	1	20	3	1
Fall 2007	8	6	2	2	6	25	21	6
Fall 2008	2	1	1	0	2	22	6	2
Fall 2009	5	5	----	0	5	21	15	5
Fall 2010	11	11	----	0	11	22	33	9
Total	27	24	3	2	25	22	78	23

Instruments

To assess the preservice teacher candidates' ability to design and deliver culturally responsive instruction, three instruments were utilized – the *Culturally Responsive Lesson Plan Template*TM (Kea, 2008b), the *Culturally Responsive Lesson Plan Rubric*TM (Kea, 2008b), and the *Checklist for Teaching Practices*TM (Kea, 2008b). The first two instruments were used to guide the candidates in designing their lesson plans. It was also used to evaluate the candidates' lesson plans. The third instrument was used by the first author (i.e., course instructor) to observe lesson plan delivery in the field-based and student teaching settings. The extant data from these instruments were examined and the raw data was recorded on the *Lesson Plan Evaluation Data Form*. Descriptions of the three instruments follow:

Culturally Responsive Lesson Plan Template. This template was used to teach a 10-step lesson plan design format. The 10 steps are: Focus and Review, Lesson Objective, Teacher Input, Guided Practice, Independent Practice, Closure, Adaptations and Modifications, Infuse Technology, Infuse Cultural Diversity, and Infuse Working with Families. The

template provides a description of the desired outcomes for each step of the lesson development.¹ (See Appendix A)

Culturally Responsive Lesson Plan Rubric. This rubric defines the observable and measurable behaviors, knowledge, and skills needed to create each step on the *Culturally Responsive Lesson Plan Template* and it is used to evaluate the components of the lesson plans identified above (see Appendix B). Once again, we focus on two components, which include lesson design effectiveness and infusion of cultural diversity. A 4-point Likert scale (1=novice, 2=apprentice, 3=proficient, and 4=distinguished) was used to assess lesson design effectiveness. Also, the cultural diversity component was based on Banks' (2002) four diversity approaches using the Likert scale where 1=contributions approach, 2=additive approach, 3=transformative approach, and 4=social action approach. According to Banks (1999), the contributions approach is the lowest level of diversity infusion (e.g., the celebration of holidays, heroes and discrete cultural events). The additive approach adds content, concepts, themes and perspectives to the curriculum without changing its basic structure (e.g., incorporating several diverse versions of the Cinderella story or literature about people from different backgrounds). The transformative approach requires a change in the structure of the curriculum to enable students to view concepts, issues, events and themes from the perspective of diverse ethnic and cultural groups (i.e., A unit on pollution taught to students who live in Bronx, New York, points out that the highest rates of asthma among children in the U.S. is in this city.). The investigation incorporates utilizing the zip codes of students in the classroom to locate and visit the pollution sites. Finally, in the social action approach students make decisions on important social issues and take actions to help solve them (i.e., Students write letters to their congressman asking them to address this problem.) (Mensah, 2011).

Checklist for Teaching Practices. During lesson observations, this checklist was used to evaluate the lesson delivery in six areas: instructional time, student behavior, instructional presentation, instructional monitoring, instructional feedback, and diversity. A rating (e.g., 4=distinguished, 3=proficient, 2=apprentice, and 1=novice) for lesson delivery effectiveness and which of Banks' diversity approaches were infused during the lesson delivery was documented. (See Appendix C)

Data Collection

A review of the extant data for this study was conducted during the fall 2011 semester. Consent was obtained from the Institutional Review Board to review lesson plans, field-based and student teaching lesson observation outcomes of preservice candidates enrolled in the *SPED 564: Methods, Materials, and Problems in Teaching the Special Needs Child* during fall 2006, 2007, 2008, 2009 and 2010. All of these participants completed student teaching the following spring semester. Prior to the review, identifiers were removed from lesson plans and all lesson observation forms. A total of 27 preservice teacher candidates were enrolled in this methods course over the five semesters of which four were non-completers. This accounts for missing data. For each enrollee, three lesson plans—one each for math, reading and written expression—

¹ For the purposes of this study we only present data on lesson design effectiveness and infusion of cultural diversity.

were examined. There was a total of 78 lesson plans. In addition, 23 field-based lesson observations and 45 student teaching lesson observation outcomes were reviewed. The raw data from both the lesson plans and lesson observations were transferred onto the *Lesson Plan Evaluation Data Form*.

