



Effectively Teaching a Single Course in Multicultural Education to Pre-Service Teachers

ABSTRACT

In this practitioner inquiry, instructors in a teacher preparation program at a research-intensive university address their instructional effectiveness and improvement of student learning outcomes in a Single Course in Multicultural Education (SCME). As part of the inquiry, they conducted a comprehensive literature review of SCMEs. They used the literature synthesis to guide the development of a conceptual framework to inform a final course revision that yielded better student learning outcomes. The literature synthesis, conceptual framework, and course revision promoted the instructional focus on developing students' knowledge and beliefs before addressing their classroom practices.

KEYWORDS

teacher preparation, multicultural education, social justice, practitioner inquiry, teaching in higher education

INTRODUCTION

An array of education stakeholders in countries in the Global North has recognized the critical importance of preparing an increasingly homogeneous teaching force for teaching an increasingly diverse student population (Darling-Hammond et al. 2017). In the United States, over three-quarters of K–12 teachers are White women while over 50% of public school students are Black¹, Brown, or from other non-dominant racial, ethnic, cultural, or linguistic backgrounds (Cho and DeCastro-Ambrosetti 2005; Gay 1997; Sleeter 2017). In Australia and New Zealand, persistently low outcomes among indigenous populations have increased public commitments to better addressing the needs of these marginalized groups (Ford 2013; New Zealand Ministry of Education 2017; Rubie-Davies, Hattie, and Hamilton 2006). Europe continues to receive and accommodate millions of immigrants and refugees from politically distressed and violent regions, heightening the need for responsive institutions that can support the resettlement of these populations in addition to supporting the historically marginalized groups already living there (Eurostat, 2017). In these and other geopolitical regions, teachers play a critical role in providing empowering educational experiences for marginalized and vulnerable populations as well as for students from dominant socio-demographic groups that are also grappling with a changing political, social, and economic landscape (Bergeron 2008; Bryant, Moss, and Zidjemas-Boudreau 2015; Cooper 2007; Gay 2010; Ladson-Billings 1995; Ukpokodu 2011).

Teacher education programs (TEPs) face the daunting task of preparing teachers to succeed in this complex role, which requires both cognitive and affective development (Iseminger, Diatta-Holgate, and Morris 2020). Exemplar programs integrate theory and practice by partnering with schools and communities to scaffold teacher candidates' (TCs) development of knowledge, dispositions, and practices through a strategically designed succession of activities, assignments, and field-based experiences focused on holistic student development and social justice (Kumar and Lauerma 2018; Villegas and Lucas 2002; Zygmunt and Clark 2016). However, many teacher educators find themselves in TEPs that would not be considered exemplars (Gorski 2012). These programs are commonly composed of a sequence of courses and requirements that meet the minimum standards of accreditation but have weak coherence across courses and activities (Darling-Hammond 2006).

In such programs, the preparation of teachers to teach diverse populations is often relegated to a small part of TCs' training rather than being infused throughout (Zygmunt and Clark 2016). The phenomenon of the "single course in multicultural education" (SCME) (Marshall 1998, 58) leaves the instructors of those courses to determine how best to prepare TCs to teach in diverse classrooms in one short 16-week semester that may be disconnected from their other coursework and field experiences (Gorski 2012). As instructors in such a situation, we designed a course attempting to meet this challenge, and we experienced mixed results. We then undertook a systematic practitioner inquiry to improve our teaching and our students' learning. In this article, we report on the unfolding of the inquiry process and its findings, and we describe how the inquiry process led to improved course outcomes. Although the position of our SCME in a teacher education program specifically pertains to teacher preparation, our dilemma can be best categorized as one in which: a) the content of the course addresses both affective and cognitive goals; and b) the course stands alone as an elective rather than as part of a course sequence or program (Iseminger, Diatta-Holgate, and Morris 2020). In these ways, our teaching dilemma and practitioner inquiry may apply to instructional situations beyond teacher preparation in higher education.

THE CONCEPTUAL FRAMEWORK OF THE COURSE AND INQUIRY

In the US, growing awareness regarding the need for teachers to effectively teach diverse learners has led to additional certification requirements both for TEPs and for TCs (Hollins and Guzman 2005). TEPs typically have numerous options about how to implement these requirements, and variations in implementation reflect different values and perspectives about the role these requirements should play in the overall programs (Cochran-Smith and Fries 2005). This study includes several critical concepts relevant to how these requirements are understood and implemented in various programs. We define these concepts below according to how we incorporated them into the course.

Multicultural education

To define multicultural education (ME), we rely on Banks' (1989) typology, which includes the: contributions approach, additive approach, transformational approach, and social action approach. Banks described the contributions approach as one in which teachers include the "heroes and holidays" (17) of different countries and cultures without engaging in more complex dimensions of difference. In the additive approach, multicultural content is added to the curriculum, but no fundamental changes are made to the rest of the curriculum. The transformational approach "changes the basic assumptions of the curriculum and enables students to view concepts, issues, themes, and problems from several ethnic

perspectives” (18). The social action approach builds the curriculum upon fundamental assumptions that students should be empowered to change power structures that minoritize nondominant ethnic groups.

Our course objectives included that TCs would be able to: a) take multiple perspectives in understanding course content, pedagogy, and student behavior; and b) use their understanding to create and implement culturally relevant curriculum, instruction, and classroom management (Emdin 2016; Nieto 2000). These objectives were most reflective of the transformational approach. Although we did not explicitly state as an objective that TCs would challenge unjust social structures and would also learn to teach their students to do so, we did share this goal of the social action approach.

Single Courses in Multicultural Education (SCMEs)

Patricia Marshall (1998) coined the term “single course in multicultural education (SCME)” in her article that responded to what was already a persistent dilemma in teacher preparation in the US at that time: how to develop the knowledge, dispositions, and practices necessary for primarily White TCs to teach Black and Brown children in an emancipatory and socially transformative way, and how to do so within the confines of one course. She described how TEPs adopted the “one course” model to meet the requirements for programs to address student diversity as required by the National Council for Accreditation of Teacher Education (NCATE)—then the accrediting body of US TEPs (see also Gorski 2009).

Currently, many US states have a requirement embedded in their professional teaching standards that teacher candidates demonstrate proficiency in teaching diverse learners. Typically, accredited programs can determine how these competencies will be developed. While some exemplary TEPs exist, others continue to grapple with how best to accomplish this goal, which is particularly challenging for faculty who teach SCMEs that are not part of a coordinated sequence or coherent program (Cho and DeCastro-Ambrosetti 2005; Gainer and Larrotta 2010; Gorski 2012; Kumar 2012). While configurations of this single course model vary across programs in terms of the names and specific content of the course, the relegation of multicultural content to a small segment of TEPs remains a persistent trend (Hollins and Guzman 2005; Milner, Pearman, and McGee 2013; Sleeter 2017). We adopt the term SCME to mean any single course, module, or set of activities that compose a part of a teacher’s preparation in which the remaining courses, modules, and activities do not integrate multicultural content and/or address a social justice mission.

The successful preparation of TCs

We assert that the successful preparation of TCs means that TCs learn the knowledge, dispositions, and skills for social justice teaching and are able to transfer that learning to different school and classroom contexts (Oakes et al. 2013; Villegas and Lucas 2002; Zygmunt and Clark 2016). Such preparation would lead to the social and political empowerment of the TCs’ future students and result in equitable learning experiences for all student groups. In our course, we hoped to facilitate the development of TCs’ abilities to translate from theory to practice the beliefs and strategies necessary to accomplish this goal.

BACKGROUND

This study began with our questions regarding the effectiveness of the SCME that we taught as part of a fifth-year master's TEP at a public research university in the southeastern United States. This semester-long (i.e., 16-week) course focused on effective teaching and classroom management strategies for diverse learners and was a required course for TCs in credentialing programs in secondary social science, mathematics, and science. The course was also required for pre-service school counselors in counselor education and offered as an elective to international students pursuing a master's degree in English as a Second Language. Student enrollment typically ranged from 20 to 30 students. Over the four iterations of the course described in this study, 98 students completed the course and belonged to the following demographic groups: 78% White, 3% Latino, 2% African American, 17% international.

Although the course was not explicitly about multicultural education (ME), it fulfilled the state's credentialing requirement for TCs to understand student diversity and the role of culture in teaching and learning. We designed the course to prepare TCs to teach across content areas and diverse student populations at the secondary levels. During all administrations of the course, the class met one time per week for three hours. A continued focus on modeling the instructional practices that we were teaching led us to use strategies to engage students such as those developed by Kagan and Kagan (2009) and the National School Reform Faculty (2008) to engage students. A typical class session involved a combination of direct instruction, interactive small group activities, and student-led activities. Students also participated in weekly online discussion forums regarding class content.

Instructor positionality and background

The first author, who is the course coordinator, identifies as a White, middle class, native English-speaking, cisgender woman, and US citizen. Her commitment to social justice began during her youth when she visited the Global South and learned that she would need to engage in ongoing processes to understand and re-deploy her privilege in the service of anti-racist and anti-exclusionary work. This commitment was strengthened and honed during her teacher training at a public research university on the West Coast of the United States where the TEP faculty had a common mission and vision regarding social justice teaching. Courses, assignments, field work, and culminating tasks were aligned to prepare TCs to be effective urban educators. The frameworks for understanding effective teaching for social justice were laid during this time. Before returning to graduate school for a PhD and becoming a faculty member, she taught middle school (ages 10–14) for seven years in an urban area of a metropolitan public school district in the southwestern United States. One hundred percent of her students were first- or second-generation immigrants from Mexico, Central America, China, or Southeast Asia and qualified for free or reduced-price lunch (FRPL)². These early foundations and field experiences have continued to provide a base for her teaching at the tertiary level, particularly in the area of teacher preparation.

METHODOLOGY

This study reports on the evolution of the SCME over four administrations of the course. During the first two administrations of the course, the instructors made revisions based on informal, anecdotal evidence. We began systematic practitioner inquiry after semester two. Figure 1 explains how and why we moved through each step in the inquiry process, giving an overview of each semester's assignments, data sources, data analysis approach, sample findings, instructor conclusions, and decisions

regarding next steps for course revision. Appendix A gives additional details regarding our methodology. Appendix B provides a detailed description of all assignments for each semester. In this section of the paper, we elaborate on the systematic inquiry conducted during semesters three and four. We begin each section with an overview and then summarize inquiry findings and conclusions.

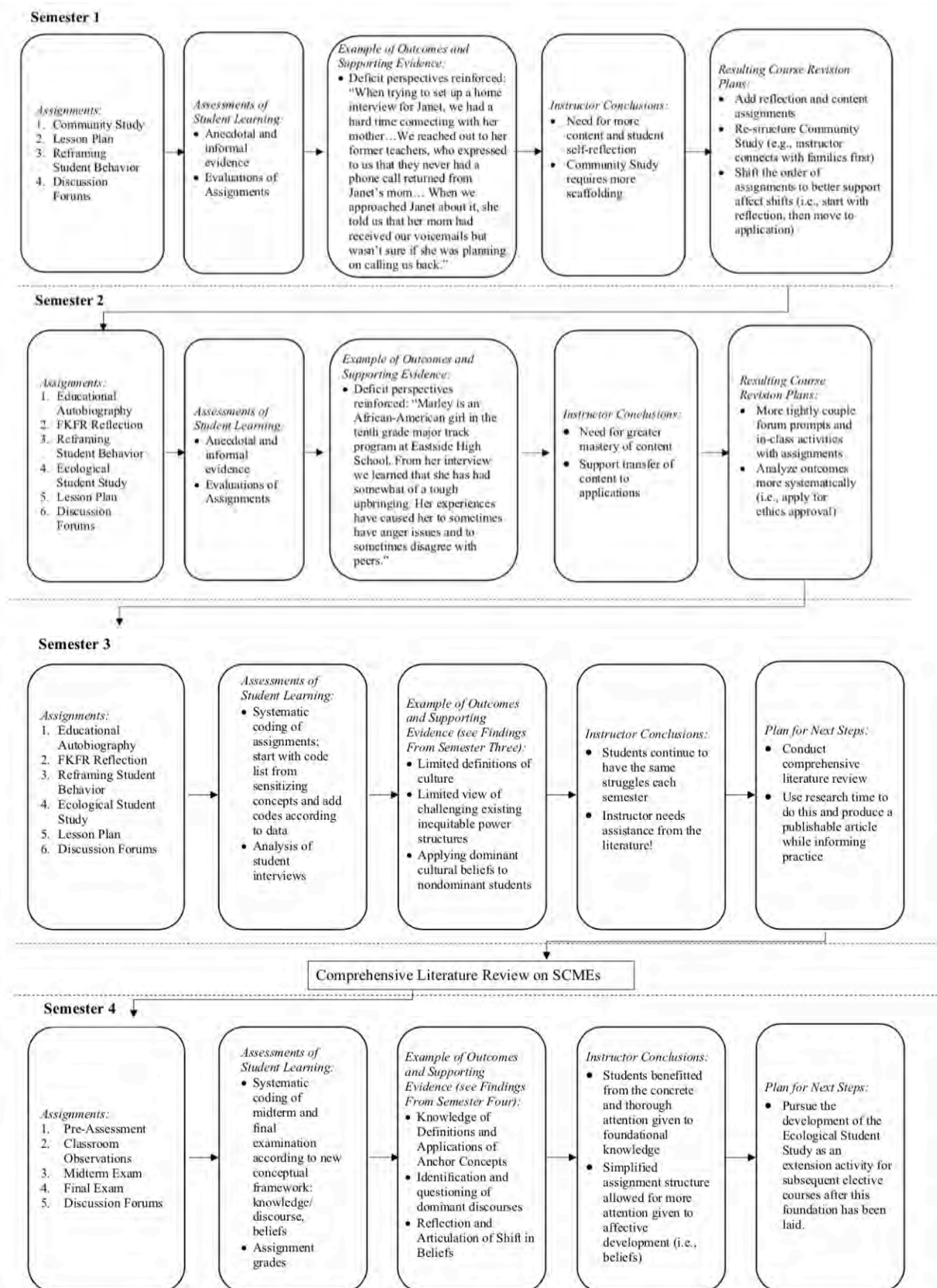
SEMESTER THREE COURSE DESCRIPTION

In semesters one and two we had based our assignment and instructional revisions on our impressions of student learning. Since we had made significant changes to the assignments during semester two, we decided to maintain those assignments during semester three and conduct more systematic data collection and analysis to understand the effects of those changes. During this semester, we did add smaller assignments before the major course project was assigned in order to support TCs' understandings developed during the project.

