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***Preparing for multiculturalism: An analysis of the perceived preparedness of  
pre-service teachers for teaching in diverse classrooms***

An Honors Thesis submitted in partial fulfillment of the requirements for Honors in the  
College of Education's Department of Middle Grades and Secondary Education.

By  
NelSilva Wolf

Under the mentorship of Dr. Elizabeth "Betsy" Barrow

**ABSTRACT**

This research examines the levels of preparedness of current pre-service teachers for teaching in the emerging culturally diverse classroom setting. The responses of the surveys and interviews will give more insight into how teachers are being prepared and areas of multicultural education that need more attention. This research can also give pre-service teachers the opportunity to reflect on their current understanding and experiences of multiculturalism to develop skills needed for culturally relevant teaching.

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## **Introduction**

An educator's main goal should be to ensure that all students in their classroom are receiving the tools necessary to learn effectively and grow, both academically and personally. While this is reality for many students, there are still far too many who do not receive the same benefits, and many of those students come from marginalized groups. Many people go into the teaching profession with little to no cultural competence, and this can have a negative impact on the performance and experience of culturally diverse students.

Today's classrooms look vastly different from those of the past. "The racial/ethnic diversity of public-school students has increased over time," and "schools that had more racial/ethnic diversity in their student populations also tended to have more racial/ethnic diversity among teachers" (National Center for Education Statistics, 2019, para. 2-3). With more push to have teachers create classroom environments that are inclusive and welcoming of diversity, it is imperative that pre-service teachers (PSTs) receive education and training to develop their cultural competence and cultural responsiveness. To accomplish this, teacher education programs can aid their students by providing course work that addresses problems with diversity and inclusion and by expecting PSTs to complete observations, volunteer, and/or complete field placements in schools that have diverse populations. The goal is to assist teacher candidates by helping them to develop self-awareness and to examine the ways they generalize, stereotype, or create assumptions about the children and families whose backgrounds are different from their own. In this thesis, I will examine PSTs' levels of preparedness for leading classrooms with diverse students. The following research questions will guide this endeavor:

1. How prepared are PSTs in a teacher education program to teach in diverse classrooms?
2. What are the PSTs' perceptions of their levels of preparedness and knowledge of multicultural education?

### **Definition of Key Terms**

*Pre-service Teachers (PSTs)*: Candidates pursuing teaching licenses, who generally have little to no experience teaching in the classroom.

*Culturally Relevant Teaching (CRT)*: “Pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (Ladson-Billings, 1994, p. 17-18).

*Cultural Competence*: “The ability of a person to effectively interact, work, and develop meaningful relationships with people of various cultural backgrounds” (Rosario de Guzman, et al., 2016, para. 1).

## **Literature Review**

This review of literature analyzes sources related to preparing PSTs for teaching in diverse classroom settings. The topics which will be explored include perceived preparedness and belief for teaching in diverse settings, current ways teacher education programs are preparing PSTs to teach in diverse settings, and effective strategies for pre-service and newly qualified teachers to apply in the classroom.

### **PSTs' preparedness and beliefs of teaching diverse classrooms**

Knowing that there is a demographic mismatch between the largely White, middle-class teaching workforce and the increasingly diverse, lower-socioeconomic public-school student population, it is important that PSTs have knowledge of and are prepared to use culturally relevant teaching (CRT). According to Groulx and Silva (2010), many teachers enter school settings with a lack of cultural knowledge that can lead to miscommunication and assume that minority students are less competent than their White counterparts. Aside from racial and ethnic diversity, the socioeconomic and educational status of students and their families can and will vary from that of the teacher. This disconnect can prevent teachers from recognizing the important values of working-class families (Groulx & Silva, 2010). Since pre-service and new teachers are often unprepared to teach in these schools, they only have their prior experience or what they consume from the media to create their own assumptions about students who come from backgrounds that differ from their own. These perceptions, behaviors, and expectations that teachers hold for their students are known to not only maintain, but widen, the Black-White achievement gap (Lambeth & Smith, 2016).