Treatment

On the first day of class, Preservice candidates were asked to develop a baseline lesson plan for math and submit it prior to lesson plan design instruction. After baseline lesson plans were collected and analyzed for trends and patterns, preservice candidates were given copies of the *Culturally Responsive Lesson Plan Template*TM (Kea, 2008b) and *Culturally Responsive Lesson Plan Rubric*TM (Kea, 2008b) accompanied by detailed instructions on how to create the first six steps of the lesson plan which denotes instructional presentation (Focus & Review, Lesson Objective, Teacher Input, Guided Practice, Independent Practice, and Closure). During class instruction, model lesson plans were shared as guides and additional lesson plans that received distinguished scores from previous semesters were given as handouts and placed on Blackboard to provide reference points. Based on the work of Leonard and colleagues (Leonard, 2007; Leonard & Martin, 2013) the content area of mathematics was used to help teacher candidates visualize what CRT should look like in the classroom. Mathematics was chosen first because we thought our teacher candidates could more easily help their students connect their everyday experiences to mathematical concepts identified in the curriculum. For example, how can one use a restaurant menu, hip-hop celebrity fragrances or clothing lines, local and state athletic team scores, neighborhood community stores, and social issues within the community to teach mathematical concepts in a culturally responsive way? After instruction, preservice candidates were asked to develop a second draft of their baseline lesson plan and feedback was provided. Then the last four steps (Adaptations & Modifications, Infuse Technology, Infuse Cultural Diversity, and Infuse Working with Families) of the *Culturally Responsive Lesson Plan Template*TM (Kea, 2008b) were reviewed in class. Once again, multiple examples were modeled and supplemental activities were completed to develop understanding of these four added steps. Next, preservice candidates were given evidence-based learning strategies in subject matter content and ways to infuse diversity and home learning activities prior to submitting their final math lesson plan. Five metacognitive learning strategies developed and validated by the University of Kansas Center For Research in Learning were presented at this time. They were DRAW (math), FASTDRAW (math), DISSECT (decoding), RAP (comprehension) and PENS (writing). The need to integrate these strategies with Banks' approaches to address affective engagement and critical thinking for self-regulated learning was stressed.

Content-based instruction in the subject area was given prior to each lesson plan submission, but preservice teachers were not given additional draft opportunities before lesson submission for the remaining two lesson plans in reading and written expression in the special education course. However, after feedback was provided, anyone who received a score at the novice level was given an opportunity to revise their lesson plans or retain the initial score. Upon completion of the three lesson plans (math, reading and written expression), preservice candidates scheduled field-based lesson observations. The first author traveled to the preservice candidates' school at an agreed upon time to observe lesson delivery. Preservice candidates were required to teach a lesson of their choosing and provide a copy of the lesson plan to the instructor prior to the beginning of lesson delivery. The instructor recorded and rated the lesson delivery outcome

using the *Checklist for Teaching Practices*TM (Kea, 2008b). Upon conclusion of the lesson, a debriefing session with preservice candidates and field-based supervising teachers was held.

As indicated above, a 60 hour field-based experience was required in the special education methods course. The field-based experience setting for the methods course served as a yearlong placement. The preservice candidate taught in the same classroom the following semester. On average, 2 or 3 lesson observations were conducted in the two content areas—math, reading and another area of the student teachers' choosing. Again, a debriefing session was held with student teachers and cooperating teachers at the end of each delivered lesson.

Data Analysis

For this case study, extant data from lesson plans, field-based placements, and student teaching lesson observation outcomes were analyzed. During the fall semester, data points included three lesson plans (math, reading, and written expression) and one field-based lesson observation. During the spring semester, 2 or 3 completed student teaching lesson observations, which included anecdotal records, were examined for each participant enrolled in the undergraduate special education methods course during fall 2006, 2007, 2008, 2009 and 2010 semesters.