Semester three data collection and analysis

Our systematic data collection and analysis included assignment analysis and TC interviews. The following course assignments for each consenting student were analyzed (n=24; 14 White, 8 Chinese, 1 Latino, 1 Haitian American; 15 females, 9 males): 1) Educational Autobiography; 2) Funds of Knowledge and Frames of Reference Reflection; 3) Ecological Student Study; 4) Lesson Plan; 5) Online discussion forum posts. Additionally, a 40–60 minute face-to-face or telephone interview was conducted individually with 14 TCs within two months of the conclusion of the course, in compliance with our Institutional Review Board approval and after written consent had been obtained. We asked our former students about their perceptions of the course, including detailed questions about the assignments and their impressions of their learning. Interviews were audio-recorded and transcribed. We used as sensitizing concepts (Blumer 1954) those discussed in the conceptual framework above to code data sources and identify the following conclusions regarding TC learning in the SCME.

Figure 1: Flow chart describing iterations of practitioner inquiry, semesters 1–4



SEMESTER THREE FINDINGS FROM THE ANALYSIS OF STUDENT LEARNING

After analyzing and synthesizing findings across data sources, we identified three critical, persistent misperceptions or gaps in teacher candidate (TC) learning demonstrated by over half of the students.

1. TCs consistently defined culture as a dimension of an environment or an individual without conceptualizing it as historically or sociologically rooted.

The TCs defined “culture” to mean the dynamics of a classroom, school, family, or individual rather than understanding culture as related to race, region, or history. TCs framed the cultures of minoritized student groups as “personal cultures” that teachers needed to change by, as one TC stated, “thoroughly explaining what may be expected of [students] in the real world [italics added].” Here we see evidence of TCs’ deficit perspectives not adequately having been challenged by class assignments, despite their completion of course readings and the Reframing Student Behavior assignment, which directly addressed this topic (see Appendix B), in addition to engagement in online discussion forums and in-class activities. TCs did not critically discuss race, but we did see evidence of critical discussions of other class topics. Therefore, we understood that we needed to develop their frameworks for critical racial analysis.

2. The Ecological Student Study assignment prepared the TCs to teach all students, but not to challenge power structures.

TCs demonstrated the ability to transfer their learning about effective curricular, instructional, and classroom management strategies from class discussions and readings to their own lesson plans. However, they did not develop critical consciousness regarding social injustices or oppressive power structures. For example, after describing how he had observed a teacher using effective transition strategies that we had discussed in class, one TC expressed that he would consider himself a successful teacher if he could “influence people to want to be better,” reflecting an uncritical stance regarding the roles of culture and power present in defining what it meant to be “better.”

In another example, a student applied significant course concepts in the assignments but did so in a way that left fundamental assumptions about societal injustices unquestioned. For instance, in discussing how he would incorporate culturally relevant pedagogy into his future science courses in an online discussion forum post near the end of the course, he stated:

One strategy of culturally relevant teaching that I would like to implement involves educating students about food nutrition labels. To start, I would ask the students to bring in their favorite food that has a food nutrition label on it. I believe this would automatically tap into a student’s culture because they make a choice on what they want to work with based on their culture’s meals at home.

In this example, the TC did meet the course objective of considering that the knowledge his students gained through their cultural backgrounds would be different than his own, but he brought a color- and power-blind perspective to applying that insight to classroom practice, reflecting Banks’ most simplistic contributions approach to ME.

3. TCs applied their dominant cultural beliefs to students' homes, neighborhoods, and places of worship.

White TCs initially defined their own cultural backgrounds as “traditional American,” and a “nuclear” family as one that “ate dinner together,” “went to church on Sundays,” and had pets, swimming pools, or “all of the comforts of the average family.” During a home visit to one African American middle school student, a TC expressed sadness at seeing the “stereotypical” fatherless household and wondered “...what their life would be like if he was involved in their house.” Comments such as these point toward the need for asset-based perspectives as well as more analysis of the intersectionality of race, class, and gender, and how White supremacy and institutional racism shapes Black communities in ways that impact people’s everyday material existences. While some evidence of learning existed, we wanted to facilitate deeper and more social justice-oriented analysis from the students. We were not yet meeting our course objectives and needed additional ideas about how we could facilitate deeper learning.

DEEPENING THE INQUIRY: GETTING HELP FROM THE LITERATURE BEFORE SEMESTER FOUR

These semester three findings led us to take a step back and consider how we could attain more successful course revisions than we had attained thus far. At this point in the inquiry, we decided to engage more directly and comprehensively with existing literature in order to inform our next course revision. We undertook a systematic review of scientific literature and report on this synthesis in the next section. (Methodological details explaining the search and synthesis procedures are provided in Appendix A.)

Of the 23 empirical studies about SCMEs identified in our search, 20 described SCMEs in the US and three described SCMEs in Finland (see Table 1). No other countries were represented in the articles. All of the articles described courses in TEPs at the undergraduate or master’s levels, though one course was offered at the post-graduate level to in-service educators as well as full-time graduate students. Seventeen courses were required as part of TCs’ programs; five were electives; and one article did not give enough information for us to determine whether the course was required or an elective. Courses were primarily offered face to face but some were also offered online or used hybrid instructional methods. Courses ranged in length from only eight hours to two 16-week semesters, with most being one semester in length and composing 25% of a full-time course load.

Table 1: Literature review overview of studies

First author of source ³	Class activities	Evidence of outcomes	Outcomes	Types of learning targeted	Targeted changes accomplished? ⁴
Acquah (2013)	<ul style="list-style-type: none"> • Pre- and post-course definitions of key terms • Interactive lectures, seminars • Case studies • School observations • Learning journals • Reflections • Final evaluation 	<ul style="list-style-type: none"> • Pre- and post-test surveys • Student focus groups • Qualitative analysis of assignments using the categories of cognitive dissonance, social criticism, and activism • Follow-up interviews 	All students said the course contributed to their new learning. Group activities rated as most helpful, followed by lectures, case studies, and learning journals. T-test showed statistically significant change in knowledge.	Cognitive change: Knowledge and beliefs	Yes
Acquah (2015)	<ul style="list-style-type: none"> • Interactive lectures • Field experiences • Case studies • Critical reflections 	<ul style="list-style-type: none"> • Pre- and post-test Cultural Diversity Awareness Inventory to measure attitudes toward ME • Qualitative journal entries • Student focus groups 	Statistically significant difference on pre- and post-test; qualitative results indicate the presence of dissonance and increasing consciousness.	Cognitive change: Knowledge and beliefs	Yes
Adler (2011)	<ul style="list-style-type: none"> • Weekly responses • Self-reflections • Small group discussions • Final course papers 	<ul style="list-style-type: none"> • Field notes on class discussions • Analysis of students' written assignments 	Written narratives of individual students' experiences that reveal particular significant themes in individuals' epistemological shifts	Take multiple perspectives; identify their own and their students' epistemologies; identify White privilege	Unclear

First author of source ³	Class activities	Evidence of outcomes	Outcomes	Types of learning targeted	Targeted changes accomplished? ⁴
Amobi (2007)	<ul style="list-style-type: none"> • Interactive lectures • Whole and small group discussions • Group and individual presentations • Written reflections • Case studies • Videos 	<ul style="list-style-type: none"> • Classroom experiences • Student evaluations • Group discussion 	Volatility in class discussions	Shift in awareness about racism	Unclear
Artiles (1998)	<ul style="list-style-type: none"> • Lectures • Guest speakers • Films • Group discussions • Case study analysis • Lab activities 	<ul style="list-style-type: none"> • Concept map analysis for density and conceptualizations • National Center for Research on Teacher Learning surveys 	Ten out of seventeen students produced concept maps that indicated shifts in conceptual understanding. Limited survey responses and no discussion of outcomes.	Change in beliefs and knowledge about teaching diverse learners; understanding of TCs own perceptions and needs to act as change agents	Mixed
Bower (2011)	This study focuses on one activity: draw and label a typical fifth grade student.	<ul style="list-style-type: none"> • Qualitative coding of the labels on drawings (n=527 descriptions from 29 drawings) • Interview data (n=8) • Demographic surveys 	Students defined “typical” as similar to themselves. In follow up interviews some students described having a shift in thinking and a shift in their positions on diversity as a result of the assignment. Another outcome was student resistance and discomfort.	Problematizing “normal” and “deviant”	Unclear

First author of source ³	Class activities	Evidence of outcomes	Outcomes	Types of learning targeted	Targeted changes accomplished? ⁴
Bowles (2011)	<ul style="list-style-type: none"> • Use of Banks' text • Guest speakers from the community • Discussions • Small group presentations • Reduction of lectures • Performance-based assignments 	<ul style="list-style-type: none"> • Student reflections • Inductive analysis of assignments 	<ul style="list-style-type: none"> • The majority of students made appropriate connections on assignments • Fewer than half of the students indicated growth in each of the areas of transformative learning assessed by the instructor 	Transformation of attitudes, beliefs, and practices with regard to teaching diverse learners	Mixed
Bryant (2015)	<ul style="list-style-type: none"> • Day of Dialogues including a three-part film series • Reflections 	<ul style="list-style-type: none"> • Students' written reflections 	Students identified the importance of racism but could not apply a new framework connecting poverty with race, gender, ethnicity, etc.	Understandings of intersections of social oppression as defined in CRT	Unclear (though authors conveyed skepticism)
Canniff (2008)	<ul style="list-style-type: none"> • Online discussions, presentations, and communication • Memoir • Reflections 	Narrative inquiry analysis of cultural memoirs	Assignments demonstrate insights, but it's unclear how representative these are.	Awareness of different cultural groups; understanding of the need to pursue equity for marginalized groups	Unclear
Christian (2012)	This study examines online forums.	<ul style="list-style-type: none"> • Critical discourse analysis of ten threaded discussions using predetermined criteria • Two illustrative cases 	The two cases were not reflective of the class as a whole. Deliberate and systematic reflections and discussions about texts played a role.	Evolution of critical and reflective thinking	Unclear

First author of source ³	Class activities	Evidence of outcomes	Outcomes	Types of learning targeted	Targeted changes accomplished? ⁴
Cooper (2007)	<ul style="list-style-type: none"> • Written autobiography; • Bio-poem • Privilege walk • Camera safari • Walking a mile in another's shoes • Community activities • Home visits 	<ul style="list-style-type: none"> • Student assignments • Instructor reflection notes 	Strategic scaffolding of assignments moved the majority of students from skeptical and closed, to committed and open.	Understanding diversity and questioning positionality	Mixed
Darvin (2011)	This study examines Cultural and Political Vignettes (CPVs).	<ul style="list-style-type: none"> • Pre-, mid-, and end-of-semester surveys of students' opinions of effectiveness of phases of the CPVs 	Students rated the creating and exchanging activity and the situated performance activity as most effective (no statistics performed, though). Students also reported that the activities helped them engage in reflection and had impact on their cultural and political views.	Students respond to situations that could occur when teaching in diverse settings.	Yes
Dervin (2015)	This study focuses on the use of a documentary on intercultural dialogue.	<ul style="list-style-type: none"> • Focus group 	Students grappled with the role of the teacher and were able to demonstrate some course objectives.	Mastering theoretical tools for analysis of intercultural issues and teachers' power regarding these issues in classrooms.	Unclear

First author of source ³	Class activities	Evidence of outcomes	Outcomes	Types of learning targeted	Targeted changes accomplished? ⁴
Elkader (2016)	<ul style="list-style-type: none"> • Videos • Online posts • Mini projects • Final project 	<ul style="list-style-type: none"> • Instructor field notes highlighting moments of challenge and conflict • Interviews • Student assignments • Online forums • Two illustrative cases 	The two cases were not reflective of the class as a whole. As a group, students expressed both dialogic and monologic worldviews.	Use of Bakhtinian dialogic pedagogy to promote diverse expression of voice, even if those expressions do not reflect course goals.	Yes
Frederick (2010)	<ul style="list-style-type: none"> • Simulations • School observations • In-depth practice • Discussions • Pre- and post- written teaching philosophies 	<ul style="list-style-type: none"> • 3 open-ended questionnaires • Student assignments 	<ul style="list-style-type: none"> • Evidence of the development of awareness and critical thought regarding CRT existed in each assignment. • Limited information about the scope of outcomes. 	TC shift in understandings of issues related to social inequity; prepare TCs for CRT.	Unclear
Jennings (2002)	<ul style="list-style-type: none"> • Guest speakers, • Videos • Sharing of personal artifacts • Comparing ME programs • Action plan for implementing ME at their school site • Presentations • Written reflections 	<ul style="list-style-type: none"> • Pre- and post-statements of perspectives on ME • Weekly journal entries • Action plans • Instructor daily field notes and reflections 	Students used some important language that showed a shift in their thinking but also incomplete understandings. A case study of one student showed continued development during the subsequent two years.	Transformation of meanings, language, and action for ME	Mixed

First author of source ³	Class activities	Evidence of outcomes	Outcomes	Types of learning targeted	Targeted changes accomplished? ⁴
Liggett (2009)	This study focuses on the use of online discussions.	<ul style="list-style-type: none"> • Online forums (focus on two threads) 	Tenuous connections between critical pedagogy knowledge base and sense of agency/classroom action.	Awareness of the impact of social stratification on education; understanding of positionality and its influence on teaching; ability to take action	No
Owen (2010)	<ul style="list-style-type: none"> • Presentations • Written responses • Small group discussions • Videos • Group projects and presentations 	Pre-/post-test written response to the question: How should ME be taught in the classroom.	Before the project approach, 89% of students were at the tolerance level, after, 16% were at the tolerance level, 75% were at the acceptance level. Three prerequisites for change demonstrated by the qualitative data were: 1) recognizing one's personal culture; 2) understanding impact of dominant culture; 3) believing one can make a difference.	Construct knowledge about ME to provide a foundation for continued development according to Nieto's levels of support (tolerance, acceptance, respect, affirmation); develop skills to meet professional teaching standards	Yes
Peterson (2000)	<ul style="list-style-type: none"> • <i>The Color of Fear</i> film and discussion • Group projects and presentations • Small group discussions • Lesson plans • Exams • Outdoor education 	Post-test measuring students' opinions of course impact (n=26).	80.7% of students responded on a Likert scale that the course "greatly" changed their views.	Shift attitudes regarding diversity	Yes