Students in teacher preparation programs have witnessed multicultural education on a limited basis in field placements, and most of their information comes from what they have learned in their college courses. In a study done by Neuharth-Pritchett et al. (2001), the responses of the teacher candidates proved that students had minimal understanding of multicultural education. There is also debate on whether teacher education programs should implement multicultural education in the classrooms. Studies conducted by Grant (1993) have shown that little to no multicultural education in teacher education programs yield negative outcomes for the PSTs once they enter the schools as new teachers (Neuharth-Pritchett et al., 2001). However, McDiarmid and Price (1990) have claim that multicultural courses in teacher education programs may be a contributing factor to teachers stereotyping minority students, and teacher candidates can feel uncomfortable discussing race when they are being prepared to teach in racially diverse schools (Neuharth-Pritchett et al., 2001). The study that Neuharth-Pritchett et al. (2001) conducted showed that many PSTs had limited experiences with diversity issues outside of what was being taught in their college-level multicultural courses. The perceived levels of preparedness to teach in these diverse classrooms vary among all teacher candidates, and it can sometimes be difficult to determine the level of preparedness of PSTs. Hsiao (2015) suggests that PSTs can measure their preparedness by using the culturally responsive teacher preparedness scale. This scale includes three factors: curriculum and instruction, relationship and expectation establishment, and group belonging formation. This scale indicates a more general rather than exhaustive overview of the main components of what makes an effective culturally responsive teacher.

### **Current ways PSTs are being prepared for diverse classrooms**

To provide an equitable educational experience for all learners, PSTs must be aware of the daily issues that minority students face in the education system (Colville-Hall et al., 1995). The pedagogy that PSTs receive in their education program may determine the success or failure of many minority students for years to come. Education programs can implement teaching their students classroom behaviors that will reflect culturally responsive education teaching, advise and counsel students as they reflect on their perceptions of multicultural education and diversity in the classroom, and use pedagogical techniques that lead to shifts in values. It is a widely held belief that people, whether they be children or adults, learn best from hands-on experiences (Lin et al., 2008). Therefore, placing teacher candidates into schools that are heavily diverse will give them the opportunity to interact and teach children who are different from themselves and to learn to appreciate differences to become more tolerant and accepting of diversity (Lin et al., 2008).

Having teacher candidates discuss methods of modifying lessons to be more inclusive can give rise to a higher level of preparedness. During this time, the teacher candidates should take time to reflect on their own culture and recognize that even within their own ethnic group, there are great differences in every family (Lin et al., 2008). The research done by Ohito (2016) encourages the use of discomfort in the teacher education classrooms. “A pedagogy of discomfort requires that individuals step outside of their comfort zones and recognize what and how one has been taught to see (or not to see)” (Ohito, 2016, p. 457). Using this method of pedagogy allows those involved to become vulnerable and take time to assess their feelings, and the feelings of others, specifically regarding race. The PSTs who participated in the pedagogy of discomfort showed great



interest in learning with and through their peers by creating relationships that were purposeful and vital to de- and re-constructing the modern-day classroom that are plagued by racism, politics, and White supremacy. Developing cultural competence is a difficult task, and it is critical that PSTs are becoming adequately prepared to teach in diverse classrooms (Miller-Hargis, 2015). This process, just like many other aspects of the teaching profession, requires time, guidance, and experience.

### **Effective teaching strategies to implement in the classroom**

To ensure that all students find success in the classroom, it is imperative to implement what is known as culturally responsive teaching (CRT). “CRT is a research-based approach that makes meaningful connections between what the students learn in school and their cultures, languages, and life experiences” (Educators Team at Understood, 2021, para. 1). It is much easier for students to learn and retain information when there are details that are familiar. Students are not a blank canvas; they come into the classroom with a wealth of background knowledge. When teachers capitalize on this knowledge, they can create an environment that is optimal for learning.

Due to the influx of students who come from backgrounds that differ from mainstream society, it is critical that teachers understand that changes must be made regarding how they teach. Teaching in these environments requires educators to address students’ cultural and ethnic needs, as well as their social, emotional, and cognitive needs (Brown, 2003). There are several strategies that can be implemented into diverse classrooms, but a few themes emerged from the sources collected: showing genuine care and interest for students; being assertive; and maintaining effective communication. Care and psychological safety are among two of the most important factors of student success,

and students who were interviewed revealed that they prefer teachers who “displayed caring bonds and attitudes toward them.” (Brown, 2003, p. 279). By showing students you genuinely care about them, you can begin to build a positive relationship that is built on trust, which is another critical component to successfully teaching diverse (and all) students. Students may choose not to learn from a teacher who they feel does not make them feel valued, so it’s important to build relationships with students to create a positive and welcoming classroom environment (Burnham, 2020). One effective strategy to begin this process would be to try to learn your students’ names and how to correctly pronounce them (Jackson, 1994).