Focal to this study were two components of the 10-step lesson plan template: Lesson Design Effectiveness and Diversity Infusion as described on the *Culturally Responsive Lesson Plan Rubric*TM (Kea, 2008b). The extant data were analyzed using descriptive statistics. Percentages were generated for the presence or absence of the two lesson plan components. Lesson design effectiveness percentages denoted the number of lesson plans at the distinguished, proficient, apprentice, and novice level. Diversity infusion was the percentage of lesson plans utilizing Banks' (2002) four diversity approaches C.A.T.S. (i.e., contributions, additive, transformative, and social action). Lesson delivery effectiveness was the preservice candidates' overall score on the delivery of the developed lesson plan. Inter-rater reliability was conducted between the first author and graduate research assistants for the methods course lesson plans, field-based and student teaching lesson observations. The inter-rater score was .98 between the two reviewers.

Lesson Design and Delivery Results

The Course. Data results for the 27 preservice teacher candidates enrolled in the methods course during the fall 2006, 2007, 2008, 2009 and 2010 semesters are displayed in Tables 2, 3, and 4 respectively. The majority (65.5%, n=51) of the 78 lesson plans were between the proficient and distinguished levels, 64.1% (n=50) infused diversity at the contributions level, 2.6% (n=2) at the additive level, and 33.3% (n=26) did not address diversity.

Field-based Placement. Eighty-two percent (n=19) of the 23 preservice teacher candidates' lesson delivery effectiveness observation scores were between distinguished and proficient. The mean lesson delivery effectiveness observation score was 16.5 (proficient) out of 20 (distinguished) for the 23 preservice teacher candidates. Only 52% (n=12) of the 23 preservice teacher candidates infused diversity (contributions approach) during the one field-based lesson observation.

Student Teaching. The special education methods course is required of teacher candidates who seek licensure in special education general curriculum grades K-12. During the five semester time span, ten (10) teacher candidates discontinued their participation in the study due to: course

rigor, inability to pass PRAXIS II exam, realization that the field of special education was no longer viewed as a career option, or premature program exodus. As seen in Table 4, a total of 17 preservice teacher candidates completed the student teaching experience during spring 2007, 2008, 2009, 2010 and 2011. Forty-five lesson observations were conducted by the first author. This provided consistency and prior knowledge of the teacher candidates' performance in lesson plan design and field-based experience lesson delivery observation outcomes. Only 16% (n=7) of the 45 lesson observations reviewed infused diversity—four at the contributions level; three at the additive level. Of the 3 additive lesson plans, two student teachers embedded the additive level—one person twice.

A retrospective review of the six student teachers who infused diversity in their lesson plan design and delivery during both field-based and student teaching experiences can be found in Table 5. Twelve lesson plans were at the proficient level, four at the distinguished level and two at the apprentice level. The majority (78%, n=14) of the 18 lesson plans infused diversity. Specifically, 13 lesson plans incorporated the contributions approach; one incorporated the additive approach. During the one field-based lesson observation, five preservice teacher candidates addressed diversity by infusing the contributions approach. The mean lesson delivery effectiveness observation score was 18 (proficient) out of 20 (distinguished) for five preservice teacher candidates. One candidate struggled with lesson design and delivery. Similarly, 39% (n=7) of the 18 student teaching lesson observations for the six teacher candidates revealed that 4 lesson observations infused diversity at the contributions level and 3 at the additive level. Excerpts of examples from three (3) of the six (6) student teachers' lesson observations follow:

Student Teacher #2: Completed a “Famous African American” worksheet on nationally recognized heroes earlier in the week. Next, the students were asked to research African American heroes in their city/town, choose one hero, and display four major facts using a graphic organizer on the computer. Also, students were instructed to design a poster of their chosen African American town hero for display. They had little to no knowledge about African American heroes in their small town (Additive Approach).

Student Teacher #4: Used everyday home item examples for math concepts to teach students how to estimate the length of an object using centimeters and inches. A rap song was developed to help her 5th grade students remember the metric and British systems before lesson delivery and was taught during the math class (Additive Approach).