First author of source ³	Class activities	Evidence of outcomes	Outcomes	Types of learning targeted	Targeted changes accomplished? ⁴
Peterson (2011)	<ul style="list-style-type: none"> • Reflections • Auto-ethnography • Direct instruction • Online posts • Field observations • Class discussions • Curriculum critique 	There is no discussion of systematic data collection or analysis.	Quotes from students are used to support the narrative of how the class is taught.	Connect theory to practice; prepare teachers to be agents for change and authentic multicultural educators through critical reflection	Unclear
Pleasant (1998)	This study focuses on the development a portfolio assignment.	60 randomly chosen open-ended questionnaires analyzed using the constant comparative method, which focused their attention to students' answers of three questions in particular: 1) In your portfolio, what were the most important parts? Why? 2) Through the completion of your portfolio, what kinds of things did you learn about yourself? 3) Through completing your portfolio, did you gain more knowledge about diversity, culture, and disability? If yes, how? If not, why not?	78% of students said that they gained more knowledge; students had difficulty connecting and integrating content.	Increased awareness and consciousness about diversity issues	Yes

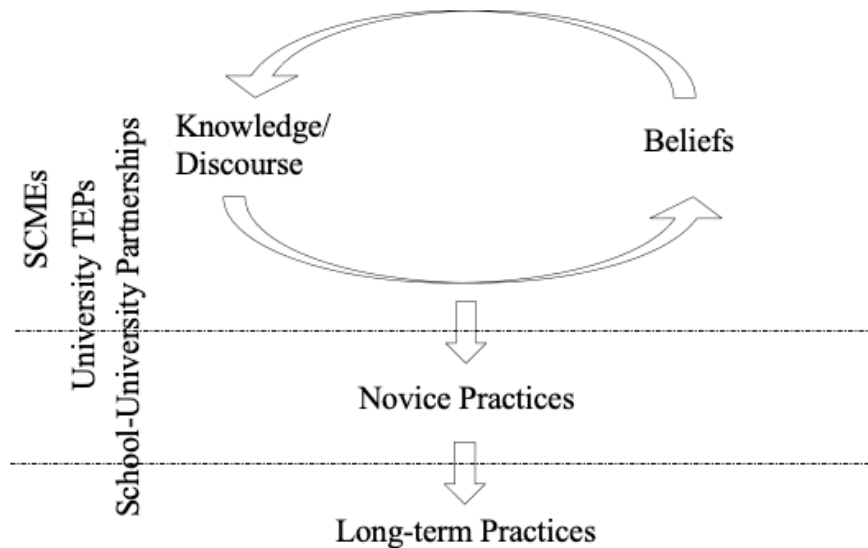
First author of source ³	Class activities	Evidence of outcomes	Outcomes	Types of learning targeted	Targeted changes accomplished? ⁴
Simms (2013)	<ul style="list-style-type: none"> • Curriculum critique • Interview of a curriculum expert • Individual presentations • Small group integrated curriculum unit • Pre- and post- definition cards 	<ul style="list-style-type: none"> • Student assignments 	<ul style="list-style-type: none"> • No systematic analysis 	Developing TCs who are culturally conscious curriculum planners.	Unclear
Troutman (1998)	Not stated	<ul style="list-style-type: none"> • Open-ended questionnaires • Concept maps, analyzed according to Banks' Integration of Ethnic Content framework 	<ul style="list-style-type: none"> • Open-ended response Average Banks Level before instruction of 2.0 and 1.7 for concept maps. After instruction: 3.2 for free response and 3.3 for concept maps • Average response length increase from 11.8 to 18.4 (56%) 	Structural changes in the knowledge base of TCs understandings of ME	Yes

Instructional strategies and student learning

Seven studies either focused on the use of a particular instructional strategy or did not name any class activities used in the course. The other 16 studies shared similar types of assignments (see Table 1). At least half included application activities linking theory and practice (n=10), discussions (n=8), and reflections (n=8). The stated goals included improving TCs' capacities for educating diverse students. However, there existed no salient pattern with regard to which courses and activities were most effective in meeting the instructors' goals. The stated effectiveness of curricular and instructional strategies had more to do with how changes were measured; studies using surveys that measured students' opinions of effectiveness had the clearest positive outcomes. However, research has brought into question whether TCs' impressions at the end of the course can be a reliable measure of their future teaching practices (Bass 1999; Buehl and Beck 2014). Therefore, no clear trends emerged regarding course structure, instruction, assignments, and student learning. Nevertheless, the process of reviewing these studies did lead to an informative insight about our course.

The most informative insight

The descriptions of student outcomes in the literature review pushed our thinking and led us to reconceptualize our own instructional goals. Four studies reported systematic evidence that students had met the instructors' stated learning targets; had targets related to specific ME content; and used measures such as aligned assessments of student learning that did not rely solely on student opinions.⁵ In all four of these studies, outcomes were focused on the particular cognitive and affective shifts necessary to move students further along in their understanding of ME but not sufficient to push them to optimal levels desired by the instructors or laid out in the frameworks used. Acquah and Commins (2013) and Acquah and Commins (2015) used pre- and post-tests that showed statistically significant gains in students' knowledge and awareness. Owen (2010) used Nieto's (2000) levels of support to assess students' growth. While the ideal would be for students to reach Nieto's fourth level of support, affirmation, the majority of them moved from the lowest level, tolerance, to the next level, acceptance. Troutman, Pankratius, and Gallavan (1998) measured students' progression through Banks' (1993) four levels of ME understanding. They found that most students shifted from the second to the third level during the course. This article helped us question the assumptions we had been making about student learning and the practices we implemented in semesters one, two, and three. In summary, our conclusions were: 1) We were evaluating outcomes based on our ideal for students to adopt a social justice approach without viewing this development as a process; 2) we prioritized field based experiences over aligning assignments with class content; 3) we undervalued and underemphasized students' mastery of basic concepts that were necessary for them to approach field experiences with a critical stance; and 4) we sought to bridge the gap between theory and practice by asking students to apply new knowledge to their own practice even though they had not seen these practices modeled and had not mastered the concepts. In discussing these realizations, we resolved to articulate distinctions between knowledge, beliefs, and practices which were suggested in the synthesis of the literature, but which we had not thought carefully about as course instructors. We created a diagram to help us further flesh out these distinctions (see Figure 2).

Figure 2: Conceptual model guiding SCME revision

Based on the review, we reorganized our learning outcomes. We grouped knowledge and discourse as one category of learning outcomes. Knowledge consists of having information, whereas discourse describes the application of that knowledge in thought processes and dialogues with others. We noted that knowledge and discourse were necessary to shift beliefs but also that shifts in beliefs changed knowledge and discourse (Bandy, Harbin, and Thurber 2021). Not only did we identify this relationship, but we also distinguished between the goals that might be attainable within the context of an SCME and those that might require cohesive planning across courses and institutions. Based on the literature, we surmised that within an SCME, we could successfully focus on the development of TCs' knowledge, discourse, and beliefs. To teach TCs to apply that knowledge and those discourses and beliefs to practice, we concluded we would need for the SCME to be situated in a well-planned TEP with a common set of values and concepts applied across courses culminating in relevant field placements (Kumar and Lauermaann 2018; Villegas and Lucas 2002; Zygmunt and Clark 2016). Furthermore, we hypothesized based on existing research that for those practices to be sustained during and after induction, cohesion between the principles of the TEP and those of the new teacher's district and school would have to be strong (Buehl and Beck 2014; Darling-Hammond 2017). Clarifying those distinctions allowed us to adjust our course goals and to more tightly align the curriculum, instruction, and assignments. Most importantly, in this inquiry process we revised the course to accomplish realistically attainable learning outcomes.

FINAL ITERATION OF SEMESTER FOUR: BRINGING IT ALL TOGETHER

Keeping in mind what we had learned from previous semesters and the literature review, we organized this final iteration of the course using what we called "anchor concepts," or ideas that we considered foundational to the development of knowledge about social justice focused ME (similar to Meyer and Land's [2003] discipline-specific "threshold concepts" [63]). Sample anchor concepts

included: funds of knowledge, social justice, deficit thinking, and resistance. We also included concepts that had to do directly with the TCs' own development of curriculum and instruction, such as domains of teaching (i.e. curriculum and instruction, classroom management, and student-teacher relationships), academic press, and motivation strategies, and taught those using literature that demonstrated them through a culturally responsive lens (e.g. Kim and Pulido 2015; Moll et al. 1992). We aligned our unit topics and readings with these anchor concepts; and we designed assignments and class activities to promote students' knowledge of these concepts and to probe their beliefs about them.

The biggest shift we made during this semester involved the assignments (see assignment descriptions in Appendix B). We decided to replace the Ecological Student Study because its unpredictable nature did not allow us to tightly align those field experiences with anchor concepts. Instead, we asked students to complete three classroom observations, each using a set of questions that we had created to focus on how the anchor concepts were being implemented in the classroom in one of the three domains of teaching. We designed these assignments after considering the important role that application assignments played in the SCMEs in our literature review. Also in response to the literature regarding instructional strategies, we continued to incorporate reflection in the course through weekly online responses to the readings, and we added a pre-assessment to the beginning of the course to allow for a more systematic evaluation of student learning throughout the course.

Although these were mentioned in only one of the SCME courses reviewed in the literature, we decided to add a midterm and final examination to further strengthen our focus on developing knowledge and beliefs (available in Appendix B). These examinations did not only include questions targeting the recall of knowledge but also included application and reflection questions, thus addressing and evaluating both knowledge and beliefs. The last question on the final examination served as our post-assessment. We asked students to reflect on the answers on their pre-assessments, which they were required to bring to the exam, and to discuss changes in their knowledge and beliefs. With tighter alignment among the course components of anchor concepts, assignments, and course content in place and more clearly defined and appropriate goals for student learning, we experienced greater success in semester four.

Semester four data collection and analysis

During this semester, 25 students were enrolled in the course (17 White, 2 Latino, 6 international; 13 females, 12 males). We systematically coded midterm and final examinations according to our conceptual framework and synthesized findings with students' course grades to understand the effectiveness of our course revision (also see Figure 1).

SEMESTER FOUR FINDINGS FROM THE ANALYSIS OF STUDENT LEARNING

We engaged in the next step of the practitioner inquiry process by analyzing the results of our course revision. Although it is a crude measure of success, 20 out of the 25 students enrolled in the course that semester demonstrated mastery by earning a 90% or higher on the exam. Systematic qualitative analysis of their answers reflected shifts in knowledge, discourse, and beliefs, which was our revised aim given our conceptual framework. In the sections below, we discuss examples of student learning in each of these areas.

1. TCs developed knowledge of anchor concepts.

In keeping with our revised instructional goals that focused more specifically on the development of foundational knowledge, students demonstrated mastery of the anchor concepts. They were able both to define as well as apply these concepts to classroom examples. For example, one final exam question asked students to use at least three anchor concepts to explain the success of a teacher about whom they had watched a film in preparation for the exam. One student explained, using the anchor concepts in italics:

Ms. Toliver had excellent *classroom management* with both student grouping and *active supervision*. She also clearly had *positive relationships* with her students as they greeted her and she praised them. They seemed relaxed and happy with her. Her *curriculum and instruction* were both engaging and varied. She used props, groups, costumes, music, and more to bring math to life. It appeared that *cooperative learning* was a way of life in her classroom. She also used *frames of reference* in the classroom and let students make projects using them in the real world! She also demonstrated *precorrection* (“Don’t eat the raisins”) and was aware of *cultural communication* as she was both explicit and often rephrased as needed.

This answer is representative of students’ abilities to apply correct definitions of anchor concepts to actual classroom practices. Based on the analysis of student learning, we concluded that our focus on developing student knowledge had succeeded.

2. TCs demonstrated understanding of anchor concepts in discourse.

In our analysis, we continued to focus on the final examination responses as a summative assessment of learning. Although the exam did not include actual discourse, short answer questions required students to analyze or engage in simulated discourses regarding teaching practice, which allowed us to observe their learning. For example, one TC described one of his own secondary school teachers as follows:

I had a teacher whose opening letter to their students at the beginning of the year tells them explicitly, “I can’t help you if you don’t want to help yourself.” (Seriously!) This takes the burden off of them, the teacher, and places it directly on the students. It also establishes a “don’t bother me” attitude. They were not an “*It’s My Job*” teacher.

This excerpt gives an example of how TCs were able to identify the anchor concepts in discourse between students and teachers. This TC identified that his teacher’s shifting of responsibility for student learning away from the teacher and onto students illustrated a deficit approach rather than an “It’s My Job” approach (Corbett, Wilson, and Williams 2002). The TC understood that this shifting of responsibility set up a situation where the teacher then blamed students for their own shortcomings if they failed rather than examining the teacher’s own practices and possibilities to better support students.

3. TCs described a shift in beliefs.

Students also demonstrated shifts in beliefs in their self-assessments. Because the self-assessments were evaluated based on the depth of their critique rather than whether they reflected a

“right answer,” students were able to honestly evaluate how they had changed over the course and which ideas still challenged them. For example, one student wrote:

“It’s My Job” is still the concept I am gaining a deeper understanding of. In my midterm, I commented that it was not practical in the real world. During a placement, I saw a student being left behind because the teacher gave up on him. The kid was smart. He needed motivation. I felt an ache that I still feel writing this. That is a life. That is potential thrown away because of the limit placed on him. You can’t save everyone, but you have to try! Deficit thinking ties in to my preconceived notions before taking the class. I thought students who do not do their work and acted out were problems. I realize it is not that simple.

