Cross-Cultural Competence of Student Teachers in Music Education

By: Constance McKoy

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Abstract:
The purpose of this study was to investigate the cross cultural competence of music education 177alOYS enrolled in student teaching. Study participants (N 86) from 19 colleges and universities in the Southeastern United States completed a survey designed to assess their cross-cultural competence as related to: factors (a)fostering and (b) constraining readiness for teaching in culturally diverse educational environments, and (c) educational experiences during teacher preparation relative to multilcultural education and multicultural music education. Study results indicated that the majority of respondents were aware off howl cultural differences may impact their teaching and students' learning, had encountered music of a variety of cultures in their own music education, had received specific instruction on creating and executing multicultural music experience for students, and had opportunities to be involved with projects related to multicultural music education. Study results neither confirmed nor negated that respondents held attitudes and beliefs hindering their readiness to teach in culturally diverse educational environments. Results of the current study suggest that additional investigations involving a larger sample are warranted and should include an examination of the effects of specific demographic variables on music student teachers' cross-cultural competence.

Article:
Introduction
The socio-cultural heterogeneity of public school student populations and the concomitant socio-cultural homogeneity evidenced in the population of many teacher preparation programs have prompted a focus in teacher education on developing pre-service teachers who are sensitive to and knowledgeable about the influence that culture may have on students' learning (Banks, 1994; Gay, 1994, 2002; Ladson-Billings, 1995; Nieto, 1996; Villegas & Lucas, 2002). Ln. addition, standards established by the National Council for the Accreditation of Teacher Education (NCATE) obligate faculty desiring accreditation for their programs in teacher education to address issues of diversity in the preparation of teachers (NCATE, 2002). Consequently, engendering cross-cultural competence among pre-service teachers has become a primary goal in general teacher education. Lynch and Hanson defined cross-cultural competence as "the ability to think, feel and act in ways that acknowledge, respect and build upon ethnic, socio-cultural and linguistic diversity" (1998, p. 49). Additionally, cross-cultural competence implies an ability to teach in ways that are responsive to how varying culturally-specific knowledge bases impact learning (Gay, 2002).

A thorough review of the literature to date suggests no data are available on the race or ethnicity of students enrolled in music teacher preparation programs nationally; however data summaries reported yearly by the National Association of Schools of Music (NASM) suggest that the undergraduate student population of NASM-accredited music programs is not racially diverse. A report from 485 institutions indicated that, of students receiving Baccalaureate Professional Degrees in music in the 20U6-2007 academic year, 6.6% were African American, 0.5% were American Indian/Native Alaskan, 3.9% were Asian, 5.9% were Hispanic/Latino, U.4% were Pacific Islander, 76% were White, and 6.9% were Other/Race-Ethnicity Unknown (NASM, 2007).

An estimate of the racial and ethnic makeup of the music education profession nationally may be inferred from results of a 2004 membership profile and segmentation study sponsored by MENC: The National Association for Music Education (MENC). Results indicated that slightly more than 90% of MENC members were White. Members identifying themselves as Black/African American, Hispanic/Latino, Asian, or Other respectively represented 5.8%, 1.7%, .6% and 1.2% of the total MENC membership (Eureka Facts, 2004).

The NASM and MENC survey data suggest that racial and ethnic diversity are not characteristics either of in-service or pre-service music teacher populations. f he music education profession has recognized this trend and has responded to the need to include culturally diverse perspectives in music curricula at all levels, including music teacher preparation programs. Typically, this response has been characterized by the inclusion of a world music survey course as a required component of undergraduate music education degree programs, and by emphasizing instructional strategies and materials designed to facilitate teaching about musical structures and expression as they are manifested in varying culturale contexts. More recently, however, considerations of how to prepare music teachers who can function effectively in, and have positive attitudes toward culturally diverse educational environments have gained importance in music teacher education. Motivated, in part, by a desire to direct thinking about music teaching and learning, and consequently music teacher education in new ways, Butler, Lind, and McKoy (2007) developed a conceptual model (see Figure 1.) identifying five interrelated dimensions of the teaching and learning process in music which, when framed within the context of race, ethnicity, and culture, may foster or inhibit the teaching and learning process in music.