Showing diverse students “tough love” can prove to be successful since many students who fall into this category may need guidance and support that is more assertive. This is especially true for those that teach in urban environments; these teachers must be able to establish their authority through verbal exchanges with their students and be more direct with their verbal commands (Brown, 2003). Students may ignore teachers when their commands are interpreted as questions or suggestions rather than actual commands. It is also important for teachers to be clear with their expectations, be firm and accept no excuses, and to deal with inappropriate behavior immediately. One teacher interviewed by Brown (2003) stated, “I’m here to help you. I’m not going to let you slide! You’re not going to get away with acting the wrong way or not doing the work” (p. 280).

Effective communication between teachers and students is critical to the success of teachers responding to the cultural and ethnic needs of their students. Teachers must be mindful of the different communication styles (both verbal and nonverbal), patterns, and norms that affect students’ abilities and levels of engagement in the classroom (Educators

Team at Understood, 2021). For instance, some African American students may prefer a communication style known as “call response.” Students may speak out loud while the teacher is speaking as a response to their comments. These remarks are meant as acknowledgements of agreement rather than rude interruptions (Brown, 2003). A negative reaction to the call response communication style can create a strained relationship between the students and the teacher, which can hinder the process of student learning.

The current research shows that PSTs do not feel prepared to teach in multicultural environments, and there are studies that have conflicting views on if multicultural education is beneficial to PSTs (Groulx & Silva, 2010) . Regardless of the answer, there have been countless studies that have shown that all students benefit from culturally relevant teaching, and it is important that PSTs learn how to effectively promote learning in their classrooms (Lambeth & Smith, 2016). In this thesis, I will investigate the areas of multicultural education that pre-service and newly qualified teachers believe that their education program prepared (and did not prepare) them for when dealing with the realities of the classroom.

## **Methodology**

### **Research Design**

This research examines how PSTs reflected on their experiences in their undergraduate education programs and gauged how well they were prepared for the realities of today’s classrooms. The research used a mixed methods design to collect data. By combining both quantitative and qualitative approaches, the researcher was able to

examine multiple perspectives about the thoughts and experiences of teaching in diverse classroom environments. The first phase of the study was to collect the quantitative data via a survey of 12 statements where the participants selected a response on 4-point likert scale. This survey collected data on the PSTs' levels of preparedness and current knowledge of multicultural education and culturally relevant teaching, and the culturally responsive teacher preparedness scale (Hsiao, 2015) was used to analyze the data. At the end of the survey, the PSTs were asked if they would like to participate in a follow-up interview.

The second phase of the study was a semi-structured interview with the PSTs who agreed to be interviewed. This interview collected more information on the PSTs' perceptions of the teacher preparation program and what courses, field experiences, activities, and curriculum helped prepare them to meet the needs of their diverse students. In the interview, PSTs also provided input on ways that the program can improve to better prepare future candidates.

## **Participants**

Before beginning to conduct this research, approval from the Institutional Review Board (IRB) was secured. For this study, the researcher recruited students in Georgia Southern University's Secondary and Middle Grades Education programs through emailing the professor of courses in the program. The participants read and signed an electronic consent form before taking the survey. Participants were also told that their participation was voluntary, and they could withdraw at any time. Participants also self-selected for the interview via the survey. Out of 50 potential participants, 15 students were surveyed, and two of those students agreed to be interviewed.

## **Instrumentation**

The participants received a series of twelve statements that begin with “I can ...” that examined their perceived preparedness. These statements addressed multiple areas of multicultural education and determined the competency levels of the PSTs. These statements were adapted from the Hsiao (2015) study on the culturally responsive teacher preparedness scale. Some of the statements that were included are: “I am able to infuse the curriculum and thematic units with the culture of students represented in the classroom,” and “I am able to assess culturally diverse students’ readiness, intellectual and academic strengths and weakness, and development needs” (Hsiao, 2015, p. 245). The PSTs responded to these statements using a scale from 1-4 with 1 being “I’m not able to do this/I’m not confident that I am able to do this,” and 4 being “I am very capable of doing this/I’m very confident that I will be able to do this.”