Because we had limited our focus to the development of students’ knowledge, discourse, and beliefs and focused on aligning course activities and assignments to this development, we observed more evidence that we had succeeded in providing our students with a foundation for ME teaching. Relating back to our conceptual model in Figure 2, we had facilitated student development of knowledge, discourse, and beliefs as illustrated above the first dotted line. We also prepared students to learn how to transfer skills to their classroom teaching as they progressed through the program and into their schools as novice teachers.

DISCUSSION

This study addressed the dilemma of the instructors of the SCME in facilitating the transformational development of teacher candidates necessary for taking the social action approach to ME, which focuses on social justice. It also raised questions regarding the implementation of SCMEs and the assessment of their outcomes. In this section, we discuss each of these issues.

Limitations of the SCME

The concept of the SCME reflects an overall TC curriculum that takes an additive approach to teacher preparation (Banks 1993). Although individual SCME instructors subscribe to a transformational or social action approach, the presence of their courses within programs that do not integrate multicultural or social justice content severely impairs their abilities to have long-lasting impacts that go beyond cosmetic additions (Gorski 2012; Villegas and Lucas 2002; Zygmunt and Clark 2016). In this situation, program structures do not account for the long-term nature of affective change and instead reflect a conceptualization of ME as addressing only changes in knowledge (Iseminger, Diatta-Holgate, and Morris 2020). Nevertheless, our experience indicates that instructors who teach an SCME can find success by focusing on building a foundation for students’ future development and then assessing outcomes more modestly or beyond the conclusion of the course (Amobi 2007; Owen 2010). In their study of their uses of critical inquiry in their SCME, Jennings and Smith (2002) concluded: “...a single course can only bring about so much change...it is important to look beyond the course to understand transformational processes (McAlister and Irvine 2000)” (466). Our institutional structure made it difficult to continue to gauge the development of students beyond the course. However, as our conceptual framework suggests, we could decide to narrow our focus to what could be addressed in the context of one course.

Our course faced an additional limitation that may be shared by other SCMEs. Although we identified our course as an SCME, the course was assigned to cover state-mandated teacher certification competencies beyond issues related to diversity, such as instructional alignment and effective uses of assessment. Such institutional challenges commonly impact instructors of SCMEs and limit the effectiveness of courses (Gorski 2012). Thoroughly addressing a social action approach to ME requires substantial focus on sociological issues and perspectives such as social reproduction and institutional racism. As instructors, we had to design a course that addressed these issues alongside other substantial topics. These regulatory demands further limited our potential effectiveness.

Limitations of evaluating SCME content and outcomes

One article we encountered during our literature review was Gorski's (2009) own review of SCME syllabi in which he identified a lack of focus on developing TCs critical consciousness or commitment to social justice. His work helped us realize that the language used in our course objectives did not reflect our critical stance. In part, this use of language reflected the need to tie together the broad range of course objectives. However, it also demonstrates a way that our approach embodied "dominant hegemony" (Gorski 2009, 310). Despite the fact that we identified evidence of student learning during the fourth iteration of our SCME, we also understand that our approach rests on assumptions and assertions that arguably contradict the very approaches we claim to want our students to develop. By identifying anchor concepts and omitting other content and by creating assignments in which knowledge of these concepts can be demonstrated in one particular format, we reify dominant norms and epistemologies. That is to say that by determining in advance the content that counts as foundational in ME, we privileged an existing canon and our own values. This fact poses a fundamental challenge to this work that SCME instructors must negotiate.

We recognize that our approach could attract critique due to the contradiction in its internal logic (Ellsworth 1989). We would address that critique in two ways. First, frameworks describing ME converge on similar types of distinctions between approaches and assign similar traits to approaches tending to be considered conservative as well as to those considered to be progressive or transformative (Banks 1993; Gorski 2009; Jenks, Lee, and Kanpol 2001; Nieto 2000; Sleeter and Grant 2008). While existing frameworks should be continually renewed, positioning our work within them provided necessary grounding. Second, these frameworks tend to focus on curricular content and course objectives and this limitation of our choice of anchor concepts also regards content. However, as Gorski (2009) mentioned in the discussion of his study regarding ME syllabi, the instruction of SCMEs is as, if not more, important than the curriculum. How instructors create a safe class climate and model practices critically shapes students' experiences of the SCME and its effectiveness. These instructional aspects occupied less space in the studies we reviewed. This important dimension requires more treatment in discussions of SCME effectiveness as well as in ME teaching at the K-12 level.

CONCLUSION

Rapidly increasing disparities in access to public and private goods across sociodemographic groups in many countries have created an imperative for public school teachers to act as institutional agents for social change (see Gorski 2009). TEPs play a critical role in the development of teacher candidates toward this goal. Where cohesive preparation and induction programs do not exist, SCMEs can provide teacher candidates with necessary knowledge, dispositions, and beliefs to further their

development across the spectrum of ME understanding and implementation (Gorski 2009; Nieto 2000; Owen 2010). In this practitioner inquiry, we have given a detailed example of how we, as SCME instructors, found success by narrowing the scope of our objectives and using assignments focused on reflection, application, and content mastery to tightly align these objectives with class activities. This foundation of knowledge, discourse, and beliefs could further support the development of dispositions and skills that allow teacher candidates to apply and transfer their learning to different school and classroom contexts as they proceed through their training and induction. The illustration of how we progressed through the inquiry to better align our course may also readily transfer to teacher inquiries in other fields in higher education (Kennedy and Dana 2021).

ACKNOWLEDGMENTS

The authors would like to thank Nancy Fichtman Dana for her comments on previous versions of this manuscript.

AUTHOR BIOGRAPHIES

Brianna L. Kennedy, PhD, is an assistant professor in the Department of Education at Utrecht University. She studies the inclusion and exclusion of students from nondominant social backgrounds with a particular focus on educational policy and classroom teaching. As a former middle school teacher, she prioritizes the bridging of theory, research, and practice, and she investigates and develops appropriate inquiry approaches to do so.

Mark Preston S. Lopez, PhD, is an assistant professor in the Teacher Education Department at the Mountain Province State Polytechnic College, Philippines. He works with pre-service teachers, teacher educators, and professional teachers in advancing quality teaching and learning with a focus on culturally and linguistically responsive teaching and multilingual education. Having been a teacher educator for 20 years, he continues to promote the implementation of practitioner inquiry among classroom teachers.

NOTES

1. We use phenotypical descriptors (i.e. skin color) to identify groups that experience marginalization due to that trait. This identification distinguishes racism from prejudice or discrimination due to ethnic, linguistic, religious, gender, or other positionalities.
2. Students qualify for FRPL in US schools if their family earns less than 185% of the federal poverty level. In 2018, the poverty level for a family of four was \$25,100 (U. S. Department of Health and Human Services 2018).
3. Full citations can be found in the reference list.
4. If more than two-thirds of the students/participants met the goal of the course/study, this column was marked as “yes”; if between half and two-thirds did, or if different data sources indicated different results, it was marked as mixed; if fewer than half did, it was marked as “no;” if the author did not give evidence to judge based on these criteria, the column was marked as “unclear.” The authors acknowledge the limitations in assessing effectiveness using this simple quantitative approach but do so in order to provide the reader with a uniform way to assess each study.
5. While we understand that assessing ME courses using post-positivist methods that presume an objectivist epistemology is at odds with our paradigm, we cautiously synthesized and used these research outcomes to shed light on new ways of thinking about our course. We do not believe these are the only trustworthy measures of student learning, and we resist using these studies to draw causal conclusions about students’ transformational ME processes.
6. Articles from the literature review are marked with an asterisk.

REFERENCES⁶

- *Acquah, Emmanuel O., and Nancy L. Commins. 2013. "Pre-service Teachers' Beliefs and Knowledge About Multiculturalism." *European Journal of Teacher Education* 36 (4): 445–63. <https://doi.org/10.1080/02619768.2013.787593>.
- *Acquah, Emmanuel O., and Nancy L. Commins. 2015. "Critical Reflection as a Key Component in Promoting Pre-service Teachers' Awareness of Cultural Diversity." *Reflective Practice* 16 (6): 790–805. <https://doi.org/10.1080/14623943.2015.1095729>.
- *Adler, Susana M. 2011. "Teacher Epistemology and Collective Narratives: Interrogating Teaching and Diversity." *Teaching and Teacher Education* 27 (3): 609–18. <https://doi.org/10.1016/j.tate.2010.10.015>.
- *Amobi, Funmi A. 2007. "The Message or the Messenger: Reflection on the Volatility of Evoking Novice Teachers' Courageous Conversations on Race." *Multicultural Education* 14 (3): 2–7.
- *Artiles, Alfredo J., and Karen McClafferty. 1998. "Learning to Teach Culturally Diverse Learners: Charting Change in Preservice Teachers' Thinking About Effective Teaching." *The Elementary School Journal* 98 (3): 189–220. <https://doi.org/10.1086/461891>.
- Bandy, Joe M., Brielle Harbin, and Amie Thurber. 2021. "Teaching Race and Racial Justice: Developing Students' Cognitive and Affective Understanding". *Teaching & Learning Inquiry* 9 (1): 117–37. <https://doi.org/10.20343/teachlearningqu.9.1.10>.
- Banks, James A. 1989. "Approaches to Multicultural Curriculum Reform." *Trotter Review* 3 (3): Article 5.
- Banks, James. A. 1993. "Multicultural Education: Historical Development, Dimensions, and Practice." *Review of Research in Education* 19: 3–49. <https://doi.org/10.2307/1167339>.
- Bass, Randy. 1999. "The Scholarship of Teaching: What's the Problem." *Inventio* 1 (1): 1–28.
- Bergeron, Bette S. 2008. "Enacting a Culturally Responsive Curriculum in a Novice Teacher's Classroom Encountering Disequilibrium." *Urban Education* 43 (1): 4–28. <https://doi.org/10.1177/0042085907309208>.
- Blumer, Herbert. 1954. "What's Wrong with Social Theory?" *American Sociological Review* 19 (1): 3–10. <https://doi.org/10.2307/2088165>.
- *Bower, Laura A., and Amanda L. Sature. 2011. "Surpassing Normal: Preparing Teachers for Diverse Learners." *Action in Teacher Education* 33 (5): 416–31. <https://doi.org/10.1080/01626620.2011.626748>.
- *Bowles, Freddie A. 2011. "Transformation—More than Meets the Eye: Teacher Candidates' Journeys to Cultural Competence." *Action in Teacher Education* 33: 542–59. <https://doi.org/10.1080/01626620.2011.627048>.
- *Bryant, Larry C., Glenda Moss, and Anita S. Zidjemas-Boudreau. 2015. "Understanding Poverty Through Race Dialogues in Teacher Preparation." *Critical Questions in Education* 6 (1): 1–16.
- Buehl, Michelle M., and Jori S. Beck. 2014. "The Relationship Between Teachers' Beliefs and Teachers' Practices." In Helenrose Fives and Michelle G. Gill (Eds.), *International Handbook of Research on Teacher Beliefs*: 66–84. London: Taylor and Francis Group.
- *Canniff, Julie G. 2008. "A Cultural Memoir of Schooling: Connecting History and Critical Reflection to the Development of Culturally Responsive Educators." *Teaching Education* 19 (4): 325–35. <https://doi.org/10.1080/10476210802436476>.
- Cho, Grace, and Debra DeCastro-Ambrosetti. 2005. "Is Ignorance Bliss? Pre-service Teachers' Attitudes Toward Multicultural Education." *The High School Journal* 89 (2): 24–28. <https://doi.org/10.1353/hsj.2005.0020>.
- *Christian, Beth M., and Cassie Zippay. 2012. "Breaking the Yoke of Racism and Cultural Biases: Two Pre-service Teachers' Online Discussions and Candid Reflections about Race and Culture." *Multicultural Education* 19 (4): 1–16.
- Cochran-Smith, Marilyn, and Kathy Fries. 2005. "Researching Teacher Education in Changing Times: Politics and Paradigms." In Marilyn Cochran-Smith and Kenneth M. Zeichner (Eds.), *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education* (69–110). Mahwah, NJ: Lawrence Erlbaum Associates.
- *Cooper, Jewell E. 2007. "Strengthening the Case for Community-Based Learning in Teacher Education." *Journal of Teacher Education* 58 (3): 245–55. <https://doi.org/10.1177/0022487107299979>.
- Corbett, Dickson, Bruce Wilson, and Belinda Williams. 2002. *Effort and Excellence in Urban Classrooms*. New York: Teachers College Press.
- Dana, Nancy and Diane Yendol-Hoppey. 2014. *The Reflective Educator's Guide to Classroom Research* (3rd ed.). Thousand Oaks, CA: Corwin.