Student Teacher #5: Read and discussed the contributions of the *Greensboro Four* sit-in by North Carolina A & T college students through a selected children's book for first graders (Contributions Approach).

In summary, the majority 64.1% (n=50) of the 78 lesson plans developed in the methods course infused diversity at the contributions level, 2.6% (n=2) additive level, and 33.3% (n=26) were absent of diversity. Fifty-two percent (n=12) of the 23 preservice teachers infused diversity at the contributions level during the one field-based lesson observation. Only six student teachers infused diversity during the 45 student teaching lesson observations. In four instances the

contributions approach was infused and in three, the additive approach was infused. A retrospective review of the six student teachers that embedded diversity during lesson delivery revealed that the contributions approach remained prevalent.

Table 2
SPED 564 Lesson Design Effectiveness (Fall 2006 ~ 2010)

Semester	Number of Lesson Plans	Distinguished (4)	Proficient (3)	Apprentice (2)	Novice (1)
Fall 2006	3	2	1	0	0
Fall 2007	21	5	8	6	2
Fall 2008	6	3	2	1	0
Fall 2009	15	5	8	2	0
Fall 2010	33	4	13	9	7
Total	78	19	32	18	9

Table 3
SPED 564 Diversity Infusion of Banks' Four Approaches (Fall 2006~2010)

Semester	Number of Lesson Plans	Social Action (4)	Transformative (3)	Additive (2)	Contributions (1)	No Diversity (0)
Fall 2006	3	0	0	0	2	1
Fall 2007	21	0	0	0	14	7
Fall 2008	6	0	0	0	5	1
Fall 2009	15	0	0	1	12	2
Fall 2010	33	0	0	1	17	15
Total	78	0	0	2	50	26

Table 4
SPED 564 Preservice Teacher Candidates' Student Teaching Performance

Semester	Number of Student Teachers	Gender		Ethnicity		Number of Lesson Observations	Number of Diversity Infused Lessons
		Males	Females	African American	European American		
Spring 2007	1	0	1	1	0	2	0
Spring 2008	5	1	4	3	2	15	2
Spring 2009	2	0	2	1	1	6	1
Spring 2010	5	0	5	5	0	10	4
Spring 2011	4	0	4	4	0	12	0
Total	17	1	16	14	3	45	7

Methods Course, Field Experience and Student Teaching Lesson Design, and
Delivery of Six Student Teachers (2007~2011)

Code			Lesson Design Effectiveness			Diversity Infusion Component			Field-Based Lesson Observation		Student Teaching Lesson Diversity Infusion		
Name	Race	Gender	Written Exp.	Reading	Math	W.E.	Reading	Math	Effectiveness Score	Diversity Score	L1	L2	L3
1	AA	F	3	3	3	1	0	1	20	1	0	1	0
2	EA	F	4	3	3	1	1	0	20	1	0	2	0
3	EA	F	4	4	3	1	1	0	18	1	0	1	0
4	AA	F	3	3	3	1	1	1	18	1	2	2	0
5	AA	F	3	4	3	0	2	1	16	1	0	1	0
6	AA	F	2	2	3	1	1	1	6	0	0	1	0

Note: Lesson Design Effectiveness Scores: 4 = Distinguished; 3 = Proficient; 2 = Apprentice; 1 = Novice

Discussion: Too Much, Too Little, Too Late

The purpose of this study was to gain a better understanding of how special education preservice teacher candidates infused CRT in lesson plans during coursework, field-based and student teaching experiences after receiving instruction in culturally responsive curricula in a methods course. This study also sought to examine the first authors' efficacy in preparing teacher candidates to integrate multicultural content in lesson plan design and delivery over time.

The first author has taught this methods course for twenty years at the same university. Over time, content has been incorporated into the course based on discourse and reflection among professors, teaching assistants (TAs), and students, as well as student evaluations. On-going examination of the challenges teacher candidates face in teaching CLD learners in high need urban schools has led to the emergence of a goal-oriented definition of multicultural education within a special education context. These seven goals developed by Sleeter and Owuor (2011) include:

preparing teachers to form relationships with students from backgrounds different from their own backgrounds, to bridge home and school cultures, to integrate multicultural content into the curriculum, to use pedagogy equitably in the classroom so they teach all students well, to reduce prejudice and build relationships among students, and to be change agents who can recognize and challenge injustice (p. 536).