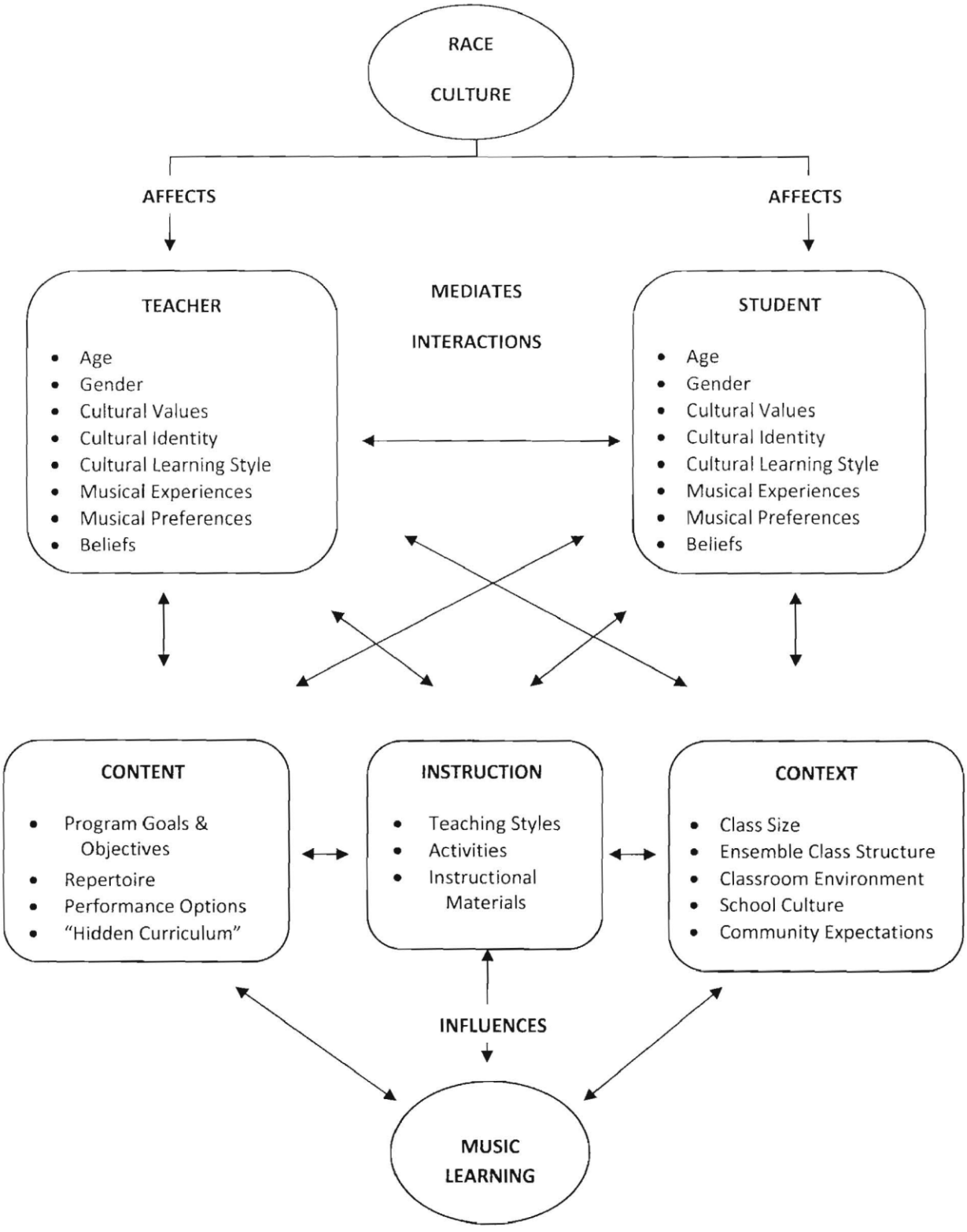

Figure 1: Conceptual model illustrating dimensions of the music teaching and learning process influenced by race, ethnicity, and culture.

Several components of the "Teacher" dimension of the model were formulated from research indicating that pre-service teachers' racial and cultural backgrounds, values, attitudes, beliefs, and experiences are influential in the teacher preparation process (Bradfield-Kreider, 2001; Foster, 1995; Gay & Howard, 2000; Gollnick, 1996; Marshall, 1999, Thorsen, 2002; Villegas & Lucas, 2002). Consequently, these factors may impact pre-service teachers' ability to develop knowledge, skills, and dispositions contributing to cross-cultural competence ands

therefore may influence their preferences for teaching in culturally diverse education settings as in-service professionals.