The interview phase of this study was conducted virtually on the platform Zoom. The interviews were 15-30 minutes and were recorded through Zoom. Also, transcripts of the interviews were automatically generated through Zoom. The PSTs answered a series of questions that required them to give specific details of their experience in the teacher preparation program as well as demonstrate their knowledge by defining culturally relevant teaching and providing strategies that follow the technique. At the end of the interviews, the researcher also asked the participants for suggestions of how the program can improve teacher candidates’ preparedness.

## **Data Analysis**

After collecting the data from the participants, the researcher examined the data of the survey using the culturally responsive teacher preparedness scale (Hsiao, 2015). The researcher made comparisons to the commonalities and differences of the teacher candidates' survey responses. After the interviews were conducted, the researcher analyzed the transcription and found the overall commonalities and differences in what areas the teacher candidates felt prepared in and how that related to the literature on this topic.

### Findings

After analyzing the results of the survey responses, the participants seemed to feel that they lacked the ability to use non-traditional discourse styles to communicate with students in culturally responsive ways. For instance, in some cultures high context (implicit and subtle communication that relies heavily on non-verbal cues) communication is preferred, while in others, low context (direct and clear through speech) is common. Many times students from cultures with high context can be viewed as disrespectful, rude, or disruptive, even though this is just how the students express themselves. All the PSTs did however feel extremely confident in their ability to establish a warm and safe environment for their students. The results also showed that although the PSTs felt that they may not be able to succeed in certain areas, none of them felt that they were completely incapable of becoming culturally responsive teachers.

**Table 1: Preparedness Survey Response Data**

Statement (I Can...)	1 – Not Able	2 – May Not Succeed	3 – Confident in Ability	4 – Extremely Capable/Confident

Infuse curriculum and thematic units with the culture of students.	---	23%	59%	18%
Review and assess curricula and instructional materials to determine multicultural strengths, weaknesses, and relevance.	---	28%	55%	17%
Develop a collection of instructional examples that are culturally familiar.	---	33%	33%	33%
Find ways to support language acquisition.	---	22%	45%	33%
Create assessments to complement culturally responsive pedagogical strategies.	---	11%	56%	33%
Assess culturally diverse students' readiness, academic strengths and weaknesses, and developmental needs.	---	22%	67%	11%
Utilize instructional methods to match learning preferences and interests.	---	---	56%	44%
Communicate with diverse students and their families.	---	22%	22%	56%
Use non-traditional discourse styles to communicate.	---	56%	33%	11%
Communicate expectations of success to culturally diverse students.	---	11%	56%	33%

Create a warm, supporting, safe, and secure classroom environment.	---	---	---	100%
Provide students with knowledge and skills needed to function in mainstream culture	---	---	22%	78%

Based on the responses from the survey, the PSTs typically felt confident in their ability to be culturally responsive teachers. This is indicative of the program's efforts to prepare the teacher candidates for the modern classroom environment. Through the interviews, the researcher was able to gain insight into the specific aspects of the teacher preparation program that has impacted their preparedness to teach culturally diverse students.

**Table 2: Interview Participant Demographics**

Name	Race/Ethnicity	Gender	Program
Mark (Alias)	White	Male	Secondary (History)
Bethany (Alias)	White	Female	Secondary (Mathematics)

### **Field Placements and Coursework**

The interview participants were asked a series of questions (see appendix) to further elaborate their experience in the teacher preparation program. After analyzing the interview transcripts, there were two overlying themes that were common in both interviews: field placements and coursework and knowledge of multicultural education.



Within the theme of field placements and coursework, I found commonalities between the two interviews: ensuring variation of field placements and allowing for candidate input on topics covered in courses. Willingness to learn from students and the desire for continuous improvement were also commonalities that can positively impact PSTs' knowledge of multicultural education.

Of the two themes found in both interviews, the field placements and coursework were said to have made the most impact in the candidates' perceptions of their preparedness. This is the core of the teacher preparation program, and it is critical that these two components adequately prepare teacher candidates for their future in the teaching profession.

### ***Variation of Field Placements***

During the interviews, the participants stated that having field placements that varied in demographics would be a great benefit to all teacher candidates. They felt that many PSTs in the program may have similar placements in similar settings, mostly rural and with little cultural diversity. According to the second teacher candidate that was interviewed, "Having the college strategically place students in schools that are rich in diversity can expose many candidates to environments that they may not have known existed. This can help students feel more prepared to teach in rural and urban areas (2021 December 9)."