Focal to this methods course was bridging home and school cultures through the integration of multicultural content in curriculum, lesson plan development, and instructional delivery. However, findings from this study indicated that participants demonstrated minimal skills in preparing lesson plans that successfully infused CRT, even though they were effectively designed. None of the participants' lesson plans infused diversity at the higher levels of transformation or social action. Moreover, less than a third infused diversity during field-based and student teaching lesson observations.

We concluded that these results might have occurred because not enough time was devoted to exposure of varied culturally responsive activities and multiple examples of how to integrate diversity in subject matter content. Also, we wondered if changes in content delivery (e.g., more time, more explicit connections between culturally responsive pedagogy and instruction) would have resulted in increased integration of CRT in lesson design and delivery. This course is the last one taken in the methods block by teacher candidates seeking dual licensure and it can be overwhelming because the course instructor focuses heavily on multiple aspects of effective teaching (i.e., lesson plan design, metacognitive strategies, evidence-based practices, CRT infusion in five content areas). Furthermore, the requirement of composing a detailed scripted lesson plan is laborious and requires anticipation and critical thinking for each step. For example, the first six steps—focus and review, lesson objective, teacher input, guided practice, independent practice and closure—denote instructional presentation and effective lesson design. Then teacher candidates are required to incorporate cultural diversity across these six steps of the instructional presentation process. This was not an easy task for many of the candidates and not surprising considering the concept of infusing diversity is both developmental and experiential (Alvarez McHatton, et al., 2011). Teacher candidates often commented, “this course should be

taught first in the methods block”, “it provides the foundation and is all inclusive” and “other methods courses should utilize the same format as the one that you have provided us”.

Limitations

Just as with any other study, there are limitations to this one. First, the data was retrieved from extant data documents and candidates were not interviewed to determine why so few were able to incorporate Banks’ approaches beyond the additive level. Second, the course instructor collected the data, which may have introduced bias into the data collection and data analysis processes. Nonetheless, this approach afforded the opportunity to observe first-hand how the candidates were applying the content presented in the methods course. Third, the small sample size makes it difficult to generalize the findings to the population at large. However, in some cases the purpose of inquiry may be to enhance understanding of a specific issue, improve a program or expand knowledge-base in the field of study (Richardson, 1994). Also, within the framework of case study research, transferability is more important than generalizability. Specifically, it is the authors’ responsibility to provide a rich, detailed description of the research so that those interested in replicating the study will be able to modify the design and methods to fit their particular settings and contexts. We have provided such a description. Hence, we deem the outcomes of our research to be valuable and it moves us closer to a more comprehensive framework for preparing special education teachers to meet the needs of CLD learners more effectively.

Implications

Findings from this study reveal that multiple opportunities to design and deliver CRT are needed since most preservice teacher candidates have not had this experience in their K-12 schooling (Jackson, 2009). In so doing, teacher education programs must reposition “culture” at the center of all teacher preparation. This means moving away from fragmented superficial treatment of diversity or the “little dab will do you” mentality. Instead, we recommend restructuring programs, curriculum revisions, and integrating culturally responsive principles to frame and guide the implementation of CRT throughout teacher education curriculum across all programs, inclusive of diverse field-based experiences and internships. This requires continuous *collective* reflection and discourse among faculty on how to infuse this content across the program in a systematic and developmental manner, for example: (a) less lecturing and increased cooperative learning, (b) micro teaching, (c) lesson plan feedback, (d) diverse culturally responsive teaching activities using technology, (e) completion of course rubrics across the program to identify how diversity is infused, (f) study groups to determine how diversity content such as Banks’ approaches will be infused throughout the program, and (g) sustained assessment to monitor and revise. Similarly, methods course instructors may want to collaborate on the content of all methods courses, how they will be delivered, the extent to which CRT content will be modeled and assessed, and the extent to which the teacher candidate will demonstrate mastery in the classroom setting.