How effective are music teacher education programs in preparing pre-service music teachers to meet the challenges of a racially, ethnically, and culturally diverse educational landscape? Research indicates that though pre-service music teachers are comfortable with the idea of teaching in ethnically and racially diverse educational environments, they are ambivalent about teaching in such environments, and demonstrate greater preference for teaching in suburban schools with student populations that reflect their own cultural backgrounds (Kelly, 2003; IVIcKoy, 2006). Reeder-Lundquist (2002) noted that students in music education programs "are being asked to operate effectively in a social, historical, and aesthetic context, which is not at all the same—and is vastly more complex— than the cultural context for which they have been prepared in typical higher education" (p. 634). Additionally, Barry (1999) found that lack of congruence between the contexts of college music education classes and those of some public school classrooms can pose significant challenges for pre-service music teachers and impede their ability to translate their knowledge of multicultural music instruction to culturally responsive teaching practices. These observations suggest that for music teacher education programs, issues of cross-cultural competence are especially salient, and the achievement of such competencies among pre-service music teachers, particularly by the time they enter their semester of student teaching, should be of concern to music teacher educators and to the music education profession.

The purpose of this study was to investigate the cross-cultural competence of music education majors enrolled in student teaching. Specifically, the study focused on the following research questions:

1. To what extent do student teachers in music education hold knowledge, skills, and awareness about cultural differences that foster readiness to teach in multicultural educational settings?
2. To what extent do the personal attitudes and level of cultural awareness of student teachers in music education constrain readiness to teach in multicultural educational settings?
3. To what extent have student teachers in music education had experiences during teacher preparation relative to multicultural education and multicultural music education that promote readiness to teach in multicultural educational settings?

Method

Survey

A survey developed by Wiggins and Folio (1999) was modified for use in this study. The modified survey consisted of 31 statements, each with a five-point Likert response scale designed to assess participants' cultural competence as related to: factors (a) fostering and (b) constraining readiness for teaching in culturally diverse educational environments, and (c) educational experiences during teacher preparation relative to multicultural education and multicultural music education. Factors fostering readiness for teaching in culturally diverse educational environments pertained primarily to knowledge and skills as associated with culture and pedagogical issues. Factors constraining readiness referred to awareness of cultural differences and personal attitudes. Teacher preparation referred to pre-service teachers' exposure to or experience with multicultural issues or multicultural teaching practices in their teacher preparation programs.

Response options for the Likert scale were *Strongly Agree, Agree, Neutral, I)isagree,* and *Strongly Disagree,* with respective score values ranging from five points to one point for items addressing the "Foster" and "Teacher Preparation" dimension subscales of the survey. For items comprising the "Constrain" dimension subscale of survey, score values for the response options were reversed, ranging from one point for *Strongly Agree* to five points for *Strongly Disagree.* The remaining items in the survey solicited demographic information regarding participants' gender; race/ethnicity; the type of community setting of schools in which they conducted their practicum and student teaching experiences; primary area of concentration in the music education program; and the United States census geographical region or country outside of the U.S. in which they grew up.

Wiggins and Folio (1999) reported alpha coefficients of reliability of .77, .68, and .88 respectively for the Foster, Constrain, and Teacher Preparation dimension subscales of their survey; internal consistency reliability for the total survey was not reported. The modified survey was piloted with 18 student teachers in music education, none of whom participated in the current study. Internal consistency reliability analyses for the modified survey revealed respective alpha coefficients of .50, .58, and .61 for the Foster, Constrain, and Teacher Preparation dimension subscales. Internal consistency reliability for the total survey was .80.

Based on feedback from respondents and the results of the reliability analyses of the piloted modified survey, four survey items were eliminated: one from the Foster dimension subscale, two from the Constrain dimension subscale, and one from the Teacher Preparation dimension subscale. Additionally, one item each from the Foster and Constrain dimension subscales were reworded.

Participants and Data Collection

The population of interest for this study was music education student teachers in 79 college and university undergraduate music education programs accredited by the National Association of Schools of Music (NASM) and located in the South Atlantic census geographic division of the United States, comprised of the District of Columbia, the commonwealth of Virginia, and the states of Delaware, Florida, Georgia, Maryland, North Carolina, South Carolina, and West Virginia. Faculty contact persons for music education programs in the 79 institutions were emailed regarding their willingness to conduct the survey with their student teachers. Positive responses were received from faculty contacts in 21 of the 79 institutions and represented six states within the South U.S. census geographic region: Florida, Georgia, North Carolina, South Carolina, Virginia and West Virginia.

Once the total number of student teachers was determined *(N* = 109), paper copies of the survey along with information on informed consent, a script for use in presenting the survey, and an addressed envelope with pre-paid postage were sent by land mail to faculty contacts for dissemination to participants. Student teachers' completion of the survey constituted their consent to participate in the study. Paper surveys were used to collect data instead of an online survey because of research indicating widely varying response rates and possible psychometric biasing effects for web-based surveys (Antons, Dilla, & Fultz, 1997; Couper, Blair, & Triplett, 1999; Idleman, 2003; McCoy, Marks, Carr, & Mbarika, 2004). Surveys were returned by land mail from 19 of the 21 institutions whose faculty contacts initially agreed to conduct the survey with their student teachers *(N* = 96). The number of institutions and participants from each state were as follows: Florida, 3 (n = 17); Georgia, 5 *(n* = 18); North Carolina, 5 *(n* = 29), South Carolina, 4 *(n* = 19); Virginia, 1 (n = 1); and West Virginia, 1 *(n* = 12). Eleven were public state institutions and eight were private institutions.