These teacher candidates also mentioned that student teachers could learn from their mentor teachers and other teachers if they are teaching in diverse schools. The advice and strategies given to them by the teachers can be implemented during their

practicum experiences before they begin their teaching careers so that they are able to reflect on and make changes to these practices. The first teacher candidate who was interviewed believed that their placements “lacked cultural diversity” and that this caused feelings of uncertainty about their ability to teach culturally diverse classrooms (2021 December 6). In addition to this, the second teacher candidate feels that:

Hands-on experience from the placements is the best teaching strategy for us as student teachers. This allows us to learn more about our own cultures and how that impacts how we view and interact with people from differing cultures (2021 December 9).

Both interviewees think that variety in field placements is invaluable when striving to become a culturally responsive teacher.

### ***Teacher Candidate Input on Coursework***

For the two PSTs who were interviewed, they feel that their current coursework is helpful to their future career as educators, but they would also like to have a say in what topics they can learn more about. Both students thoroughly enjoyed their diversity in education course, but they felt that discussions and assignments on diversity were few and far in-between once that course was over. The second teacher candidate stated that

the topics we cover are very important, but I think that a topic that should be high priority in every class is diversity. I think that after our diversity class, we don’t talk about it much. It would be nice to have a speaker come in every once in a while to have a discussion with the class so that everyone continues to learn more about how to be aware and respectful of other cultures (2021 December 9).

The PSTs also mentioned that some changes could be made to their reflection assignments. “I think that the reflections we do are helpful for us to see where we can do better for the next time, and I think it would be great if we would do the same kind of assignments for culturally relevant teaching as we do for assessment strategies” (2021 December 6). These reflection assignments can help teacher candidates become reflective practitioners who are aware of their own cultural perspective, gaining insight into their own cultural assumptions, expectations, beliefs, and behaviors.

### ***Willingness to Learn from Students***

One of the many roles of a teacher is to provide instruction to their students that will help them learn, but it is also important for teachers to learn from their students as well. The second teacher candidate interviewed stated that “you have to be someone who is willing to listen to others, including your students. Listen to the community. You have to be someone who is willing to understand a perspective that they have little to no experience with.” The first teacher candidate mentioned that “cultural awareness helps you have more meaningful connections with your students of different cultures. They’ll know that you truly care about them and want to see them succeed in your class.” Learning more about your students’ cultures can also help minimize the stereotypes and assumptions, and this can avoid having lower/higher expectations for students of certain groups that can consequently affect student performance.

### ***Desire for Continuous Improvement***

As teachers, there should always be a desire to improve your work. Whether that be lesson plans, classroom management skills, or instructional strategies, the commitment

to doing/being better for your students is a huge priority. The second teacher candidate believes that putting forth the effort to be a culturally responsive teacher is a step in the right direction:

I'm currently teaching in a classroom with an ESL student from Mexico, and I don't speak Spanish whatsoever, but they see that I'm trying. I use a translator app to communicate with them, asking them about their interests, hobbies, and culture. I also send emails and letters home in Spanish to make a meaningful connection with their family. The ideal situation would be to speak Spanish with the student, but I do the best that I can for the moment and find out how to do better in the future (2021 December 9).

The first teacher candidate shares this sentiment, "As someone who has grown up around people who come with very similar backgrounds to my own, I know that it could be a struggle for me to understand some of the cultural differences and navigate how to best ensure that my students feel appreciated and valued." Both interviewees understand that being culturally responsive teachers is a never-ending journey that requires continuous reflection to improve.

### **Discussion and Implications**

The goal of this study was to examine the perceptions of PSTs to teach in culturally diverse classrooms. After reviewing the literature, it was predicted that many of the teacher candidates would feel unprepared. The results from this study however showed that PSTs have confidence in themselves based on their experience in their teacher education program. Of course, there are areas that the student teachers feel less

confident in, and it is potentially due to the little emphasis on diversity in the coursework and a lack of experience in field placements. Placing teacher candidates in heavily diverse schools gives them hands-on experience with cultures that may be foreign to them and can teach them to be more accepting of diversity (Lin et al., 2008). As a participant in the interview stated, having speakers come to classes and facilitate discussions could benefit student teachers. In the findings of the Lambeth and Smith (2016) study, PSTs need “mentors to demonstrate culturally responsive teaching methods” (p. 51). This can offer student teachers more opportunities to put these methods into action before they begin their career and set them up for success as culturally responsive teachers.