- Darling-Hammond, Linda. 2006. "Constructing 21st-century Teacher Education." *Journal of Teacher Education* 57 (3): 300–314. <https://doi.org/10.1177/0022487105285962>.
- Darling-Hammond, Linda. 2017. "Teacher Education Around the World: What Can We Learn From International Practice?" *European Journal of Teacher Education* 40 (3): 291–309. <https://doi.org/10.1080/02619768.2017.1315399>.
- Darling-Hammond, Linda, Dion Burns, Carol Campbell, A. Lin Goodwin, Karen Hammerness, E.E. Ling Low, Ann McIntyre, Mistilina Sato, and Kenneth Zeichner. 2017. *Empowered Educators*. San Francisco, CA: Jossey-Bass.
- *Darvin, Jacqueline. 2011. "Situated Performances in a Graduate Teacher Education Course: An Inquiry into the Impact of Cultural and Political Vignettes (CPVs)." *Teachers and Teaching* 17 (3): 345–64. <https://doi.org/10.1080/13540602.2011.554710>.
- *Dervin, Fred. 2015. "Towards Post-intercultural Teacher Education: Analysing 'Extreme' Intercultural Dialogue to Reconstruct Interculturality." *European Journal of Teacher Education* 38 (1): 71–86. <https://doi.org/10.1080/02619768.2014.902441>.
- *Elkader, Nermine A. 2016. "Dialogic Pedagogy and Educating Preservice Teachers for Critical Multiculturalism." *SAGE Open* 1: 1–13. <https://doi.org/10.1177/2158244016628592>.
- Ellsworth, Elizabeth. 1989. "Why Doesn't This Feel Empowering? Working Through the Repressive Myth of Critical Pedagogy." *Harvard Educational Review* 59 (3): 297–324. <https://doi.org/10.17763/haer.59.3.058342114k266250>.
- Emdin, Christopher. 2016. *For White Folks Who Teach in the Hood*. Boston, MA: Beacon Press.
- Eurostat. 2017. *Migrant Integration Statistics—Education*. Luxembourg: European Union. Retrieved from <http://ec.europa.eu>.
- Ford, Margot. 2013. "Achievement Gaps in Australia: What NAPLAN Reveals About Education Inequality in Australia." *Race Ethnicity and Education* 16 (1): 80–102. <https://doi.org/10.1080/13613324.2011.645570>.
- *Frederick, Rona, Agnes Cave, and Kathleen Perencevich. 2010. "Teacher Candidates' Transformative Thinking on Issues of Social Justice." *Teaching and Teacher Education* 26 (2): 315–22. <https://doi.org/10.1016/j.tate.2009.05.004>.
- Gainer, Jess S., and Clarena Larrotta. 2010. "Reproducing and Interrupting Subtractive Schooling in Teacher Education." *Multicultural Education* 17 (3): 41–47.
- Gay, Geneva. 1997. "Multicultural Infusion in Teacher Education: Foundations and Applications." *Peabody Journal of Education* 72 (1): 150–77. https://doi.org/10.1207/s15327930pje7201_8.
- Gay, Geneva. 2010. *Culturally Responsive Teaching* (2nd ed.). New York: Teachers College Press.
- Gorski, Paul C. 2009. "What We're Teaching Teachers: An Analysis of Multicultural Teacher Education Coursework Syllabi." *Teaching and Teacher Education* 25 (2): 309–18. <https://doi.org/10.1016/j.tate.2008.07.008>.
- Gorski, Paul C. 2012. "Instructional, Institutional, and Sociopolitical Challenges of Teaching Multicultural Education Courses." *The Teacher Educator* 47 (3): 216–35. <https://doi.org/10.1080/08878730.2012.660246>.
- Hollins, Etta, and Maria T. Guzman. 2005. "Research on Preparing Teachers for Diverse Populations." In Marilyn Cochran-Smith and Kenneth M. Zeichner (Eds.), *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education* (477–548). Mahwah, NJ: Lawrence Erlbaum Associates.
- Iseminger, Shalyse I., Horane A. Diatta-Holgate, Pamala V. Morris. 2020. "Describing Students' Intercultural Competence After Completing a Cultural Diversity Course Online or Face-to-Face." *Teaching & Learning Inquiry* 8 (2): 114–27. <https://doi.org/10.20343/teachlearningqu.8.2.8>.
- Jenks, Charles, James O. Lee, and Barry Kanpol. 2001. "Approaches to Multicultural Education in Preservice Teacher Education: Philosophical Frameworks and Models for Teaching." *Urban Review* 33 (2): 87–105. <https://doi.org/10.1023/A:1010389023211>.
- *Jennings, Louise B., and Cynthia P. Smith. 2002. "Examining the Role of Critical Inquiry for Transformative Process: Two Joint Case Studies of Multicultural Teacher Education." *Teachers College Record* 104 (3): 456–81.
- Kagan, Stephan, and Miguel Kagan. 2009. *Kagan Cooperative Learning*. San Clemente, CA: Kagan.
- Kennedy, Brianna L., and Nancy Fichtman Dana. 2021. "Taking Teacher Inquiry into Higher Education: A Dialogue in Four Parts." *College Teaching*. [Advance online publication] <https://doi.org/10.1080/87567555.2021.1907528>.
- Kim, Jung and Isaura Pulido. 2015. "Examining Hip-Hop as Culturally Relevant Pedagogy." *Journal of Curriculum and Pedagogy* 12 (1): 17–35. <https://doi.org/10.1080/15505170.2015.1008077>.

- Kumar, Revathy. 2012. "Preservice Teachers' Attitudes and Beliefs Toward Student Diversity and Proposed Instructional Practices: A Sequential Design Study." *Journal of Teacher Education* 64 (2): 162–177. <https://doi.org/10.1177/0022487112466899>.
- Kumar, Revathy, and Fani Lauermann. 2018. "Cultural Beliefs and Instructional Intentions: Do Experiences in Teacher Education Institutions Matter?" *American Educational Research Journal* 55 (3): 419–52. <https://doi.org/10.3102/0002831217738508>.
- Ladson-Billings, Gloria. 1995. "But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy." *Theory Into Practice* 34 (3): 159–65. <https://doi.org/10.1080/00405849509543675>.
- *Liggett, Tonda and Susan Finley. 2009. "Upsetting the Applegart: Issues of Diversity in Preservice Teacher Education." *Multicultural Education* 16 (4): 33–38.
- Marshall, Patricia L. 1998. "Teachers' Racial Identity and the Single Course in Multicultural Education." *Action in Teacher Education* 20 (1): 56–69. <https://doi.org/10.1080/01626620.1998.10462906>.
- McAlister, Gretchen, and Jacqueline J. Irvine. 2000. "Cultural Competency and Multicultural Teacher Education." *Review of Educational Research* 70 (1): 3–24. <https://doi.org/10.3102/00346543070001003>.
- Meyer, Jan, and Ray Land. 2003. "Threshold Concepts and Troublesome Knowledge: Linkages to Thinking and Practicing Within the Disciplines." In Chris Rust's (Ed.), *Improving Student Learning Theory And Practice—10 Years On*. Oxford: Oxford Centre for Staff & Learning Development.
- Milner, H. Rich, Francis Pearman, and Ebony McGee. 2013. "Critical Race Theory, Interest Convergence, and Teacher Education." In Marvin Lynn and Adrienne D. Dixson (Eds.), *Handbook of Critical Race Theory in Education* (339–54). New York, NY: Routledge.
- Moll, Luis C., Cathy Amanti, Deborah Neff, and Norma Gonzalez. 1992. "Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms." *Theory Into Practice* 31 (2): 132–41.
- National School Reform Faculty. 2008. *National School Reform Faculty Resource Book*. Bloomington, IN: National School Reform Faculty.
- New Zealand Ministry of Education. 2017. *Education Counts*. Auckland: New Zealand Ministry of Education. Retrieved from <https://www.educationcounts.govt.nz>.
- Nieto, Sonia. 2000. *Affirming Diversity* (3rd ed.). New York, NY: Longman.
- Oakes, Jeannie, Martin Lipton, Lauren Anderson, and Jamy Stillman. 2013. *Teaching to Change the World*. Boulder, CO: Paradigm Publishers.
- *Owen, Pamela. 2010. "Increasing Preservice Teachers' Support of Multicultural Education." *Multicultural Perspectives* 12 (1): 18–25. <https://doi.org/10.1080/15210961003641310>.
- *Peterson, Karen M., Larry F. Cross, E. Jean Johnson, and Glenna L. Howell. 2000. "Diversity Education for Preservice Teachers: Strategies and Attitude Outcomes." *Action in Teacher Education* 22 (2): 33–38. <https://doi.org/10.1080/01626620.2000.10463003>.
- *Peterson, Rochell R., and Erica Davila. 2011. "Are the Walls of Injustice Tumbling Down?" *The Journal of Educational Foundations* 25 (3–4): 37–58. <https://files.eric.ed.gov/fulltext/EJ954987.pdf>.
- *Pleasant, Heather, Carol B. Johnson, and Stanley C. Trent. 1998. "Reflecting, Reconceptualizing, and Revising: The Evolution of a Portfolio Assignment in a Multicultural Teacher Education Course." *Remedial and Special Education* 19 (1): 46–58. <https://doi.org/10.1177/074193259801900105>.
- Rubie-Davies, Christine, John Hattie, and Richard Hamilton. 2006. "Expecting the Best for Students: Teacher Expectations and Academic Outcomes." *British Journal of Educational Psychology* 76 (3): 429–44. <https://doi.org/10.1348/000709905X53589>.
- *Simms, Muriel. 2013. "A Teacher-Educator Uses Action Research to Develop Culturally Conscious Curriculum Planners." *Democracy and Education* 21 (2): 1–10.
- Sleeter, Christine E. 2017. "Critical Race Theory and the Whiteness of Teacher Education." *Urban Education* 52 (2): 155–69. <https://doi.org/10.1177/0042085916668957>.
- Sleeter, Christine E., and Carl A. Grant. 2008. *Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender* (6th ed.). Hoboken, NJ: Wiley.
- *Troutman, Porter L., William J. Pankratius, and Nancy P. Gallavan. 1998. "Preservice Teachers Construct a View on Multicultural Education: Using Banks' Levels of Integration of Ethnic Content to Measure Change." *Action in Teacher Education* 20 (1): 1–14. <https://doi.org/10.1080/01626620.1998.10462901>.

- Ukpokodu, Omiunota. 2011. "Developing Teachers' Cultural Competence: One Teacher Educator's Practice of Unpacking Student Culturelessness." *Action in Teacher Education* 33 (5): 432–54.
<https://doi.org/10.1080/01626620.2011.627033>.
- U. S. Department of Health and Human Services. 2018. *US Federal Poverty Guidelines Used to Determine Financial Eligibility for Certain Federal Programs*. Retrieved from <https://aspe.hhs.gov/poverty-guidelines>.
- Villegas, Ana M., and Tamara Lucas. 2002. *Educating Culturally Responsive Teachers*. Albany, NY: SUNY Press.
- Zygmunt, Eva, and Patricia Clark. 2016. *Transforming Teacher Education for Social Justice*. New York: Teachers College Press.

APPENDIX A: METHODOLOGY

During the first two semesters of the SCME, students completed a major field-based project focused on local schools and communities as well as on marginalized students. They also completed a lesson plan to apply what they learned, and an assignment in which they reframed a current teacher's deficit-based orientation toward a classroom management dilemma to an asset-based approach (see Appendix B for assignment descriptions from all four semesters). The instructors collected anecdotal and informal evidence of student learning by way of formative feedback and evaluations of the assignments. Evidence indicating that course assignments may have been reinforcing rather than challenging students' preconceptions regarding K–12 students who were different from them led to a minor course revision before semester two. That revision included changes to the requirements of existing assignments, more structured and scaffolded class activities and forum prompts, and the addition of a short assignment focusing on funds of knowledge. However, outcomes remained disappointing (see Figure 1). At this point we recalled the method for addressing teaching dilemmas that we used in other teacher preparation courses, Dana and Yendol-Hoppey's (2014) cycle of practitioner inquiry. We had already explored the possibility of using this method in higher education teaching (Kennedy and Dana 2021) and decided to apply it to our current dilemma. Our goals were threefold. First, we wanted to understand how other instructors had addressed the challenges we were experiencing. Second, we wanted to be more systematic about our conclusions regarding TC learning outcomes. Third, we wanted to make course revisions based on a strong foundation of evidence. As a first step in the inquiry cycle, we framed our formal inquiry dilemma as how to successfully facilitate the development of the knowledge, skills, and dispositions of the TCs in our SCME. As a next step, we collected more systematic evidence of student learning during the first two semesters, and we conducted qualitative analysis to identify more precise gaps in student learning as well as the reasons why those gaps persisted. We maintained the major assignments but made minor adjustments in online forum prompts and in-class activities. We then taught the course for the third time, this time taking a more systematic approach to analyzing student learning (see Figure 1). Because we had made significant revisions from semester one to semester two but continued to see major gaps in student learning, we particularly wanted to assess these perceptions systematically. Results indicated that gaps did persist and pointed to the need for a broader view of how other instructors have taught an SCME.

At this point, we undertook a literature review to understand how other SCME instructors negotiated this dilemma. The literature review addressed the guiding question: *How have instructors of SCMEs designed courses and assignments to successfully prepare TCs to educate diverse populations for social justice?* We searched Eric, ProQuest, JSTOR, PsycINFO, and Web of Knowledge using Boolean operators with the search terms “multicultural education” or “culturally responsive,” and “novice” or “teacher preparation,” limiting our search to peer-reviewed journal articles published between 1996 and 2016. We also manually searched the journal *Action in Teacher Education* since it was not included in these search engines but is widely regarded as a significant outlet for practitioner inquiry among teacher educators in the US. This search yielded 1,965 articles. We excluded duplicates as well as those that had foci, or included elements, that could not apply directly to our context because they would be beyond our instructional reach as teachers of the SCME. These excluded articles focused on internships, specific academic content areas, special education, early childhood education, specific TC or K-12 student populations, international field exchanges, TC dispositions apart from TEPs, and/or specific

instructional activities outside the context of one course (e.g. service learning). After the exclusion of these articles, there remained 190 articles for review.

Next, we categorized articles according to their focus, giving particular attention to the unit of analysis of each article. Categories used included conceptual articles (n=55), empirical studies of individual TCs' changes in beliefs across courses over time (n=54), empirical studies of SCMEs (n=23), empirical studies of TEPs (n=36), faculty self-studies (n=6), and other miscellaneous topics (n=16). We synthesized findings from the 23 empirical studies of SCMEs to answer our research question (see Table 1).

APPENDIX B: ASSIGNMENTS BY SEMESTER

Semester 1

Assignments from this semester included: Community Study, Lesson Plan, and Reframing Student Behavior (in addition to the weekly online Discussion Forums). The assignment descriptions that students received are attached below.

Assignment 1: Community Study Assignment

Effective classroom practice requires a teacher's knowledge of students' frames of reference as well as an understanding of, and empathy for, students' daily lives and personal experiences. This assignment is designed to develop your understanding of these topics with a particular focus on relevant differences that exist between different student groups and their teachers. After completing this assignment, you should be able to describe the assets students bring to your classroom upon which you can build. You should also be able to reframe student, family, and community characteristics that some educators see as deficits. This assignment addresses [state teacher competency numbers] and will prepare you for completing future class assignments.