Fourteen of the 96 surveys returned were incomplete; ten of the 14 surveys were incomplete to an extent that rendered them unusable for the study. For the remaining four surveys, one missing item response was noted for each of three surveys (one for survey item 7 and two for survey item 23) and an additional survey Nsici three missing item responses (survey items 29, 30, and 31). Ratner than omit these four surveys, a maximum likelihood estimation procedure was conducted to impute values for the missing data, using the Missing Variables Analysis (MVA) module for the SPSS Base version 13.0 software (SPSS, 20U6), bringing the number of usable surveys to 86. The adjusted data set was analyzed using descriptive statistical procedures.

Results

Demographic Data

The number of female respondents (55%; n = 47) exceeded the number of males (4.5%; *n* 39). The majority of respondents identified their racial/ethnic background as White (81`,i,; *n* = 70). Of the remaining respondents, five (6%) were African American, three (4%) were Asian American, two (3%) were Multiracial, two (2%) were Hispanic/Latino, and one respondent each (1%) self-identified as Asian American/Pacific Islander, and Native American/American Indian. "Other" was the racial/ethnic dimension indicated by 2 (2%) respondents; however no additional clarifying information was provided.

Most of the respondents grew up in the South (74%; *n* = 64) and Northeast (13%; n = 11) U.S. geographic census regions. Other regions reported by respondents included Midwest (3%; *n =3)* and West (3%; n = 3). Five respondents (6%) grew up in countries outside of the United States: Belize, France, Germany, Singapore, and Turkey. 'English was the primary language spoken by 99% of respondents; one respondent's primary language was Turkish.

Thirty-eight percent of respondents (n = 33) conducted their practicum experiences in suburban school settings; 62% = 53) indicated they had conducted their school practicum experiences in combinations of suburban, rural, and urban community settings. Additionally, 48% (n = 41) of respondents were conducting their student teaching in schools in suburban community settings at the time of the study, whereas 52% (n = 45) were student teaching in multiple schools in suburban, rural, and urban. communities.

A variety of music education degree program concentrations were represented in the respondent sample. The band instrumental music program concentration was indicated most frequently by respondents (44%; *n* = 38), followed by choral/general (41%; *n* = 35), and string instrumental music (9%; n = 8). Other program concentrations included choral/band (2%; n = 2), choral/general/band (2%; n = 2) and choral/guitar (1%; n = 1).

Survey Dimensions

Survey items were grouped into three subscales according to the Foster, Constrain, and Teacher Preparation dimensions, and the item responses were analyzed using descriptive statistical procedures. Means, standard deviations, frequencies, and associated percentages for items in the Foster dimension subscale are presented in Table 1.

Table 1: *Response Means, Standard Deviations, Frequencies, and Associated Percentages for the Foster Dimension Subscale*

Survey Items	Mean	*SD*	Five-point Response Scale SA Freq. (%)	A Freq. (%)	N Freq. (%)	D Freq. (%)	SD Freq. (%)
2. I am comfortable teaching in culturally diverse classrooms with students who share different values.	4.13	0.89	31 (36)	41 (48)	8 (9)	5 (6)	1 (1)
5. I think that instructing students in the music of different racial/ethnic groups and cultures is important in music education	4.67	0.50	59 (69)	26 (30)	1 (1)	0 (0)	0 (0)
6. I can explain how culture mediates students' learning of music content.	3.86	0.77	15 (17)	49 (57)	17 (20)	5 (6)	0 (0)
7. I understand how factors related to culture, race, and ethnicity may impact the teaching and learning process in music.	4.19	0.64	26 (30)	51 (59)	8 (9)	1 (1)	0 (0)
11. I understand how socio-cultural factors may influence students' music preferences.	4.14	0.74	26 (30)	50 (58)	6 (7)	4 (5)	0 (0)
20. I can identify subtle forms of racism, including unintended cultural bias, which might influence my own teaching.	3.79	0.83	11 (13)	56 (65)	10 (12)	8 (9)	1 (1)
22. I am able to tailor music instruction to the needs of all my students.	4.07	0.70	22 (26)	50 (58)	12 (14)	2 (2)	0 (0)
24. I can describe the historical antecedents to the marginalization of Black and Hispanic students at school.	3.10	0.93	3 (3)	29 (34)	32 (37)	18 (21)	4 (5)
26. I have considered my role as a teacher in school-community relations.	3.95	0.78	17 (20)	54 (63)	10 (12)	4 (5)	1 (1)
28. I can explain how my cultural background influences the values and beliefs I hold for making decisions about music curriculum and instruction.	4.09	0.78	25 (29)	49 (57)	7 (8)	5 (6)	0 (0)
29. I am comfortable raising questions about multicultural issues in groups of peers.	4.16	0.75	29 (34)	45 (52)	9 (11)	3 (3)	0 (0)