We also learned that field observation placements and student teaching experiences must be modified to support candidates as they attempt to infuse diversity into their lesson plans and execute these plans more successfully in the classroom. Accomplishing this goal will require

cooperating teachers to be included in ongoing discussions with clinical and methods course faculty to determine what culturally responsive teaching should look like in the classroom. We theorize that this collaboration will increase the likelihood that field-based teacher candidates will exhibit characteristics of culturally responsive teachers (Villegas & Lucas, 2002) and implement CRT in their lesson plan designs and delivery (Irvine & Armento, 2001).

This study also elucidates the importance of documenting the extent to which teacher candidates are able to apply what they learn after coursework completion in their assigned classroom settings. Often as teacher educators, we teach our classes and assume that the teacher candidates will be able to translate theory into practice during field-based internships, student teaching, and even into their novice years as teachers. By documenting the extent to which teacher candidates were able to generalize their learning to the classroom, the first author was able to assess her practice and identify what needed to happen at the course and program level to bolster candidates' understanding and application of instruction.

Finally, this study substantiates the need for more research of this nature. Replicators of this study must provide rich descriptions of their contexts so that patterns and behaviors can be identified that either thwart or promote programmatic growth to ensure that it narrows the gap between stated goals, enactment of goals, and outcomes for teacher candidates and the culturally and linguistically diverse students they will teach. We must continue to document, on a large scale, that CRT can be utilized to improve the academic outcomes for all students (Sleeter, 2011).

AUTHOR NOTES

Cathy D. Kea, PhD, is a Professor of Special Education at North Carolina A&T State University. Her research interest and engagement focuses on the intersection between general education, special education, and multicultural education. Her current research focuses on preparing teachers to design and deliver culturally responsive instruction in urban classrooms and ways to infuse diversity throughout course syllabi and teacher preparation programs. **Stanley C. Trent, PhD**, is an Associate Professor of Special Education at the University of Virginia, Charlottesville. His previous research has focused on disproportionality. His recent work focuses on creating culturally responsive schools of education through an iterative process for individual and collective self-study.

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Appendix A Culturally Responsive Lesson Plan Template

Lesson Plan	
Teacher _____ Academic Subject Area _____ Grade Level _____ Standard Course of Study Competency Goal # _____ Competency Name _____ Objective# _____ Objective (s) _____ Area(s) of Exceptionality _____ Performance Level of Student(s) _____	
Instructional Presentation	
Focus & Review	Review of previously learned material including three examples or an activity designed to teach the new skill or concept. The rationale of the lesson must be given and related to home, school and the world of work.
Lesson Objective	Objectives must be measurable. They should contain a condition, behavior, and criteria. Include an essential question for the lesson.
Teacher Input	Model at least 3 examples of the concept or skill to be taught. The examples should mirror what they will be doing in guided practice and independent practice. This section must be described in detail. Enough detail should be provided such that the lesson can be reasonably taught based upon your description.
Guided Practice	Hands-on, cooperative groups, and active involvement type activities should be done here. Students are practicing at least 5 examples of what was taught in teacher input. No worksheets.
Independent Practice	Worksheets are allowed here. Students are practicing the same skill or concept taught in teacher input and that they were engaged in under guided practice. Assessment measure designed should ensure mastery of the concept/skill at a minimum 80% level by student.
Closure	Teacher facilitates summarization of the lesson's key points. Design five questions to check student understanding of key concepts and content taught in the lesson. Provide three additional examples to check for student understanding.
Adaptations & Modifications	Cite any adaptations and/ or modifications of the designed lesson plan for students in the classroom.
Infuse Technology	Cite websites used to design the lesson and infuse technology in the lesson presentation during teacher input and/or guided practice.
Infuse Cultural Diversity	Design and state how cultural diversity is infused in the lesson plan (i.e. culturally responsive instruction, materials, and/or curricula).
Infuse Working w/ Families	Design one (1) home learning activity to reinforce family, student, and teacher interactions and positive learning outcomes.
Note All materials used for the lesson plan must be attached (i.e. PowerPoint, transparencies, worksheets, cooperative	