You will work in a group of 4 to conduct a community study on the communities served by one secondary school in X County. Preferably, this will be one of the schools where you will conduct your practicum or field-based experience this semester. Your group will complete the assignment in two parts and then present your findings. In Part A of the assignment, you will research the school and community by following the steps below. In Part B of the assignment, you will identify the two communities that the school serves that are most different from each other. Then, in collaboration with a point person from your school, you will identify a student from each of those two communities and complete the following tasks:

- interview each student;
- make a home visit and interview a guardian for each student;
- have one community-based experience recommended by each family; and
- interview at least two educators about each student.

Steps for completing each part of the assignment are described in more detail below.

Part A: Overview of the School and Community

The purpose of Part A is to get an overview of your school and the communities it serves. To complete Part A, follow these steps:

1. Identify your school's catchment area. The X County Public Schools Zoning Map can be found here: [Website masked for anonymity]
You can read a description of catchment areas here: [Website masked for anonymity]

2. Identify programs at the school that enroll students who do not live in the school's catchment area. Determine how those students are chosen.
3. Identify the school's demographics using information on the State Department of Education website. Include information about ethnicity, gender, and socioeconomic status, and disability. Especially useful is the file entitled "School Grades, Basic Information on Schools" found here: [Website masked] You can also find basic school information on the US DOE website. These data, called the Common Core of Data (CCD), are available from the National Center for Education Statistics (NCES) here: <http://nces.ed.gov/ccd/> Start with the "Search for Public Schools" and explore from there.

Also note: A secondary school is categorized as Title I if 74% or more of its students qualify for free or reduced-price lunch, whereas a primary school qualifies with 40% or more. **BUT**, for some purposes, such as 21st Century grants, a secondary school is considered Title I if its feeder schools are Title I. We will use that same classification system (as does NCES' CCD). That means that even if the State DOE table lists a secondary school as not Title I, we will classify it as Title I if its feeder schools are classified as Title I. Use the District website to determine which elementary schools are feeder schools for the secondary schools, or for a shortcut, use NCES' Common Core of Data website to see if the school is categorized as Title I.

4. Identify the school grade as well as trends regarding [State Standardized Test] achievement at the school. Use the file from task 3 to identify the school grade. Be sure to use the State DOE website to investigate the meaning of school grades. Use all three of the State Test links on this website to find out how different groups of students are performing at the school: [Website masked]
5. Interpret the Office of Civil Rights data about your school. Go here: <http://ocrdata.ed.gov/DistrictSchoolSearch#schoolSearch> and enter your school and district name. Look for the distribution of different groups of students in both positive (e.g. gifted and talented enrollment) and negative (e.g. out-of-school suspension) indicators of achievement.
6. Set up a meeting with the "point person" at your school. At least two of your group members must attend. Send me an email telling me when the meeting is and I will try to attend. Also note that we will end class at 3:30 on Sept. 11, giving you time to schedule your meeting on that day if you cannot find other possible times.
7. At the meeting, ask the point person about the communities served by the school. Specifically, ask that person to identify the communities served by the school that are very different from each other. Remember that if your school has a magnet program, you should include both programs when considering the communities served.

8. Choose two of the communities identified by your point person. Drive through them, taking note of differences you see with regard to housing, transportation, access to different types of stores and facilities, number of pedestrians observed, and anything else you notice.
9. Describe the characteristics of these two communities in terms of demographics, employment, educational attainment, structure of households, home ownership, health indicators, and anything else you think is relevant to students, teachers, and community members. Consider using the American Fact Finder available here: <http://factfinder2.census.gov/main.html> or this guide: <https://www.cubitplanning.com/data/american-fact-finder-census-tracts> or check out this site: [Website masked]

Record the information you find on your group wiki as you go. Then, decide as a group on the best way to organize and display the information you find. You may want to use a chart, table, map, or some combination of tools. Write a 2-page summary of your findings and then on a third page, discuss how you think your findings impact the students and teachers at the school you are studying. You will submit this paper to me and receive feedback that you will incorporate into the final paper.

Part B: Understanding and Relating to All Students

The purpose of Part B is to get more detailed information about students' experiences and how they shape (or could shape) teaching and learning at the school. Complete the following tasks for Part B:

- An interview of each student. Your interview questions and notes should be listed on your wiki. For assistance, see the Step-By-Step Guide to Conducting Student Interviews and Home Visits.
- A home visit and parent interview for each student.
- List the things you will look for and the questions you will ask on your wiki before the visit, and write out your notes on the wiki after the visit. You can use the Step-By-Step Guide to Conducting Student Interviews and Home Visits for help on this one, too. (You can also talk with me!)
- Interviews with two teachers of each student.
You will ask teachers about their impressions of each student, including how they think that student best learns, what the student's strengths and weaknesses are, what they know about the student as an individual, and anything that might have come up in your previous observations or interviews that could help you understand the student's experiences. Create the list of questions in advance of the interview and put them on your wiki page. At least two members of your group should attend each interview. Remember that one person will ask the questions while another takes notes. See the Step-By-Step Guide to Conducting Student Interviews and Home Visits for more instructions regarding how to interview successfully.
- Two community activities.
You will identify an activity that your group can attend in each of the two communities where the students live. Your activity should be something that the student him- or herself would do as part of his or her regular week and may be something you learn about during the student

interview or home visit. Some sample activities include: attending a church service where the student goes to church; taking public transit to buy groceries (if that's something the student's family does); or going to a soccer tournament. These are just a few ideas among many possibilities. If you are unsure about your choice of activities, please ask. Include your notes about the activity on the wiki. At least two people from each group should attend each activity.

Your group will write a final paper of your findings as well as present them to the class. Here are the requirements for each assignment:

Final Paper

Your group needs to turn in **one paper for the entire group, except that each group member needs to write their own reflection page for Section 5**. As you write your paper and prepare your presentations remember to **use pseudonyms** for all the people you discuss. The paper needs to be 15-20 pages in length (not including the bibliography) and contain the following sections:

Section 1: Profile of the School and Two Communities (2 pages)

This section is a revision of your Part A paper that incorporates the feedback that I gave to your group. You do not need to include the third page reflection because you will synthesize it with your other reflections below.

Section 2: Profile of Student 1 (4-5 pages)

In the student profile, synthesize information gathered in all of your interviews to address:

- The student's experiences in school
- How the student learns best and any special considerations that the student needs
- The student's home experiences and how they compare to the expectations that educators have for the student (Include information about family communication styles if you were able to observe them.)
- How the student's extracurricular or community-based experiences impact the student
- Specific information that teachers could use when teaching this student, particularly with regard to incorporating the student's communication style, learning style, and prior knowledge into lessons
- Any other information/advice teachers should keep in mind when teaching this student

Section 3: Profile of Student 2 (4-5 pages)

Include the same information listed in the Profile of Student 1

Section 4: Implications for Teachers (4-5 pages)

In this section, your group needs to draw from at least 3 sources (more is better!) we've read in class and discuss the following questions:

- How do these students compare and contrast with each other?
 - Who is more likely to do well in school? Why?
 - What can teachers do to ensure that both students are engaged and successful?

- Based on the lessons learned in this assignment, when might it be important to conduct a student interview, home visit, or community activity?
- How can teachers use what they learn from student interviews, home visits, and community activities in their curricular and instructional choices? (Give specific examples for each student.)

Section 5: Personal Application (1 page per person)

For this section, each individual group member needs to write a one-page reflection addressing the questions below. Each section of the Personal Application should be labeled with the group member's name.

- What overall impressions do you have from completing this assignment? What did you learn about yourself? What surprised you?
- What lessons did you learn and what skills did you develop with regard to communicating with teachers, students, and parents?
- How can you utilize the skills you developed and content you learned when you start to work in a school full-time?

Section 6: Bibliography

Include a separate page at the end listing the sources you used in Section 4. Be sure to use APA formatting, with which you can find assistance at the Purdue Online Writing Lab here:

<https://owl.english.purdue.edu/owl/resource/560/01/>

Final Presentation

Your group will prepare a 13-15 minute presentation of your community study. Your presentation should include:

1. An overview of the student profiles and how you were able to get information about your students.
2. A synthesis of what you learned about the students and general implications for teachers. (Hint: Use what you wrote in your papers, but also address any comments I gave you in my feedback.)
3. A group reflection about things that struck you as you completed this assignment.
4. Specific examples of how each member of your group incorporated what they learned into your lesson plan or other classroom practice. Each individual group member should present their own.
5. Visual and/or audio materials (e.g. charts, photos, soundtrack of an example of community activity)

Do not go under or over time.

Assignment 2: Lesson Plan Assignment

Effective instruction starts with a detailed, relevant lesson plan. This assignment is designed to structure the lesson planning process and guide you to producing a high quality, comprehensive, and culturally relevant plan. You will demonstrate your ability to build upon students' knowledge and create alignment between the standards, objectives, instructional and engagement strategies, and assessments in your lesson. This assignment addresses [state teacher competency numbers].

First, you will choose any topic you will likely be required to teach when you get a full-time position. You will create a lesson plan to teach that topic to a diverse class of learners, particularly keeping in mind the needs of the students you interviewed during your community study. Pretend that those students are in the class you are teaching.

Your lesson plan will begin with a two-page reflection that identifies the topic you will teach and specifies the considerations you will need to keep in mind in order to convey the content to diverse learners. In this reflection, you should state the students' funds of knowledge upon which you will draw (based on what you learned during the community study). You should also describe the types of instructional activities that you think will best address the needs of your students and explain why you have chosen these. Connect the specific details of your lesson plan, such as the activities you have planned, the metaphors you will use, and the content students will master, to your reflection about the needs of your students.

Next, you will complete the plan itself by including the following (see example template):

1. Lesson title, grade/subject, standard being taught (use CCSS if available), specific objectives the students will master, and the materials needed
2. A description of each activity that you will use, including a script of the "teacher talk" you will say during each activity
3. A description of each transition between activities, keeping in mind all that we have learned about successful classroom structures and routines. Include a script of what you will say before and during transitions.
4. At least one assessment activity that is aligned with the lesson objectives.
5. A justification of each activity and transition as well as of the assessment explaining your reasoning for choosing it. Include a citation of course material that supports your choice. You must draw from at least three different class materials in your justifications. Include a bibliography on a separate page at the end of your lesson plan.

Assignment 3: Reframing Student Behavior Assignment

Being committed to teaching every student can be difficult when students behave in challenging ways. This assignment is designed to help you practice thinking about challenging behavior from a student-centered perspective. You will identify posts in a teacher forum on the world wide web that reflect a deficit perspective regarding student behavior, and you will write a response that you could give to those

teachers using an asset-based perspective. This assignment addresses [state teacher competency numbers]. Complete the following steps for this assignment:

- 1) Use an online teacher forum to find practicing educators' classroom management-related complaints. You may use any forum you find. Here are some sites with which to begin:
 - <http://forums.atozteacherstuff.com>
 - <http://www.proteacher.net>
 - <http://forums.theteacherscorner.net/activity.php>
- 2) Choose 2 entries that pertain to classroom management and that represent a deficit perspective. Copy and paste the entries you choose into your final paper, being sure to credit the source.
- 3) Write a 2-page response (not including the length of the forum entry you pasted) to each entry. Your response should do two things:
 - a) Reframe the perspective from a deficit perspective to an "It's My Job" perspective;
 - b) Give potential solutions to the teacher based on our class materials.
- 4) Cite at least five sources and include a bibliography in APA format on a separate page. Your final paper should be 4-5 double-spaced pages in length (not including the pasted forum entries).

Semester 2

Assignments from this semester included: Educational Autobiography, Funds of Knowledge and Frames of Reference Reflection, Reframing Student Behavior, Ecological Student Study, and Lesson Plan (in addition to the weekly online Discussion Forums). The Ecological Student Study was a revised version of the previous Community Study. Revisions were intended to provide additional scaffolding. The Lesson Plan assignment was revised in order to better align with course content (e.g. to guide students more directly to incorporate specific findings from the Ecological Student Study). The Reframing Student Behavior assignment did not change and is therefore not included again here. The remaining assignment descriptions that students received are attached below.

Assignment 1: Educational Autobiography

Purpose

Our course focuses on building relationships with students and honoring their cultural backgrounds, as well as recognizing our own. The purpose of this assignment is to encourage you to reflect on your own educational history, with a particular focus on your relationships with teachers and how your cultural background may have affected your experiences.

Assignment

Describe your K-12 educational experiences and your reflections about them. Your autobiography needs to:

- Include information about your cultural background.
- Consider how your educational experiences were impacted by:
 - Your cultural background;
 - Your academic track (e.g., regular, honors); and
 - Other factors you can identify.

- Reflect on the teachers who impacted you, both positively and negatively.
- Be 2-3 pages (double-spaced).

To Help You Get Started

We will use the following activities to guide you in completing the assignment. You will not need to turn these in and you are free to choose what you share with classmates.

ACTIVITY ONE

1. List as many words as you can think of to describe yourself.
2. What is your race?
3. What is your family's economic status? Give specific indicators of how you identify this status.
4. Do you or other members of your family speak another language fluently? If so, how did you learn it?
5. Was your language(s) an advantage or disadvantage for you in K-12 school? How?
6. What are some of your culture's traditions?
7. What are some of your culture's expectations for how children should behave?
8. What race were the majority of your teachers? How do you think this impacted your education?
9. What was the typical demographic makeup of your K-12 classrooms? Was this an advantage or disadvantage for you?
10. Think about a teacher you had in middle or high school who showed caring and respect for students. In specific behavioral terms, what did this teacher do to communicate that he or she cared about you and other students?
11. Think of an educator from your past with whom you did not connect. What would you say to that educator about building relationships with students?