The study done by Neuharth-Pritchett et al. (2001) emphasized the fact that many PSTs have little to no experience with diversity aside from their coursework, and the study showed that this can make culturally responsive teaching difficult for students in that situation. One aspect that can be a challenge is communication with culturally diverse students. Based on the survey data, many participants were not confident in their abilities to communicate with their students in non-traditional ways. In the study that Brown (2003) conducted, she discussed the differences in communication of African American students and how it might seem disruptive and/or disrespectful to those who are not familiar with the dynamics of conversation in African American culture. A negative reaction to this difference in communication styles can hinder the student-teacher relationship and consequently have a negative impact on the student’s learning and performance.

Based on the data that was collected, it is suggested that PSTs should reflect on their culture and how that affects their relationships with others of various cultures. It's also important to learn more about the cultures of the students in their classrooms and work to tie the lessons to the students' social communities to make the content more relevant to the students' lives. Teachers should also work to build relationships with their students to ensure they feel respected, valued, and seen for who they are. Building those relationships helps them build community within the classroom and with each other. As for teacher education programs, it's important to place PSTs in schools of varying diversity and continue to require students to reflect on their learned experiences.

### **Limitations**

The main limitation in this study was the small sample size of PSTs surveyed and interviewed. With just 15 survey respondents and two interviews, the opinions and data from the participants of this study cannot accurately represent the opinions and experiences of all middle grades and secondary PSTs. Also, both interviewees were White, and this can influence their thoughts and experiences with multiculturalism. Having a large and more diverse group to interview and survey would potentially yield to different results.

### **Recommendations for Future Research**

A recurring trend in the literature and with this study is the lack of emphasis on diversity in the coursework. For future studies, there should be a focus on feasible ways that teacher preparation programs can incorporate more focus on diversity and showing teacher candidates how to be culturally responsive teachers. With this emphasis on

diversity, the studies should also highlight how teacher candidates reflect on their own cultures and how that impacts their abilities.

Additionally, many PSTs and current teachers have little to no experience discussing social justice topics with their students. There should be studies that address how teachers should go about discussing topics such as race, ethnicity, and cultural differences with their students that leads to an effective and productive conversation.

### **Conclusion**

Multicultural education is essential to the modern-day classroom as it assists in all cultural groups feeling a sense of belonging in their school community. Many students may feel a disconnect with the content that they are learning because it does not reflect their own background, so it is important for teacher candidates to begin learning how to promote multicultural education early on.

Teachers must be prepared to provide a quality education to every student that enters their classroom, and they cannot let biases and other assumptions affect their behavior toward students of cultures that differ from their own. It is necessary that PSTs receive adequate education about multicultural education to increase their cultural competency and prepare them for the realities of a profession that requires them to collaborate with a variety of students and families. Exposure to heavily diverse classrooms, greater emphasis on multicultural education, and the development of PSTs' abilities to implement culturally responsive teaching methods can ensure that students get the representation and empowerment that they deserve.

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## Appendix

### Semi-Structured Interview Questions

- 1) How would you define “culturally relevant teaching?”
  - a. Can you provide an example of what culturally relevant teaching looks like in the classroom?
- 2) What qualities do you think are necessary for becoming a culturally competent educator? Do you think that you possess those qualities?
  - a. If so, what ways would you demonstrate cultural competence in your future classroom?
  - b. If not, what are some strategies that you could implement in your future classroom to improve your cultural competency?
- 3) In what ways do you think your teaching will change (if at all) to meet the needs of your culturally diverse students?
- 4) Do you have (at minimum) a foundational understanding of cultures that do not reflect your own?
  - a. If so, what ways can you incorporate that knowledge into your classroom?
  - b. If not, what steps do you think you can take to gain an understanding of the cultures that your future students may have?
- 5) What do you think will be the biggest challenge of teaching in diverse classroom settings?

6) Do you believe that your teacher preparation program is preparing you to teach in diverse classrooms?

a. If so, what are aspects of the education program that have helped you the most in teaching to culturally diverse students?

b. If not, what are aspects of the education program that can be changed to better prepare PSTs?

7) Do you have any suggestions for improving the Middle Grades and Secondary Education programs to better prepare students for teaching in culturally diverse classrooms?