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Appendix B Culturally Responsive Lesson Plan Rubric

(4) Distinguished	(3) Proficient	(2) Apprentice	(1) Novice	
<ul style="list-style-type: none"> Review of previously learned material or activity designed to teach the new skill or concept is stated very well. Three examples are given. Rationale for the lesson is related to home, school and work very well. 	<ul style="list-style-type: none"> Review of previously learned material or activity designed to teach the new skill or concept is stated well. Two examples are given. Rationale for the lesson is related to home, school and work well. 	<ul style="list-style-type: none"> Review of previously learned material or activity designed to teach the new skill or concept is stated somewhat. Only one example given. Rationale for the lesson is related to home, school and work somewhat. 	<ul style="list-style-type: none"> Review of previously learned material or activity designed to teach the new skill or concept is poorly stated. No examples given. Rationale for the lesson is not related to home, school and work. 	Focus and Review
<ul style="list-style-type: none"> Lesson objective is measurable and contains: condition, behavior and criteria. Essential question is given. Standard course of study competency goals and objectives are stated. 	<ul style="list-style-type: none"> Two of the three are given (i.e. lesson objective, essential question, or standard course of study) and stated correctly. 	<ul style="list-style-type: none"> One of the three are given (i.e. lesson objective, essential question, or standard course of study) and stated correctly. 	<ul style="list-style-type: none"> Lesson objective, essential question or standard course of study is incorrect for the lesson or the 3 components of the lesson objective are not measurable. 	Lesson Objective
<ul style="list-style-type: none"> Content is described explicitly. Key points and concepts are presented very well. Three examples of the concept/skill are modeled. Appropriate instructional strategies for student learning outcomes are utilized. 	<ul style="list-style-type: none"> Content is described and covered with a focus. Key points or concepts presented well. Two examples are modeled. Appropriate instructional strategies were used in the lesson. 	<ul style="list-style-type: none"> Generally described the lesson content. Could tell they knew how to teach the content, but failed to make a clear and concise connection between the instructional goals and objectives and learner outcomes. Modeled only one example. 	<ul style="list-style-type: none"> Superficial description of the lesson content. Clearly did not understand how to teach the concept nor describe the teaching process. Examples provided did not teach the new skill or concept. 	Teacher Input
<ul style="list-style-type: none"> Hands-on, cooperative groups, active involvement type activity were very well designed. Five examples are provided in text or attached. No worksheets. Students are practicing what was taught in teacher input. 	<ul style="list-style-type: none"> Hands-on, cooperative group activity was well designed. Four examples provided in text or attached. No worksheets. Students are practicing what was taught in teacher input. 	<ul style="list-style-type: none"> Hands-on, cooperative group activity design was good. Three examples provided in text or attached. No worksheets. Students are practicing what was taught in teacher input somewhat. 	<ul style="list-style-type: none"> Hands-on, cooperative group activity was poorly designed. Two examples provided in text or attached. No worksheets. Students are not practicing what was taught in teacher input. 	Guided Practice

Culturally Responsive Lesson Plan Rubric (Continued)