ACTIVITY TWO

- Thinking back to **elementary school ONLY**...
- I was identified as having an educational difficulty or "disability:" Y N
- I was identified as being "gifted/talented:" Y N
- I was often placed in the "highest" groups for math: Y N
- I was often placed in the "highest" groups for reading: Y N
- I was often placed in the "lowest" groups for math: Y N
- I was often placed in the "lowest" groups for reading: Y N

Choose no more than 3 words when responding to this prompt:

*If I could have heard some of the words my **elementary school teachers** used to describe me when talking with one another or with my family, they would probably include....*

ADD/ADHD	Behavior Problem	Creative	Gifted
Bad	Bully	Different	Good
ADD/ADHD	Class Clown	Disorganized	Immature
Bad	Compliant	ESE	Leader

Mature	Slow	Talkative	_____ (a word that doesn't appear on this list)
Polite	Smart	Unfocused	
Quiet	Social	Unmotivated	
Rude	Talented		

ACTIVITY THREE

Thinking back to **middle and high school ONLY**...

- I was identified as having an educational difficulty or “disability:” Y N
- I participated in some or all “advanced” classes: Y N
- I participated in some or all “lower” classes: Y N

The following word(s) come to mind when I think of my **middle school** experience:

The following word(s) come to mind when I think of my **high school** experience:

Assignment 2: Funds of Knowledge and Frames of Reference Reflection

Successfully identifying students’ funds of knowledge and frames of reference begins with being able to identify our own. For this assignment, you will describe two of your own funds of knowledge and five frames of reference from some phase of your life and apply them to curricular content. Your online work during the week of September 30 will be incorporated into this assignment. Follow these steps to complete the assignment:

1. You will begin by writing the first two sections of your Funds of Knowledge and Frames of Reference Reflection. For section 1, you will write 300-450 words each about *two* of your own funds of knowledge. For section 2, you will make a list of *five* frames of reference with which you are familiar or have been familiar during some phase of your life. For each of these frames of reference, include two to three sentences describing it as well as what you remember about it. Your paper should be 3-4 double-spaced pages. See Dr. Kennedy-Lewis’ example in the course

shell. **Post your paper in your Ecological Student Study group's forum by Wednesday, September 30 at 2:00 p.m.**

2. Read the papers of each member of your group. Reply to each group member's thread with three examples of how you would tie their funds of knowledge and/or frames of reference to your content area. Give the specific standard you would be addressing in each of your three examples. **Post these responses by Sunday, October 4 at midnight.** (You also need to post for Oct. 7 class readings by that deadline.)
3. Extend your Funds of Knowledge and Frames of Reference Reflection by connecting your funds of knowledge and frames of reference to specific course content. Give three specific and detailed examples. You may use your colleagues' examples or create new ones. This final section should be 1-2 pages long, making your **final paper 4-6 pages in length.**
4. Upload your final paper by class time on Oct. 7.

Funds of Knowledge and Frames of Reference Write-Up (4-6 total pages)

- *Section 1: Funds of Knowledge (300-450 words each, two total)*
Describe two of your funds of knowledge with sufficient detail that a colleague could draw upon the information given to create bridges to course content.
- *Section 2: Frames of Reference (5 frames of reference with 2-3 sentences about each)*
List 5 frames of reference along with a brief description of each.
- *After Writing Section 2: Respond to all group members*
You will not include your online posts to your group members in your paper, but the quality of your responses will be incorporated into your paper grade.
- *Section 3: Connections to Content (1-2 pages)*
Give three specific and detailed examples of how your own funds of knowledge and/or frames of reference could be connected to any content area. Include the standards your examples would address.

Assignment 3: Reframing Student Behavior Assignment (see above)

Assignment 4: Ecological Student Study

Effective classroom practice requires a teacher's knowledge of students' funds of knowledge and frames of reference as well as an understanding of, and empathy for, students' daily lives and personal experiences. This assignment is designed to help you develop the skills you will need to learn about, and communicate effectively with, different students, families, and communities regardless of where and whom you teach. Upon completion of this assignment, you should be able to describe the assets students bring to your classroom upon which you can build.

This assignment will be completed in four parts. You will work in a small group to complete the first three activities, then you will turn in an individual portfolio. The four parts are:

- a) Part I: Home and Student Inquiry (15 points, suggested due date Sept. 23)
- b) Part II: Community Inquiry (15 points, suggested due date Oct. 21)
- c) Part III: Classroom Observation and Teacher Inquiry (15 points, suggested due date Nov. 18)
- d) Final Portfolio (15 points, DUE Nov. 18)

A note about confidentiality: Treat anything the student or parent tells you as confidential and use discretion about using the student's or parent's name. Use a pseudonym for the student and school in your written work.

Final Portfolio

Your final portfolio will include everything you have completed for each part of the assignment (listed below) as well as a student profile and reflection. In this final portfolio, your tasks are to: 1) provide evidence of how you gained skills to build relationships with students and families; 2) demonstrate an empathetic understanding of students' school and community experiences; 3) apply your learning to classroom teaching, specifically by connecting students' funds of knowledge and frames of reference to academic content; 4) reflect on your personal and professional growth during the project.

In the final portfolio, you will include all parts of the assignment, including the write-ups you have completed for each part. One additional assignment for the final portfolio, a student profile and reflection, will make up most of the points you will earn for the portfolio itself. Use this checklist to help you assemble your portfolio. Remember that it should be submitted as an electronic PDF. Consider using the smartphone application "Genius Scan" if you need to scan documents. You can merge PDF files using Preview on a Macintosh computer or using Adobe Acrobat. If you received instructor permission to substitute parts of the assignment, use this checklist as a guide and replace relevant sections.

- Cover page
- Section divider called "Part I: Home and Student Inquiry"
- Home and Student Inquiry Write-Up meeting these requirements:

Home and Student Inquiry Write-Up

Each individual will submit a 4-section paper for Part I. Section 1 can be done as a group, and Sections 2-4 should be done individually. The write-up is due as part of your portfolio on Nov. 18, but the suggested completion date is September 23. The paper should include the following sections:

- *Section 1: Description of Home Visit (3 pages)*
Summarize the information from the Home Inquiry tool and interview. This description can be identical for each group member.
- *Section 2: Impressions (1 page)*

This section answers the prompt: What did you expect this experience to be like and how did your actual experience compare to your expectations? What would you share with other educators as a result of your experience?

- *Section 3: Application (1 page)*

This section answers the prompt: How could you apply the information you learned from the home visit to your classroom design, management, and instruction?

- *Section 4: Home Inquiry Tool, Student Interview, Caregiver Interview (scanned and added to PDF)*

What is completed on your sheets should match your role.

- Home Inquiry Tool
- Student Interview
- Caregiver Interview
- Section divider called “Part II: Community Inquiry”
- Community Inquiry Write-Up meeting the requirements of the option you chose below:

Option I: Community Audit

Your group will use the Community Audit Tool to examine the physical surroundings that your target student experiences. Be sure to view the “How to Use the Community Audit Tool” video in our course shell. The Community Audit Tool is attached below and is electronically available underneath the video link online. Choose a 1-2 block area that your target student frequents. *Do not choose the school.* If you are unsure of the area to choose, do the commercial district closest to the student’s home. Here are the directions for your write-up:

Each individual will submit a 4-section paper for Part II. Sections 1, 2, and 4 can be done as a group, and Section 3 should be done individually. The paper should include the following sections:

- *Section 1: Description of Community Audit (2 pages)*
Describe the area you chose and justify your choice. Then, summarize what you found, giving sufficient detail that someone who did not observe the area could use your description to incorporate frames of reference from the audit into a lesson plan.
- *Section 2: Artifacts (No page limits, scanned and added to PDF)*
Include at least four artifacts that reflect what you learned about the area you studied and that could be connected to course content. (These could be pictures, other found objects, brochures, menus, etc.) Scan these into your final paper.
- *Section 3: Reflection and Application (2 pages)*
First, reflect on how this area compares and contrasts to your own experiences growing up and how those similarities and/or differences will impact your teaching. Then, describe at least three ways that you could use what you learned as a teacher of your target student. Make specific connections to content that you would be teaching this student if you were his/her current teacher.
- *Section 4: Community Audit Tool (scanned and added to PDF)*

Option 2: Community Event

Your group will learn about students' lives in the community outside of school. Your group will identify an extracurricular activity, event, or routine in which your target student engages. This should *not* be something organized by the school. You will attend the event or activity. You may contact the family and see if you can attend with them if you would like. Doing so would give you the best learning experience, but you are not required to do so. Spend at least 20 minutes at the event and take field notes that describe what people are doing, who attends the event, how children interact with each other, how children and adults interact, and how the event compares and contrasts with children's experiences in school. Here are the directions for your write-up:

Each individual will submit a 4-section paper for Part II. Sections 1 and 2 can be done as a group, and Sections 3 and 4 should be done individually. The paper should include the following sections:

- *Section 1: Description of Community Event (2 pages)*
Describe the event you chose and justify your choice. Document the location, time attended, and duration. Then, summarize what you found, giving sufficient detail that someone who did not attend the event could use your description to incorporate frames of reference from the audit into a lesson plan. Include a description of what people are doing, who attends the event, how children interact with each other, and how children and adults interact.
- *Section 2: Artifacts (No page limits, scanned and added to PDF)*
Include at least four artifacts that reflect your event and that could be connected to course content. (Be sensitive to taking photos of people without their consent; if you are unsure, ask!) Scan these into your final paper.
- *Section 3: Reflection (1 page)*
Reflect on how this event compares and contrasts to your own experiences growing up and how those similarities and/or differences will impact your teaching.
- *Section 4: Application (1 page)*
Compare and contrast how the child's experience at this event compares and contrasts to her/his experiences in school. Then, describe at least three ways that you could use what you learned as a teacher of your target student. Make specific connections to content that you would be teaching this student if you were his/her current teacher.

- Community Audit Tool (if applicable)
- Community Inquiry artifacts
- Section divider called: "Part III: Classroom Observation and Teacher Inquiry"
- Classroom Observation and Teacher Inquiry Write-Up meeting these requirements:

Classroom Observation and Teacher Inquiry Write-Up

Each individual will submit a 4-section paper for Part I. Section 1 can be done as a group, and Sections 2-4 should be done individually. The write-up is due as part of your portfolio on Nov. 18,

but should schedule the observation and interview right away. The paper should include the following sections:

- *Section 1: Description of Classroom Observation and Teacher Interview (3 pages)*
Summarize the information from the observation and interview. This description can be identical for each group member.
 - *Section 2: Impressions (1 page)*
What were the significant things that you noticed during this experience? What would you share with other educators as a result of your experience?
 - *Section 3: Application (1 page)*
This section answers the prompt: How could you apply the information you learned from the classroom observation and teacher inquiry to your classroom design, management, and instruction?
 - *Section 4: Classroom Observation and Teacher Inquiry Tools (scanned and added to PDF)*
What is completed on your sheets should match your role.
- Classroom Observation Tool
 - Teacher Inquiry Tool
 - Section divider called “Part IV: Student Profile and Reflection”
 - Student Profile and Reflection Write-Up meeting these requirements:

Student Profile and Reflection Write-Up

Each individual will submit a 3-section paper for Part IV. This section should be completed independently. You may discuss the student profile with your group, but your synthesis should be original. The paper should include the following sections:

- *Section 1: Student Profile (2 pages)*
Synthesize what you have learned about the student, with particular attention to detail regarding the student’s personal, family, community, and school experiences. Think of this write-up as a detailed introduction to the student. Incorporate what you have learned in Parts I-III in compiling this profile.
- *Section 2: Recommendations for Educators (2 pages)*
Based on what you have learned about this student and the experiences you have had, give recommendations to this student’s teachers as well as to other educators based on what you have learned. These recommendations should address all three areas of classroom practice: relationships, classroom management, and curriculum and instruction. (Hint: Draw upon your Application sections in previous Write-Ups.) Cite at least five sources from class to support your suggestions and include a bibliography on a separate page (not included in the length of the paper).
- *Section 3: Reflection (1 page)*
Discuss your personal and professional growth through this project.

Assignment 5: Lesson Plan

Effective instruction starts with a detailed, relevant lesson plan. This assignment is designed to structure the lesson planning process and guide you to producing a high quality, comprehensive, and culturally relevant plan. You will demonstrate your ability to build upon students' funds of knowledge and frames of reference, draw upon their cultural communication and engagement styles, and create alignment between the standards, objectives, instructional and engagement strategies, and assessments in your lesson. Mastery of all [State competencies] will be demonstrated on the Lesson Plan Assignment. Your responses to feedback from previous assignments should be incorporated into this summative assessment of your learning.

For this assignment, you will begin by describing your classroom context, which includes the nature of the relationships you have built with students, the quality of your classroom community, and the routines you have in place to make the class run smoothly. Then, you will identify a content standard to teach and give an overview of the content and instructional activities. Finally, you will provide three "snapshots" of the lesson, with each one focused on one of the areas of practice that we have discussed this term (i.e. relationships, classroom management, and curriculum and instruction). *You must include the minimum number of references listed in each section description, and you must use at least 10 different sources across sections. You may use class activities to justify points that you make, but those references are in addition to the readings used.*

Part I: Description of Classroom Context (3 pages, 10 points)

Your lesson plan will begin with a three-page description of the context of your classroom, including:

- how you have built and maintain community;
- how you have gotten to know your students;
- the classroom rules, reinforcements, and routines;
- and the furniture arrangement (include this on the bottom half of the third page);
- conclude the paper with 2-3 sentences about your student from the ESS, who will be the target student for your lesson plan.

For this section, draw upon the resources provided and skills developed during this course and cite at least five course resources you are drawing upon. You may include additional resources from other courses, but they cannot replace the minimum of five cited from this course. Include all references on a reference list as a separate page at the end of the assignment.

Part II: Overview of the Lesson (1 page, 10 points)

You do not need to include an entire lesson plan for this assignment. Instead, you will give a one-page overview of the lesson that includes:

- the lesson title, grade/subject, standard being addressed;
- the instructional activities you will use, presented as if you were writing a chronological description of the lesson. Describe what happens at each part of the lesson;
- at least one appropriate assessment;
- a rationale for how your curricular and instructional decisions will engage your target student.

For this section, draw upon the resources provided and skills developed during this course and cite at least five course resources you are drawing upon. You may include additional resources from other courses, but they cannot replace the minimum of five cited from this course. Include all references on a reference list as a separate page at the end of the assignment.