Table 1: (Concluded). *Response Means, Standard Deviations, Frequencies, and Associated Percentages for the Foster Dimension Subscale*

Survey Items	Mean	*SD*	Five-point Response Scale SA Freq. (%)	A Freq. (%)	N Freq. (%)	D Freq. (%)	SD Freq. (%)
30. I am comfortable raising questions about multicultural issues in my teaching.	3.85	0.86	19 (22)	41 (48)	21 (24)	4 (5)	1 (1)
31. I am comfortable raising questions about multicultural issues in university or other formal educational settings.	4.09	0.85	28 (33)	44 (51)	9 (11)	4 (5)	1 (1)

N = 86

Note 1: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Note 2: Percentages may not equal 100 due to rounding

The thirteen item statements comprising the Foster dimension subscale of the survey were designed to examine the extent to which music student teachers held knowledge and skills fostering readiness for teaching in culturally diverse educational environments. With the exception of item 24, most respondents strongly agreed or agreed with ail of the statements comprising the dimension subscale. Response means for all item statements in the subscale except item 24 were above the midpoint of the score value range between the *Neutral* and the *Agree* response options. Item 5, which assessed respondents' extent of agreement with the statement that multicultural music instruction is important in music education, was the only item in the subscale with which a majority of the respondents indicated strong agreement (69%; n = 59), and also was the item that attained the highest mean score (M = 4.67; SD = 0.50). For item. 24, which had the lowest mean score of all items in the subscale (M = 3.10; SD = 0.93), percentages were identical (37%; n = 32) for respondents who strongly agreed or agreed and those who were neutral regarding their ability to describe circumstances that historically contributed to the marginalization of Black and Latino students in school.

The Constrain dimension subscale of the survey included 10 statements designed to examine the extent to which music student teachers' level of awareness, attitudes, and beliefs regarding cultural differences hindered their readiness to teach in multicultural educational settings. Consequently, responses to these subscale items were reverse scored. Table 2 presents subscale item means, standard deviations, frequencies, and associated percentages.

Table 2: *Response Means, Standard Deviations, Frequencies, and Associated Percentages for the Constrain Dimension Subscale*

Survey Item	Mean	*SD*	Five-point Response Scale SA Freq. (%)	A Freq. (%)	N Freq. (%)	D Freq. (%)	SD Freq. (%)
3. I would rather teach in mono-cultural school settings.	3.65	0.93	1 (1)	7 (8)	30 (35)	31 (36)	17 (20)
8. I have limited cross-cultural experiences	3.31	1.18	5 (6)	21 (24)	16 (19)	30 (35)	14 (16)
9. I believe that some minority groups, such as Blacks and Hispanics, may not be as capable of learning as other minority groups, such as Asians.	4.49	0.89	2 (2)	1 (1)	8 (9)	17 (20)	58 (67)
14. I prefer teaching students whose social class and cultural background are similar to mine.	3.16	0.93	1 (1)	22 (26)	31 (36)	26 (30)	6 (7)
16. I would characterize most of the teachers I've had throughout my elementary, middle, high school and college education as racially/ethnically homogeneous (similar to one another).	2.14	0.96	20 (23)	47 (55)	7 (8)	11 (13)	1 (1)
17. I'm unsure about the cultural qualities of social groups other than my own.	3.49	0.92	1 (1)	11 (13)	30 (35)	33 (38)	11 (13)
18. I'm unsure of how biases and stereotypes that I might have for other cultural groups could unintentionally influence my instruction.	3.42	0.94	2 (2)	12 (14)	29 (34)	34 (40)	9 (11)
21. I have a limited understanding of how socio-cultural and/or cognitive factors related to student diversity could influence my personal and academic relationship with students.	3.36	0.91	2 (2)	13 (15)	29 (34)	36 (42)	6 (7)
25. I believe that more problems than assets surround cultural diversity at school.	3.47	1.08	3 (3)	14 (16)	25 (29)	28 (33)	16 (19)
27. I have a limited understanding of the complex relationship among society, schools, and ethnicity.	3.44	1.00	3 (3)	14 (16)	20 (23)	40 (47)	9 (11)