(4) Distinguished	(3) Proficient	(2) Apprentice	(1) Novice	
<ul style="list-style-type: none"> Worksheets are allowed here. Students are practicing the same skill or concept taught in teacher input and that they were engaged in under guided practice. Assessment measure supports the acquisition of the new skill or concept at a minimum 80% level very well. Lesson objective and independent practice activity correlate very well. Activity is described in text, has explicit directions, and is attached to the lesson plan. Method for assessing student learning and evaluating instruction is clearly delineated. 	<ul style="list-style-type: none"> Worksheets are allowed here. Students are practicing the same skill or concept taught in teacher input and that they were engaged in under guided practice. Assessment measure supports the acquisition of the new skill or concept at a minimum 80% level well. Lesson objective and independent practice activity correlate well. Activity is described in text, has good directions and is attached to the lesson plan. Method for assessing student learning and evaluating instruction is good. 	<ul style="list-style-type: none"> Worksheets are allowed here. Students are practicing the same skill or concept taught in teacher input and that they were engaged in under guided practice somewhat. Assessment measure supports the acquisition of the new skill or concept at a minimum 80% level somewhat. Lesson objective and independent practice activity correlate somewhat. Activity is described in text, has directions somewhat and is attached to the lesson plan. Method for assessing student learning and evaluating instruction is discussed somewhat. 	<ul style="list-style-type: none"> Worksheets are allowed here. Students are not practicing the same skill or concept taught in teacher input and that they were engaged in under guided practice Assessment measure does not support the acquisition of the new skill or concept at a minimum 80% level. Lesson objective and independent practice activity do not correlate. Activity is not described in text, nor directions provided and is not attached to the lesson plan. Method for assessing student learning and evaluating is not discussed. 	Independent Practice
<ul style="list-style-type: none"> Teacher facilitates the summarization of the key points very well. Five questions are provided in text to check for student understanding of key concepts and content taught in the lesson. Three additional examples are given to check for understanding. 	<ul style="list-style-type: none"> Teacher facilitates the summarization of the key points well. Four questions are provided in text to check for student understanding of key concepts and content taught in the lesson. Two additional examples are given to check for understanding. 	<ul style="list-style-type: none"> Teacher facilitates the summarization of the key points somewhat. Three questions are provided in text to check for student understanding of key concepts and content taught in the lesson. One additional example is given to check for understanding. 	<ul style="list-style-type: none"> Teacher facilitates the summarization of the key points poorly. Two questions are provided in text to check for student understanding of key concepts and content taught in the lesson. No additional examples are given to check for understanding. 	Closure
<ul style="list-style-type: none"> Adaptations and/or modifications of the lesson plan are very well designed for students. 	<ul style="list-style-type: none"> Adaptations and/or modifications of the lesson plan are well designed for students. 	<ul style="list-style-type: none"> Adaptations and/or modifications of the lesson plan are somewhat designed for students. 	<ul style="list-style-type: none"> Adaptations and/or modifications of the lesson plan are poorly designed for students. 	Adaptations and Modifications
<ul style="list-style-type: none"> The Social Action Approach Students make decisions on important social issues and take actions to help solve them. 	<ul style="list-style-type: none"> The Transformation Approach The structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups. 	<ul style="list-style-type: none"> The Additive Approach Content, concepts, themes, and perspectives are added to the curriculum without changing its structure. 	<ul style="list-style-type: none"> The Contributions Approach Focuses on heroes, holidays, and discrete cultural elements. 	Infuse Cultural Diversity

Appendix C

Checklist for Teaching Practices University Supervisor's Observation of Field-Based/Student Teacher

Date _____ Time _____
Field-Based/Student Teacher _____
Cooperating Teacher: _____ School: _____
University Supervisor: _____ Teacher Candidate: _____
Signature Signature

Based on your observation, address each of the following areas using statements which accurately reflects the quality performance of the field-based/student teacher.

1. Management of Instructional Time
2. Management of Behavior
3. Instructional Presentation (Focus and Review, Lesson Objective, Teacher Input, Guided Practice, Independent Practice, Closure)
4. Instructional Monitoring
5. Instructional Feedback
6. Diversity Delivery Infusion
 - Implements culturally responsive instruction ____ Yes ____ No
 - Type of approach used:
 - ____ Contributions Approach (celebrates holidays, heroes and discrete cultural events)
 - ____ Additive Approach (adds content, concepts, themes and perspectives to the curriculum without changing its basic structure)
 - ____ Transformative Approach (requires a change in the structure of the curriculum to enable students to view concepts, issues, events and themes from the perspective of diverse ethnic and cultural groups)
 - ____ Social Action Approach (encourages students to make decisions on important social issues and take actions to solve them)
 - Elements of Diversity infused in the lesson plan:
 - ____ Ethnicity ____ Race ____ Socioeconomic Status
 - ____ Gender ____ Exceptionalities ____ Language
 - ____ Religion ____ Sexual Orientation ____ Geographical Area

Suggestions for Improvement: _____

Rating (circle one): 4 = Distinguished 3 = Proficient 2 = Apprentice 1 = Novice

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