Part III: Snapshots (Lengths will vary, 10 points each, 30 points total)

Provide three “snapshots” of the lesson (see example). Snapshots are descriptions of what is happening in the classroom during a brief period of time and include the teacher’s words and actions, and the students’ words and actions. Consider everything that an observer in the back of the room would see and hear. That level of detail should be included in your snapshot. Each one should cover 2-10 minutes of the class period. One snapshot will focus on relationships; one will focus on classroom management; and one will focus on curriculum and instruction. The snapshots should show your mastery of the practices we have listed on our domains of practice slide and discussed throughout the course [Slide provided here].

Present your snapshots in the order they would occur in the lesson. For example, if your snapshot of classroom management is about your use of bell work to start class, you would present that snapshot first since it would occur first in the lesson. Use the template on the last page of this assignment to write out each snapshot. Then, below the table, write a one-paragraph explanation of how all three domains of teacher practice (relationships, classroom management, and curriculum and instruction) are contributing to the success of that part of the lesson. For each snapshot, draw upon the resources provided and skills developed during this course and cite at least five course resources you are drawing upon (see example). You may include additional resources from other courses, but they cannot replace the minimum of five cited from this course. Include all references on a reference list as a separate page at the end of the assignment.

Snapshot: Focus on Relationships

For this snapshot, show how you are demonstrating one or more of the four strategies we have discussed for building and maintaining relationships with students or how you are building classroom community (see slide above). For example, you could describe a part of the lesson that includes team building or you could show how you prevent or de-escalate a conflict or disruption.

Snapshot: Focus on Classroom Management

For this snapshot, show how you are demonstrating successful classroom management strategies. For example, you could describe the teacher’s nonverbal actions during a particular instructional activity or you could describe a classroom transition or routine.

Snapshot: Focus on Curriculum and Instruction

For this snapshot, show how you are demonstrating successful curricular and instructional activities. The curricular and instructional activities you choose to describe in this snapshot must apply to your target student and your justification for your choices should make explicit connections to your target student.

Semester 3

The same assignments were used in semester 3 that were used in semester 2, except that online forum posts more directly linked readings, class activities, and assignments. Systematic data collection and analysis of class activities and assignments began during this semester.

Semester 4

Based on the outcomes of the literature review synthesis, assignments focused more on developing a solid knowledge base and promoting reflection regarding beliefs and dispositions. Assignments from this semester included: pre-assessment, classroom observations, midterm exam, and final exam (in addition to the weekly online Discussion Forums).

Assignment 1: Pre-Assessment

Answer the first three short-answer questions (½-1 page each). Then, define each of the anchor concepts listed to the best of your ability (2-5 sentences each). Your pre-assessment will be evaluated based on how thoroughly you respond to each question, not the accuracy of your answers.

Short Answer Questions

1. Describe the best teacher you have ever had. Include the three domains of teaching in your description.
2. Describe how race, ethnicity, class, gender, sexual orientation, and/or language status (yours, your teachers, and/or your classmates') shaped your educational experiences.
3. Do you consider yourself to be from a historically underserved student group? Explain. How were students from historically underserved student groups treated by educators and fellow students when you were in school?
4. What dispositions, skills, and abilities do you consider to be most important for teachers to have? Why?
5. How would you explain the connections between positive relationships, classroom management, and curriculum and instruction in teaching and learning?

Definitions

- | | |
|----------------------------------|--|
| a) Ecological model: | k) Funds of knowledge and frames of reference: |
| b) Domains of teaching: | l) Deficit thinking: |
| c) "It's My Job" teaching: | m) Resistance: |
| d) Positive relationships: | n) Precorrection: |
| e) Routines: | o) De-escalation: |
| f) Culturally Relevant Pedagogy: | p) Empathic mindset: |
| g) Social justice: | q) Cooperative learning: |
| h) Hip hop pedagogy: | r) Academic press: |
| i) Multicultural education: | s) Motivation strategies: |
| j) Cultural communication: | |

Assignment 2: Classroom Observations

A. Focus on Relationships

Take detailed notes during your observation, specifically with regard to how the teacher fosters positive relationships with students and between students. Pay particular attention to how the teacher engages historically underserved students. Be sure to record details about any behavioral incidents that occur during the observation. Use your notes to complete the following:

1. Give a detailed summary of what happened during the observation, including any behavioral incidents. In your summary, include a description of how the quality of the relationships in the classroom did or did not support the classroom management and the curriculum and instruction. (1-2 pages)
2. Analyze the teaching you observed using *at least three* appropriate anchor concepts. Cite *at least five* relevant class sources to support your analysis. You *must* use the following anchor concepts in your analysis (could be counter examples): *Deficit thinking and empathic mindset*. (1-2 pages)
3. Analyze how well the teacher demonstrated the [state teacher competencies] we are focusing on in this class (see attached). (1-2 pages)
4. Describe at least one practice you would like to repeat in your own teaching and one piece of advice you have for this teacher based on what we have discussed in this course. (1/2-3/4 page)

B. Focus on Classroom Management

Take detailed notes during your observation, specifically with regard to how the teacher enacts an “It’s My Job” approach and uses routines to organize the class. Use your notes to complete the following:

1. Give a detailed summary of what happened during the observation. In your summary, include a description of how the classroom management did or did not support the development of positive relationships and the curriculum and instruction in the class. (1-2 pages)
2. Analyze the teaching you observed using at least three appropriate anchor concepts. Cite *at least five* relevant class sources to support your analysis. You *must* use the following anchor concepts in your analysis: *“It’s My Job” teaching and routines*. (1-2 pages)
3. Analyze how well the teacher demonstrated the [state teacher competencies] we are focusing on in this class (see attached). (1-2 pages)
4. Describe at least one practice you would like to repeat in your own teaching and one piece of advice you have for this teacher based on what we have discussed in this course. (1/2-3/4 page)

C. Focus on Curriculum and Instruction

Take detailed notes during your observation, specifically with regard to how the teacher uses (or could use) curriculum and instruction to engage historically underserved students. Use your notes to complete the following:

1. Give a detailed summary of what happened during the observation, including the curriculum and instructional strategies used. The best summaries will consider both what is as well as what is not taught and how it is as well as how it is not taught. In your summary, include a description of how the quality of the curriculum and instruction did or did not support the classroom management and the building of positive relationships in the class. (1-2 pages)
2. Analyze the teaching you observed using at least four appropriate anchor concepts. Cite *at least five* relevant class sources to support your analysis. You *must* use the following anchor concepts in your analysis: *multicultural education, PIES, and academic press*. (1-2 pages)
3. Analyze how well the teacher demonstrated the [state teacher competencies] we are focusing on in this class (see attached). (1-2 pages)
4. Describe at least one practice you would like to repeat in your own teaching and one piece of advice you have for this teacher based on what we have discussed in this course. (1/2-3/4 page)

Assignment 3: Midterm Examination

Section 1: Definitions

1. Define **two** of the following three anchor concepts, then describe the importance of each concept to good teaching (definitions can relate the two terms to each other as long as a full definition is given): a) "It's My Job" teaching; b) routines; c) ecological model. (6 points)
2. Define **two** of the following three anchor concepts, then describe the importance of each concept to good teaching (definitions can relate the two terms to each other as long as a full definition is given): a) hip hop pedagogy; b) cultural communication; c) frames of reference. (6 points)

Section 2: Matching

Match the following examples to the anchor concepts that they illustrate by writing the letter of **all relevant** anchor concepts on the line next to the number of the example that illustrates it. Underneath each answer, write a short justification for your choice. *Note: Anchor concepts may be used more than once or not at all. (8 points)*

Example

_____ 3. “I am going to show you what you will do as I take attendance and what to do if you are tardy.”

_____ 4. “Sometimes we will use a call and response. Have any of you ever said ‘Amen’ out loud in church? Tell us how that works. How is it different than what we do in most classrooms?”

_____ 5. “Seventy-three percent of suspended students in this district are African American even though that group comprises only 35% of the total student enrollment. We know from research that when African American students behave in similar ways to White students they get punished more frequently and more harshly. Today we are going to explore reasons for these high rates of punishment, connect our ideas to our novel, and discuss what should be done.”

_____ 6. “You may talk quietly before the bell rings as long as you are working on the bell work silently at the bell.”

_____ 7. “We are going to do a Mix, Pair, Share to learn more about each other’s goals and dreams for this year and beyond. I am going to participate with you.”

Anchor Concept

- a. funds of knowledge
- b. lesson-running routine
- c. class-running routine
- d. positive relationships
- e. social justice
- f. cultural communication
- g. interaction routine
- h. domains of teaching

- a. funds of knowledge
- b. lesson-running routine
- c. class-running routine
- d. positive relationships

- _____ 8. “You may sharpen your pencils before the bell rings and during classroom transitions.”
-
- _____ 9. “I think the students were off task because the assignment was too difficult and I did not being ‘with it’ enough to make modifications at the time. I was distracted by one student who was asking me questions and so I neglected the whole class.”
-
- _____ 10. “In my opinion, you are talking loudly and some people would interpret that as disrespect. Do you mean to be disrespectful?”
-

e. social justice
f. cultural communication
g. interaction routine

h. domains of teaching

Section 3: Short Answer

1. Describe three ways you have seen teachers use at least three different anchor concepts we have studied so far. Be sure to specifically state which anchor concepts you are describing. (5 points)
2. Based on your experiences, critique the state of U.S. schools with regard to positive relationships, culturally relevant pedagogy, and social justice. Then, give three specific applications to your own teaching. (5 points)
3. What do you believe is the most important thing you have learned so far in this class? Why do you believe it is most important? What do you still have questions (or concerns) about? (5 points)

Midcourse Evaluation:

As we move to the second half of the course, what suggestions do you have for your instructors? Please address practices in the domains of teaching that you would like for us to maintain and/or increase as well as those you would like for us to modify.

Assignment 4: Final Examination

There are five sections of this cumulative final examination. Give specific and thorough responses in each section.

Section 1: Definitions

1. Define **two** of the following three anchor concepts, then describe the importance of each concept to good teaching (definitions can relate the two terms to each other as long as a full definition is given): a) culturally relevant pedagogy; b) social justice; c) multicultural education. (6 points)
2. Define **two** of the following three anchor concepts, then describe the importance of each concept to good teaching (definitions can relate the two terms to each other as long as a full definition is given): a) resistance; b) deficit thinking; c) empathic mindset. (6 points)

3. Define **two** of the following three anchor concepts, then describe the importance of each concept to good teaching (definitions can relate the two terms to each other as long as a full definition is given): a) PIES; b) academic press; c) funds of knowledge. (6 points)

Section 2: Matching

Match the following examples to the anchor concepts that they illustrate by writing the letter of the **best** anchor concept on the line next to the number of the example that illustrates it. Then, write a brief explanation of your answer. *Note: Anchor concepts may be used more than once or not at all.* (7 points)

Example	Anchor Concept
_____ 4. "These kids come without any experiences." _____	a. frames of reference
_____ 5. "What I hear you saying is that you are angry about that. Is that right?" _____	b. cooperative learning
_____ 6. "If the students are not passing, I need to figure out why and keep trying to improve, no matter what." _____	c. de-escalation
_____ 7. "These children are loud and don't know how to sit still." _____	d. domains of teaching
_____ 8. "These parents don't come to meetings because they don't care about their child's education." _____	e. deficit thinking
_____ 9. "You know when you walk past the food truck where the guy sells delicious chitlins and you see the auto body repair where they also sell purses? Today we are going to talk about the economic reasons behind who would be selling purses at an auto repair shop and why." _____	f. "It's My Job" teaching g. routines
_____ 10. "I need to make a home visit since I cannot reach his guardian by phone." _____	

Section 3: Short Answer

1. Describe three teacher practices you have observed this semester (preferably in a secondary school, but your examples could also be from your own courses) and explain whether or not they reflect an “It’s My Job” belief. (5 points)
2. Ms. Whitford frequently experiences conflict with an African American student when she reprimands him in class. She says to her colleague, “He’s always so loud and disrespectful, but then he never answers any of my questions during lessons.” Using what we have learned this semester, how would you characterize her interpretation of her interaction with this student? Provide an alternative interpretation of events, then give Ms. Whitford advice about how to handle the situation. Include at least three anchor concepts and all three domains of teaching in your answer. (5 points)
3. Describe and critique how either Ms. Toliver or Ms. Merriex implements the three domains of teaching. Give specific examples. Use at least four additional anchor concepts in your explanation and underline them. Also, use at least three other relevant terms and concepts from class where appropriate. The terms and concepts you use here should be different than the ones you discussed above. (5 points)

Section 4: Essay

1. Choose one of the following State Standards and describe how you would teach it using a culturally responsive approach (including all three domains of practice). Explain how your choices reflect culturally responsive pedagogy as well as other class concepts. Include all three domains of teaching in your explanation. (10 points)
 - **Science:** SC.6.L.14.1: Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.
 - **Social Science:** SS.6.E.3.4: Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
 - **Math:** MAFS.6.EE.3.9: Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time*
 - **English:** LAFS.6.RL.1.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
 - **School Counseling:** A:B1.5: Organize and apply academic information from a variety of sources (from ASCA).

Section 5: Reflection

1. Read your answers on your Pre-assessment. Discuss specific concepts you have gained a deeper understanding of throughout the course. Then describe how you have applied (if relevant), and how you will apply, material from this course in your classroom. If applicable, also discuss the concepts that you still find challenging, either due to philosophical differences or to the difficulty involved in applying those concepts to actual teaching. (5 points)
2. How have your beliefs about students, teachers, and teaching and learning changed as a result of this class? Please give specific examples. If you do not believe your beliefs have changed, please also explain. (5 points)



Copyright for the content of articles published in *Teaching & Learning Inquiry* resides with the authors, and copyright for the publication layout resides with the journal. These copyright holders have agreed that this article should be available on open access under a Creative Commons Attribution License 4.0 International (<https://creativecommons.org/licenses/by-nc/4.0/>). The only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give authors control over the integrity of their work and the right to be properly acknowledged and cited, and to cite *Teaching & Learning Inquiry* as the original place of publication. Readers are free to share these materials—as long as appropriate credit is given, a link to the license is provided, and any changes are indicated.