N = 86

Note 1: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Note 2: Percentages may not equal 100 due to rounding
Note 3: Responses were reversed scored

Although the majority of respondents either disagreed or strongly disagreed with most of the subscale item statements, 29% to 36% of respondents selected the *Neutral* response option across six of the subscale items (3, 14, 17, 18, 21, and 25). For item 14, responses for 73% of the respondents were nearly evenly divided between the *Neutral* category and the combined *Disa,,;rec* and *Strovly Distwee* categories with regard to respondents' preference for teaching students of similar culture and social class as themselves. "'he lowest

mean score observed for this dimension subscale was for item 16 (M 2.11; *SD* 0.96); 78% of respondents strongly agreed or agreed that over the course of their K-12 and college education, their teachers represented a racially or ethnically homogeneous group. The highest mean score and the highest percentage of respondent congruence was observed for subscale item 9 (M = 4.49; *SD* 0.89); 84% of respondents disagreed or strongly disagreed that the capacity to learn was greater for specific racial or ethnic groups.

Items in the leacher Preparation dimension subscale of the survey examined the extent of respondents' experience with multicultural issues and music teaching practices during undergraduate music teacher preparation. Table 3 displays item response means, standard deviations, and frequencies and associated percentages for the subscale.

Table 3: *Item Means, Standard Deviations, Frequencies, and Associated Percentages for the Teacher Preparation Dimension Subscale*

Survey Item	Mean	*SD*	Five-point Response Scale SA Freq. (%)	A Freq. (%)	N Freq. (%)	D Freq. (%)	SD Freq. (%)
1. I know what multicultural education means	4.22	0.64	29 (34)	47 (55)	10 (12)	0 (0)	0 (0)
4. Music teachers that I have observed made mention of the contributions to music of people from various racial/cultural groups.	3.74	1.00	19 (22)	39 (45)	17 (20)	9 (11)	2 (2)
10. I have received instruction on how to plan and implement multicultural music experiences.	3.55	1.00	12 (14)	40 (47)	17 (20)	17 (20)	0 (0)
12. I have discussed the relationship between "hidden curricula" and unintended cultural bias.	2.88	1.08	3 (3)	28 (33)	19 (22)	28 (33)	8 (9)
13. To date, my musical education has included music of a variety of racial/ethnic cultures.	4.09	0.82	28 (33)	43 (50)	10 (12)	5 (6)	0 (0)
15. I have completed projects or activities that included aspects of multicultural music education.	3.87	0.94	22 (26)	42 (49)	11 (13)	11 (13)	0 (0)
19. I have seen school music classroom environments with instruction that appeared to be multicultural.	3.80	0.93	16 (19)	50 (58)	8 (9)	11 (13)	1 (1)
23. I have participated in discussions that have focused on how to adapt different music teaching strategies to the various learning styles of my students.	3.94	0.85	19 (22)	51 (59)	9 (11)	6 (7)	1 (1)

N = 86

Note 1: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly Disagree
Note 2: Percentages may not equal 100 due to rounding

Except for item 12, the majority of respondents strongly agreed or agreed with each item statement in the subscale, and response means for these items were above the midpoint of the range between the *Neutral* and *Agree* response options. The highest mean score observed for the dimension subscale was 4.22 *(SD* = .64) for item 1; 89% of respondents (n 76) strongly agreed or agreed with the statement "I know what multicultural education means." The lowest mean score for the dimension subscale was observed for item 12 (M 2.88; *SD* = 1.08). For this item, 36% (n 31) of respondents selected the *Strongly Agree* or *Agree* response options, whereas 42% *(n* 36) selected the *Disagree* or *Strongly Disagree* options in response to the statement, "I have discussed the relationship between 'hidden curricula' and unintended cultural bias."

Reliability

Internal consistency reliability was estimated for the overall survey and the three survey dimension subscales using Cronbach's alpha procedure. Table 4 displays the dimension subscales, observed reliability coefficients, means, and standard deviations, as well as the observed reliability coefficient for the overall survey.

Table 4: *Observed Internal Consistency Reliability for Survey Subscales and Overall Survey*

	α	*M*	*SD*
Survey Subscale			
Foster	.81	4.01	5.50
Constrain	.76	3.39	5.57
Teacher Preparation	.72	3.76	4.18
Overall Survey	.87		

The reliability coefficients for each of the dimension subscales and the overall survey surpassed the standard criterion of .70 for reliable measures (Nunnaly 8.r Bernstein, 1994). Notably, the coefficient for the Foster dimension subscale was beyond .80, and the observed reliability coefficient for the total survey approached .90. Based on these results, the survey demonstrated acceptable internal consistency for the purposes of this investigation.

Discussion

A 79% response rate was obtained in the current study, which was above the 70% minimum acceptable survey response rate suggested by Gay and Airasian (2002). Nevertheless, as this study examined the extent of cross-cultural competence reported by music student teaching populations at specific colleges and universities, and missing values were imputed for 6 survey items across 4 surveys, caution should be used in generalizing the results of this study to other settings.

Factors Fostering Readiness to Teach in Diverse Educational Environments

Results for the Foster survey dimension subscale suggest that, on average, respondents held content knowledge, skills, and beliefs that promoted a readiness to teach in diverse educational environments. Responses to items in this dimension subscale indicated that the majority of respondents are aware of how cultural differences may impact their teaching and students' learning.

Responses to two of the items in this subscale were noteworthy. For item 24, which assessed music student teachers' knowledge of the historical antecedents to the marginalization of Blacks and Hispanics at school, the same number of respondents selected the *Neutral* response option (37%; *n* 32) as selected the *Strongly Agree* and *Agree* options combined. Why nearly one third of the music student teachers chose the *Neutral* response option for this survey subscale item is not clear. They may have done so because they were uncertain as to their knowledge in this area, did not want to concede their lack of knowledge, or did not understand the question due to the specific wording used. Interestingly, the 3 student teachers who strongly agreed that they were knowledgeable with regard to this area identified themselves as White, were from the South and the Northeast region of the United States, and had conducted both their practicum and student teaching in a combination of suburban and urban, or suburban, urban, and rural school settings. Three of the 5 student teachers who identified themselves as African American agreed with the statement, whereas the two student teachers who identified themselves as Hispanicaatino disagreed and strongly disagreed as to their knowledge in this area. These interesting results may be attributed to the small number of African Americans and Hispanic/Latino participants in the current study; a larger cross section of participants across racial categories might have revealed different results.

Subscale item 30 received the next highest number of responses for the *Neutral* option; nearly one quarter of the respondents' were neutral with regard to their comfort in raising multicultural issues in their teaching. Respondents' choice of this response option may indicate that they had not engaged in discussions relating to multicultural issues in their teaching, and therefore could not attest to their level of agreement or disagreement in response to the statement.

Factors Constraining Readiness to Teach in Diverse Educational Environments

Survey item statements for the Constrain dimension subscale of the survey were negatively worded; thus the responses to these survey items were reversed scored. The overall results for this survey subscale neither confirmed nor negated that respondents held beliefs that hindered their readiness to teach in culturally diverse educational environments. More than one third of the respondents were neutral with regard to: (a) their preference for teaching in a monocultural school setting, (b) their preference for teaching students whose social class and cultural backgrounds were similar to theirs, (c) their uncertainty regarding the cultural qualities of social groups other than their own, (d) their uncertainty of how their own biases and stereotypes regarding other cultural groups might influence their instruction, and (e) the extent of their understanding of how socio- cultural and/or cognitive factors could influence their personal and academic relationships with students. Additionally, nearly a third of respondents were neutral concerning their belief that more problems than assets surround cultural diversity in schools, and nearly one quarter of respondents were neutral with regard to the extent of their understanding regarding the relationship among society, schools and ethnicity. The large percentage of respondents who selected the *Neutral* response option for these survey dimension items supports previous research results (Kelly, 2003; McKoy, 2006) and suggests either that the participants were ambivalent regarding the item statements or that they found the *Neutral* response option to be a more socially-acceptable alternative in light of negative attitudes and beliefs they might actually hold.

The only survey subscale item for this dimension with a mean corresponding with the *Disagree* response option (M = 4.49) was item 9, which stated, "I believe that some minority groups, such as Blacks and Hispanics, may not be as capable of learning as other minority groups, such as Asians." Although 87% of student teachers either disagreed or strongly disagreed with this statement, the fact that 12% of respondents were neutral, agreed, or strongly agreed with the statement is troubling. If teacher expectations influence student learning, then viewing all students as capable of learning, regardless of gender, socioeconomic status, or race or ethnic background, is a disposition that should be engendered among pre-service teachers. Of the students who were neutral, agreed, or strongly agreed with this survey item, the majority were White males, grew up in the South, and conducted practicum and student teaching in programs that specifically utilized a combination of suburban, urban, and rural school settings. These results suggest that investigations of the effects of these demographic characteristics

on factors constraining readiness to teach culturally diverse student populations could provide additional useful information.

Responses to survey subscale item 16 indicated that more than three quarters of the respondents would characterize their K-16 teachers as being racially or ethnically similar to one another. Although the survey item did not require respondents to specify the race or ethnicity of the teachers they had, given the research data on the racial and ethnic homogeneity of the public school teaching population, the likelihood is strong that the teachers were predominantly White. Certainly, having a majority of teachers who comprise a single racial or ethnic group throughout one's education is not problematic in and of itself; however, exposure to and experience with racially or ethnically heterogeneous teaching populations could contribute positively to the development of attitudes and dispositions that would foster pre-service music teachers' development of cross- cultural competence with regard to teaching students of diverse cultural backgrounds.

Multicultural Education and Multicultural Music Education Experiences during Teacher Preparation
Responses to the Teacher Preparation dimension subscale indicated that music education student teachers generally have had experiences in their music teacher preparation programs that focused on multicultural education and multicultural music education. Several of the responses to this subscale suggest that the focus on multicultural music by the music education profession in recent years has resulted in a greater number of pre-service music teachers who have encountered music of a variety of cultures in their own music education, have had specific instruction on creating and executing multicultural music experience for students, and have had opportunities to be involved with projects related to multicultural music education.

Responses to other questions in the subscale suggest that a majority of music student teachers have had experiences with concepts and skills rotated to cultural competence in teaching (as opposed to experiences only with cultural diversity in music content). This is an encouraging outcome, as multiculturalism in general education focuses as much on the impact of race, ethnicity, and culture on teaching and learning as it does on the need to broaden subject matter content to reflect a variety of cultural perspectives.

The one exception to the promising results in this area of the dimension subscale was reflected in responses to the survey item regarding whether respondents had discussed the relationship between hidden curriculum and unintended cultural bias. Only slightly more than a third of the respondents indicated having engaged in such discussions. As defined in the *Dictionary of Sociology* (Scott & Marshall, 2005), hidden curriculum "refers to the way in which cultural values and attitudes ... are transmitted, through the structure of teaching and the organization of schools" (p. 1). This transmission is typically implicit, rather than explicit, and is frequently unintentional. The concept of the hidden curriculum may have particular significance for music teacher preparation. Despite efforts to include instructional experiences that expose pre-service music teachers to a culturally broader range of music, most undergraduate music education programs still emphasize the performances practices and traditional cultural aesthetic values of Western European classical music. Indeed, the demonstration of content knowledge and performance skills as related to the Western European classical music tradition is a pre-requisite for student entry into most college and university music programs. Consequently, undergraduate study in music primarily prepares pre-service music teachers to establish and maintain the cultural aesthetic values of Western European classical music in school music programs. Moreover, success in the music education profession customarily has been equated with the successful promulgation of that aesthetic in school music programs. Thus, by equating quality music programs with the norms of the musical aesthetic established in their undergraduate music preparation, new in-service music teachers may implicitly, though inadvertently, communicate the superiority of certain music forms over others that are equally viable, but not well represented in school music curricula.

Conclusion

To the extent that music student teachers surveyed in this study were ambivalent as to issues of personal attitude and their awareness regarding cultural differences, the results of the current study are congruent with results of studies in the broader teacher education literature (Bradfield-Kreider, 2001; Dieker, Voltz & Epanchin, 2002;

Nierman, Zeichner & Hobbel, 2002; Wiggins & Follo, 1999). On the other hand, the fact that the majority of survey participants indicated having knowledge and skills as related to culture and pedagogical issues, and experiences in teacher preparation related to multicultural content in music teaching is in contract to general education research results. These encouraging results are perhaps indicative of changes in instructional focuses that have occurred in music teacher education programs over the past decade.

Results of the current study suggest that additional investigations of cross-cultural competence in music student teachers involving a larger sample are warranted. In addition to continuing the exploration of the extent of cross-cultural competence reported by student teachers in music education, additional studies should investigate the effects of specific demographic categories used to describe the sample in the current study (i.e., gender, race/ethnicity, type of community setting for practicum and student teaching placements, and U.S. or international region of origin) on participants' reported cross-cultural competence.

The attainment of cross-cultural competence, that is, the ability to teach in ways that acknowledge and are responsive to how varying culturally-specific knowledge bases impact students' learning, continues to be at the forefront of identified competencies for candidates in teacher preparation programs. Cross-cultural competence has particular significance in terms of desired outcomes for candidates in music teacher preparation programs. Given that music is a source of cultural identity for many groups and communities and is one of several expressive forms through which cultures of the world and micro-cultures in the United States may be known and understood, music teachers must develop competencies that will assist them in valuing the varying culturally-specific knowledge bases and musical ways of knowing that their students bring to the music classroom and using these varying points of reference to facilitate and maximize student learning in music.

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